



## THE IMPLEMENTATION OF NATIONALITY INSIGHTS VALUES IN INDONESIAN HISTORY LEARNING TO BUILD NATIONALISM OF SENIOR HIGH SCHOOL STUDENTS

Johan Setiawan

johansetiawan.2017@student.uny.ac.id

Universitas Negeri Yogyakarta

Taat Wulandari

Universitas Negeri Yogyakarta

**Abstract** : The purpose of this study are: (1) to determine the urgency of national insight, Indonesian history, and nationalism, (2) to know the Indonesian history learning plan in instilling values of national insight, (3) to find out the implementation of Indonesian history learning based on national insight and (4) to find out the obstacles in the process of learning Indonesian history based on national insight. The method used in this research is descriptive qualitative research method with literature study. The results showed that: (1) The importance of the implementation of national insight into the learning of Indonesian history to build nationalism attitudes due to the negative influence of information technology. Moreover, currently, Indonesian young generations have experienced a lot of disintegration problems of national unity which leads to the low nationalism of the student. Therefore, it is necessary to implement the values of national insight, (2) Teachers' lesson plan for Indonesian history learning in senior high school based on national insights is by compiling the learning tools in the form of syllabi and lesson plans (RPP) that include national insight values, (3) Indonesian history learning based on national insight can be carried out through Indonesian history material which related to national insight values. Creating active learning environment and applying good methods are also necessary, and (4) The obstacles experienced in the implementation of national insight values in Indonesian history learning including the teacher's ability, and the student's attitude in the learning process.

**Keywords** : national insight, Indonesian history learning, nationalism attitude, senior high school

### I. INTRODUCTION

The Indonesian nation is a plural nation. It consists of various ethnic groups, races, religions, and cultural systems. The identity of the Indonesian people cannot be separated from its existence as a diverse Indonesian nation. As a plural nation, it takes an accommodative attitude to embrace all groups. Each group should respect one another and be living side by side (coexistence) peacefully. In other words, there must be tolerance between ethnic groups, religions and cultures.

Indonesia's biggest challenge today is the rapid flow of globalization which actually has a negative impact on Indonesia's pluralism. The rapid growth of technology and information raises national phenomena leading towards the degradation of nationalism spirit and Indonesian nationality comprehension. The premature aptitude towards Indonesian nationalism insight is caused by: "(1) Some regions in Indonesia desire to separate themselves from the Republic of Indonesia which may lead to the occurrence of disintegration, (2) The



growth of primordialism spirit and the growth of separatist symptoms, and (3) The use of violence and basic coercion of the majority that causes interethnic conflicts.” (Sofyan, 2017: 70).

By looking at those phenomena, it is no wonder that conflicts often occur between ethnic and religious groups in several regions in Indonesia. The examples include as follows: "Christian-Muslim bloodshed in Ambon, the capital city of Maluku Province (January 1999), and in the city of Poso, the regency of Central Sulawesi Province (December 1998); the inter-ethnic riots between Dayaks and Madurese in Central Kalimantan (2001) and the Malay-Madurese violence in West Kalimantan (February 1999)” (Adam, 2010: 2). The conflict indicates that the sense of unity and integrity of Indonesian people is questionable. "Globalization accompanied by a revolution in the field of ICT (Information and Communication Technology) has decrease the value of nationalism among the younger generation. As the backbone of Indonesia, the younger generation has been poisoned by the various effects of globalization.” (Wulandari, 2010: 76).

The lack of nationalism attitude among students due to the impact of globalization can be seen from the followings: the lack of respect for diversity and differences, the reduced sense of solidarity, skipping flag ceremony, do not memorize Indonesian national anthem/ national songs, do not memorize Pancasila (the official foundation of philosophical theory of the Indonesian state), do not know how to raise the Red and White Flag (Indonesian Flag). Do not love local/ domestic products, do not know the names of Indonesia heroes, lack of an orderly attitude during flag ceremony, joking around during the Red and White Flag salutation, do not understand the milestones of the nation's historical struggle, and last students also do not remember the services of national heroes such as escaping the commemoration ceremony of national heroes day.

