



STRENGTHENING THE NATIONALISM CHARACTER OF THE STUDENTS THROUGH LINGGARJATI MUSEUM

Agie Hanggara
she_n2@yahoo.com
Universitas Kuningan

Yani Fitriyani
yanifitriyani0297@gmail.com
Universitas Kuningan

Yuli Suhaeti
yulisuhaeti1@gmail.com
Univeritas Kuningan

Abstract : The weak characters of the students become the underlying problem of this study. Therefore, it requires the appropriate technique in building and strengthening students characters especially related to nationalism character. The concept of outdoor learning has been increasingly implemented by most of the schools in Indonesia, including in elementary schools. In an elementary school in Kuningan, Linggarjati museum becomes a historical and interesting place to be visited by the students. This study is aimed at investigating how Linggarjati museum strengthens students' nationalism characters. This study was conducted using a descriptive study. Data sources consist of informants (Museum Head, Museum Manager, Social Studies Teachers, Elementary School Students grade 5), and documents. The data collected through observation and interview. Having analysis qualitatively, the result shows that Linggarjati museum has been utilized as the media in strengthening nationalism characters such as appreciation of the culture and history of the nation, willing to sacrifice, love the country, protect and keep the environment, respect and maintain culture, ethnicity, and religion.

Keywords : Linggarjati Museum, nationalism character, and learning resources.

I. INTRODUCTION

Education curriculum in Indonesia today, focuses on character education. This becomes a bright spot for education to have more character in each individual. The emergence of a character education curriculum that is integrated into each subject is certainly not free from various problems. The government's concern for the character of the nation's children which has indicated damage is a major factor in the implementation of this curriculum. To achieve this, the ministry of education and culture mobilizes character education for students to shape the character of students who are carried out early. Therefore, character education is very important to be implemented in the learning process to shape the character of students (Agboola, 2012; Novianti, 2017; Komaruddin, 2012).

According to the Guidelines for the Implementation of Character Education (Kemdikbud, 2011) that character education is value education, character education, moral education, character education that aims to develop the ability of students to give good bad decisions, maintain what is good and realize that good in their daily lives - day with all heart. One of the main values in the strengthening of character education program is the nationalistic



character shown by the way of thinking, acting that reflects the spirit of high nationalism. The sense of nationalism of the nation's children, which is increasingly experiencing a decline, is in the spotlight. With the character education is expected to be able to restore the sense of nationalism in students.

Character degradation in young generation has impacted on a decline in the sense of nationalism. The current trend is the attitude of being indifferent to the struggle of the hero by not understanding the nature of his own people. One of the nature of human's beings is to love their own nation and country. As good citizens, they do not have to have one reason not to love their nation. Indonesian people who are rich in culture do not have confidence in their local culture, even choosing to merge with global culture. This causes Indonesia to increasingly lose its identity so that it only becomes a collection of people who no longer have local cultural roots. Whereas Indonesia has local wisdom and distinctive values that can be used as a foundation for state life. Knowing the culture and history of the nation will improve the character of nationalism in a person (Ismawati 2018; Mela et al. 2017; Muttaqin et al. 2018).

To strengthen the sense of nationalism in the younger generation, it must be fostered early (Omelchenko 2015; Mutktar & Lukman 2016). These things can be implemented in education. In addition to introducing the culture of local wisdom can use and use the museum as a learning resource that is expected to improve students' nationalistic character? Today, society and education circles only view museums as a place to store and maintain historical objects in the past.

The use of museums as a learning resource can provide a positive response in the implementation of learning, especially in social studies learning. Which social studies learning has values that function to develop abilities and shape the character, intelligence and personality of students. In addition, social studies elementary school learning also has a strategic meaning in the formation of character, and forms responsible Indonesian people, patriotism towards their nation and country. This is in line with previous studies, which report that museums are historic landmarks that are very important to be used as a source of learning or science, especially in social sciences (Ulesay 2010; Hatice 2013; Suarez & Tsutsui 2014; Christidou 2013; Cerqueiti 2016)

The fact that happened, social studies learning in elementary schools located in Kuningan, West Java still did not show social studies that shaped the values that develop the character of students, especially the character of nationalism. This is shown by the tendency of social studies learning which is still memorized, rich in concepts and one-way learning that tends to be done by teachers where the learning process becomes monotonous where students listen and record more, and assessment of learning outcomes prioritizes mastery of facts. This makes social studies not meaningful, considered boring and not attractive to students.

Academically, social studies education will provide support towards the creation of good citizens. Because it is very important to create learning that can educate and prepare students with character who will later become citizens who have social concerns, citizens who are democratic and responsible and become citizens of a world of peace-loving worlds.

In the current era of globalization, students are faced with severe challenges because the life of the global community continues to change at any time. Therefore, social studies is designed to shape the character of students so that they will be able to develop knowledge,



understanding, and the ability to analyze the social conditions of society in entering a dynamic community life. Social studies learning is structured in a systematic, comprehensive and integrated manner in the learning process towards maturity and success in community life. Based on the explanation above, the researcher is interested in conducting further research on the use of the Linggarjati museum in order to strengthen the nationalism of elementary school students in Kuningan Regency.

II. METHOD

This study used a qualitative method with a descriptive analysis approach. This method is used to describe and interpret existing problems, such as conditions and relationships that exist, opinions that are growing, the ongoing process, the effects or effects that occur or trends that are developing. (Sumanto, 2014: 179).

Data collection techniques were carried out by observation at the Linggarjati Museum. Then the researchers looked for verbal information from the manager and the society around the Linggarjati Building Museum by using interview techniques.

The interviews were carried out on 10 informants, consisting of the Head of the museum Management, Museum Management Employees, Social Studies teachers, and fifth grade elementary school students. The data explored focused on the policy and implementation of museum utilization programs such as planning purposes, materials, methods or strategies and implementation groups, as well as facilities and infrastructure in the implementation of museum utilization programs.

Data analysis techniques used are interactive models, such as those initiated by Suharsaputra (2011: 202), with the following steps: data reduction, data presentation and conclusion drawing. To obtain the validity of the data in this study four steps were tested, namely credibility, transferability, dependability and confirmability. Credibility testing criteria are carried out by triangulation (source and technique), peer checking through discussion, and member checking.

III. RESULTS AND DISCUSSIONS

The discussion of the results of this study refers to the research subfocus that utilizes the Linggarjati museum as a learning resource in strengthening students' nationalism.

3.1 Character of Student Nationalism

The waning sense of nationalism in the younger generation has become increasingly clear. This has become one of the decreasing characteristics of the nation's children. Even though the younger generation is one of Indonesia's assets in the future. This nation must be able to place its teenagers to become leaders in the future. This happens because the younger generation is unable to control themselves and filter incoming culture that is in accordance with our culture. So that students follow western culture because of the trend, even though western culture is contrary to our culture. The weakening of nationalism among young people is due to several factors, one of which is the attitude of the family and the surrounding environment and the school which does not reflect a sense of nationalism, so that young people imitate the attitude from other countries. Besides that, the existence of local culture that is inherent in Indonesian youth will be able to strengthen their identity and pride as an Indonesian nation.



Child character is very important to be developed early in education, especially for elementary school students. Primary school age is the final age of childhood. And at this age children are able to be invited to think and analyze a problem. This is where the participation of all elements is needed to shape the character of children who love their nation or have a high sense of nationalism.

Anderson (2001) defines nationalism “an imagined political community and imagined as both inherently limited and sovereign.” It is imagined because the members of