Education is the main key of Indonesian nation's life. It can be considered as one of the efforts in educating the nation's children, for example, by implementing national insight in the Indonesian national history subjects at high school level. Indonesian history is a subject that instills knowledge, attitudes and values about the process of change and the development of Indonesian society. Learning history in schools needs to be carried out to build a scientific understanding of time perspective, shared memory, and awareness of the nation's core values. History learning as an element of the development of cultural nationalism functions as a media in strengthening the relationship between plural elements of Indonesian's society.

The values of national insight can be applied through learning history in schools (Anis, 2017: 3). The history of Indonesia which implements nationality in historical learning material is very important to instill an attitude of nation and state, which contains many values of accepting and appreciating diversity, tolerance, national unity, a sense of love for the homeland, and raising awareness of a solidarity crisis for Indonesia to overcome disintegration due to pluralism, those values are part of national insights.

Therefore, the implementation of national insight values in the Indonesian national history subjects can understand deeper and be able to capture by not only knowing, but also remembering the number of years and various historical events that are believed as a collective record of the Indonesian nation's past. A historical event can be assumed as meaningful in a



pluralistic society, if the historical event can be understood objectively and can be taken as a lesson of Indonesian history in the past with the help of national insight values.

The characteristics of Indonesian history subjects in high school according to Aman (2011: 57) is that the Indonesian history lesson has a strategic meaning in the formation of dignified national character and civilization and in the formation of Indonesian people who have national insights in the form of teaching tolerance and love of the homeland. Because in Indonesia's national history, unity has been intertwined with tolerance as clearly proved by the event of Sumpah Pemuda and it experiences also the peak of nationalism when Indonesia's independence is being proclaimed. From the previous explanation, implementing the values of national insights in learning Indonesian history aims to shape the nationalism of high school students.

## **II. METHODS AND RESEARCH DESIGN**

The method used in this research was descriptive qualitative research method. It implied that the data was in the form of information and the description was in the form of prose language which was then associated with other data to be truthfully clarified or vice versa. It had an aim to obtain a new picture or a description that already existed before (Subagyo, 2006: 106). Furthermore, this research was a literature study. The data was collected through primary and secondary sources and then content analysis was carried out in accordance with the research objectives students.

## **III. RESULTS AND DISCUSSIONS**

### **3.1 Nationality Insight Urgency**

Hargo (2010: 5) had an opinion that national insight was an attempt to improve nationalism and the sense of nationality of citizens as a united and sovereign nation within the territory of the Republic of Indonesia (NKRI). According to Syam (2009: 161) nationalism insight were knowledge, attitudes, and actions based on the awareness of the Indonesian people who were within the Republic of Indonesia (NKRI) that were colored by tribes, religion, ethnicity, tradition and culture was actually one nation and that principle would be maintained at any time.

Therefore, it could be concluded that nationality insights were the attitudes and actions that reflected on the same treatment in ethnicity, religion, culture, race, class and so on without any reason. It could be observed from the attitudes and actions that respected and appreciated every occurring difference. It aimed to maintain the unity and integrity of the nation in order to remain one in diversity. Moreover, this was also intended to increase the nationalism of citizens as a united and sovereign nation

The Nationalism insight was the Indonesian nation's perspective towards themselves and their environment based on Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika and NKRI which aimed to increase nationalism and a sense of nationality based on mutual awareness as citizens of a nation within the Republic of Indonesia. Thus, according to Widayanti (2018: 5), the nationality insights contained some elements or characteristics including a sense of nationality, nationalism and national spirit.

Nationalism was oriented towards the way of thinking, which operationally referred to the values and norms of life in a society and nation, based on a deep understanding of life's views, historical background, geographical conditions, arts and



languages. The sense of nationality was oriented towards the attitude which was instilled through the habit of responding to historical events or events related to the life of society and nation including the acceptance and appreciation for: differences, origins of descent, and Indonesian ethnic groups.

The spirit of nationality was the behavioral orientation that referred to the dynamics of attractive behavior in acts of same-life and affinity, tolerance, mutual respect, and showing pride as an Indonesian nation. Indonesia, which consisted a variety of cultures, tribes, and religions, making it a nation of pluralism. The elements or characteristics of nationality insight must be owned by the Indonesian people, especially by the younger generation via high school education, one of them was via Indonesian history lesson.

### **3.2 The Urgency of Indonesia National History Subject**

According to Ali (2005: 133-139) Indonesia's national history was a collective record of the Indonesian people that began from the pre-literary period until present time and referred to the history of the former Dutch East Indies colony in the archipelago. The history of Indonesia was a history of the Indonesian nation, the nation in terms of anthropology and ethnography which was bounded as a unity of blood or derivative unit. This nation boundary of course was still developing, it could also be accepted as a cultural unity; the unity of language that tied every element, while the Republic of Indonesia (NKRI) was one political entity.

The Indonesian National History according to Kartodirdjo (2016: xiii), was a reconstruction or depiction of how the life of the Indonesian nation as we knew it today had undergone its development through the historical process to gain its current appearance and face. It was this process of development which was slowly and continuously manifesting the integration of national unity today. The nature of Indonesian history was none other than national. The national meant as covering its own nation in its own homeland.

The period of Indonesian history began in the Pre-literary Age, the Hindu-Buddhist Kingdoms which included the entry and development of Hindu-Buddhist influences in Indonesia, the Arrival and Islamic Civilization, Colonization and Resistance, which included the Western and Japanese colonization of Indonesia, and the emergence of people's resistance towards colonialism.

Next, the national movement period included the birth of national organizations and the emergence of intellectuals to achieve independence. The War and Reformation Period incorporated maintaining Indonesian independence from within and abroad. Meanwhile, the post-reformation period covered the period of liberal democracy, and the guided democracy, and the new order period until the reformation period.

The urgency of Indonesian national history subjects being taught in high schools according to Kochhar (2008: 27-38) included the aim of teaching tolerance and strengthening a sense of nationalism. This was performed by studying various historical events in Indonesia to build collective memory for students, so that they knew the history of their nation and were able to recognize the identity of their nation and make it as a foundation in building national and state life now and in the future.



### 3.3 The Urgency of Nationalism Attitudes

According to Mulyono (1999: 838) attitude was an act which was based on the establishment or opinion/belief as a tendency to act. This establishment served as an action that would be done by someone towards others or certain objects. This action could also lead to something good depending on the early notification a person had already received. According to Chaiklin (2011: 32), attitude was a mental position with regard to a fact or state or a feeling or emotion towards a fact or state ". That attitude was closely related to the state of someone in acting on an existing fact. This action gave a certain behavior that appeared in a person when he acknowledged something. It could be concluded that an attitude was an action or behavior of a person regarding to an object accompanied by certain feelings and provided a basis for a person to behave in accordance with his will by valuing bad and evil in establishing an interaction with others.

According to Smith (1998: 187) nationalism was "an ideological movement for attaining and maintaining autonomy, unity and identity on behalf of a population deemed by some of its members to constitute an actual or potential 'nation'. This nationalism principle aimed to achieve and maintain unity to form a nation. According to Young (1976: 71) the definition of nationalism was "a political creed that underlies the cohesion of modern societies and legitimizes their claim to authority. Nationalist centers of the supreme loyalty of the overwhelming majority of the people in the state either existing or desired." Citizens' loyalty towards the state was a natural extension of national solidarity (culture, language, and ethnicity).

Therefore, it could be concluded that the attitude of nationalism were an action and behavior and attitude taken by someone against a problem that corresponded to the interests of the nation and state. It was not only for a particular group or crowd. This showed that he prioritized the highest goals submitted only to his nation and country. Nationalism in Indonesian context consisted an awareness for unity that Indonesia was inhabited by various tribes and religions. It was the awareness to eliminate any form of colonization and to maintain sovereignty together. "Nationalism can be understood by creating and maintaining the sovereignty of a state (nation), to realize the concept of a common identity of a group of Indonesian nationalism for humanity's group (Susanto, 2013: 92).

The attitude of nationalism that was embedded well in high school students would foster a positive attitude within student themselves. Therefore, if the attitude was something good, it would be a good thing to be carried out by students throughout their life and students would act in accordance with the nationalism that he already believed. This was marked by following things: placing the national unity above the personal or group interests, the willingness to sacrifice for the interest of the nation and the country, love of the homeland, being proud of the Indonesian nation, and developing a tolerant attitude to uphold diversity. This nationalism attitude could be implemented in school education, one of them was via Indonesian history subjects.

### 3.4 The Implementation of National Insights in Indonesian History Learning



**a. Planning for Indonesian History Learning based on National Insights in High Schools**

At the planning stage, the history teacher in high school could prepare syllabus and RPP by inserting the character of the nation that internalized the values of national insight, such as accepting/ appreciating diversity, integrity, cooperation, the value of love, tolerance, national unity, responsible freedom, self-discipline and solidarity. Those character values were part of national insight.

In instilling the values of National Insights in learning Indonesian history to shape students' nationalism, a teacher should understand well the concept of nationalistic values and nationalism itself. By having a good understanding of these values, teacher would be easier to compile Syllabus and RPP in the learning process such as loading the material and assessment (Najib, 2013: 15) that contained historical material so that it could shape students' nationalism attitudes.

According to Hamalik (2011: 135) the functions of learning planning were as follows: (1) giving teachers an understanding of the goals of school education and learning which were carried out to achieve certain goals, (2) assisting teachers in clarifying thinking about the values of learning and procedures needed, (3) assisting teachers in clarifying thinking about learning contributions towards educational goals, (4) helping teachers in knowing the needs of students, and motivating them, (5) reducing the risk of trial and error in the learning process, (6) students would respect the teacher because they were serious in teaching, and (7) helping teachers by always providing an up to date material for students.

**b. Learning History of Indonesia based on National Insights in High Schools**

The implementation of Indonesian history learning based on national insight in high school could be observed in several aspects. With regard to nationality insight, teacher stated that national insight in history learning could be done through learning material which was related to national insight to shape students' nationalism attitudes and to be implemented via learning methods. For example, in the material history of Indonesia's national awakening, it was marked by the oath of youth (Sumpah Pemuda).

It showed unity because Indonesia was a unitary country consisting of ethnic, cultural and religious diversity which was shown by the motto 'Unity in Diversity' (Bhinneka Tunggal Ika). "A slogan that has deep philosophical meaning, which becomes the adhesive of Indonesian society in unity territory of Indonesia, one homeland, one nation and one language, which is born by the event of the Oath of the youth (Sumpah Pemuda)" (Budiwati, 2012: 276). The youth oath showed nationality insight in the determination and desire to build unity and integrity because of the awareness of diversity and diversity of cultures, religions, ethnicities and tribes. In the end, it went towards the Indonesian struggle for independence in the future. By following through this



young man's oath, "the youths promise to have the same feeling as having one nation, one country and one language that is Indonesia" (Subaryana, 2012: 44). All of this had upheld the spirit of togetherness in the face of the struggle against the invaders by uniting the same steps towards achieving independence in maintaining national unity.

According to Suhady & Sinaga (2006: 25) the unity and integrity of the nation had at least 6 fundamental human dimensions and fundamental, namely: (1) Appreciation of human dignity as a creature which was created by God, (2) Mutual commitment to a free, independent and united nation and state, (3) Love of the homeland and nation, (4) Democracy or popular sovereignty, (5) Social Solidarity, and (6) A fair treatment and prosperous society. Therefore, the basic values of national insight from the unity and integrity of the nation were used as a force to fix the Indonesian people in fostering national identity by implementing it. "These things should be able to be understood by the Indonesian people to shape the attitude of nationalism as a new color in providing concrete solutions for the Indonesian people" (Anggraeni, 2016: 14).

In order to easily give understanding and instilled the values contained in the material history lesson, the teacher must use the right learning strategy. The learning strategy was a series of actions that were effective, planned, and directed in order to achieve the goals and objectives of learning. Then history lessons must be designed to develop a knowledge, understanding, and ability to analyze the past and social conditions of the Indonesian people.

Basically, history learning functioned to raise awareness in students. Awareness in students would create dedicated students who had love for their nation. The strategy carried out by the teacher and classroom management in planting the value of national insight through history learning for students was by giving the exemplary attitudes of the heroes through a method. The learning methods included question and answer and discussion sessions.

This was administered by the history teacher by giving questions to students during lecture. It was expected to attract the interest and motivation of students. Especially when teachers delivered long material, students would feel bored or tired or even sleepy. However, when the teacher combined it with question and answer sessions, the students would feel more motivated to pay attention towards teacher's lecture material, especially when the answers of students received an assessment from the teacher (Anis, 2017: 5).

#### **IV. DISCUSSIONS AND RECOMMENDATIONS**

##### **4.1 Obstacles in the Indonesian History Learning Process based on National Insights in High Schools**

It could be seen from several aspects including:

###### **a. Teacher ability in the process of learning Indonesian history**

In history learning, the teacher must be able to present past events into the learning process. But because the event had already occurred and could not be repeated, the teacher's ability was needed to imagine and visualize the events



so that students could understand and grasp the meaning of the presented events. This was a challenge for history teachers to show that history was a compulsory subject and was very important for students to learn (Anis, 2017: 7). In addition, the teacher was also required to be able to foster motivation to learn history so that in turn, students were able to understand the meaning of history for their lives both now and in the future. One of the qualities of history learning was that it should be supported by the performance of teachers, of course, it demanded a lot of thought, time and energy to plan, implement, and evaluate (evaluation).

**b. The attitude of students in learning Indonesian history in class**

The obstacle of Indonesian history subject teachers in instilling values of national insight to shape nationalism through the learning process in reality did not only come from the teacher, but also from students (Najib, 2013: 15). The densed activities of students in high schools made them feel tired, thus impacting learning activities in the classroom. Due to these conditions, the teacher must be able to apply various models, strategies or teaching methods so that there were multiple variations at the material delivering process.

The variation in learning meant that it would be able to bring students to be still passionate in learning and would always give a positive response to the material that they received. Students who had a positive attitude (active) during teaching and learning activities basically had a higher motivation and learning motivation when they were compared to students with negative (passive) attitudes. Therefore, high learning motivation in students should be followed by higher learning intensity so that their learning achievement would also get higher. Thus, the quality of the history learning process and results was also influenced by the attitude of students during the teaching and learning activities.

#### **4.2 RECOMMENDATIONS**

The implementation of national insight values in the learning of Indonesian history to shape nationalism should begin in the planning stage. History teachers in high school internalize the values of national insight into the syllabus and the RPP that they have already compiled. At this stage, the teacher designs a historical learning step that facilitates active students. It starts from the introduction, core, and closing steps. The teacher implements the values of national insight in the historical learning implementation by using related material and various learning methods. By using methods that can activate students' motivation in learning, it will facilitate the process of implementing national insight in history learning to shape students' nationalism. The history learning process based on national insight in high school starts from the planning, implementation and assessment stages. The process of learning history based on national insight will succeed if it can overcome problems both from the teacher, students or learning resources.

#### **REFERENCES**





- Adam, J. (2010). *Communal Violence, Forced Migration & Social Change on the Island of Ambon, Indonesia*. Belgia: Ghent University.
- Ali, R. M. (2005). *Pengantar Sejarah Indonesia*. Yogyakarta: Lkis.
- Aman. (2011). *Model Evaluasi Pembelajaran Sejarah*. Yogyakarta: Ombak.
- Hargo, D. U. (2010). *Kuliah Umum Pemahaman Wawasan Nusantara Sebagai Wawasan Kebangsaan Indonesia Dalam Rangka Membangun Ketahanan Nasional*. Kupang: Universitas Nusa Cendana.
- Hamalik, O. (2011). *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Jakarta: Bumi Aksara.
- Kartodirdjo, S. (2016). *Pengantar Sejarah Indonesia Baru: 1500-1900 Dari Emporium sampai Imperium*. Yogyakarta: Ombak.
- Kochhar, S. K. (2008). *Pembelajaran Sejarah*. Jakarta: Grasindo.
- Mulyono, A. (1999). *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Smith, A. D. (1998). *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*. London: Routledge.
- Subagyo, J. P. (2006). *Metode Penelitian: dalam Teori dan Praktek*, Jakarta: Rineka Cipta.
- Suhady, I & Sinaga. (2006). *Wawasan Kebangsaan dalam Kerangka Negara Kesatuan: Modul Pendidikan dan Pelatihan Prajabatan Golongan III*. Jakarta: Lembaga Administrasi Negara Republik Indonesia.
- Syam, N. (2009). *Tantangan Multikulturalisme Indonesia*. Yogyakarta: Kanisius.
- Young, C. (1976). *The Politics of Cultural Pluralism*. Madison: The University of Wisconsin Press.
- Anggraeni, I., Idrus, A., & Anggraeni L. (2016). Implementasi Nilai-Nilai Wawasan Kebangsaan Berbasis Keorganisasian Mahasiswa dalam Meningkatkan Nasionalisme. *Civics*, I (1), 12-29.
- Anis, M. (2017). Implementasi Wawasan Kebangsaan di Pondok Pesantren dalam Pembelajaran Sejarah di SMA Al-Muayyad Surakarta dan SMA Muhammadiyah Boarding School Yogyakarta. *Sriwijaya Historia*, I (1), 1-10.
- Budiwati, N. (2012). The Religious Life Harmony and the Nation's Integrity in History View. *Historia*, VIII (2), 275-294.
- Chaiklin, H. (2011). Attitudes, Behavior, and Social Practice, *The Journal of Sociology & Social Welfare*, XXXVIII (1), 31-54.
- Najib, I.N.A. (2013). Penanaman Sikap Nasionalisme Melalui Mata Pelajaran Muatan Lokal Wawasan Kebangsaan Pada Siswa Kelas VIII di SMP N 1 Ngelegok Kabupaten Blitar. *Jurnal Pendidikan Kewarganegaraan*, II (1), 1-21.
- Sofyan, F. S. (2017). Hubungan Mata Kuliah Jatidiri Bangsa Dengan Peningkatan Wawasan Kebangsaan dan Semangat Nasionalisme Mahasiswa (Studi Korelasi di Lingkungan Program Studi PPKN Universitas Buana Perjuangan Karawang). *CIVICS*, II (1), 68-81.
- Subaryana. (2012). The Impact of History Learning to Nationalism and Patriotism Attitudes in the Globalisation Era. *Jurnal Historia: International Journal of History Education*, VIII (1), 42-56.



- Susanto, H. (2013). Understanding of Regional History and Perception of Cultural Diversity in Developing Nationalism. *Jurnal Historia: International Journal of History Education*, XIV (1), 91-100.
- Widayanti, P.K.W., Andayani, B., & Arnawi, A. (2018). Wawasan Kebangsaan Siswa dan Implikasinya Terhadap Ketahanan Pribadi Siswa (Studi Pada Siswa Sekolah Menengah Atas (SMA) Umum Berasrama Berwawasan Nusantara, SMA Umum di Lingkungan Militer dan SMA Umum di Luar Lingkungan Militer di Kabupaten Magelang, Provinsi Jawa Tengah. *Jurnal Ketahanan Nasional*, XXIV (1), 1-26.
- Wulandari, T. (2010). Pembelajaran IPS Sebagai Media Penanaman Nasionalisme. *ISTORIA*, VIII (1), 75-85.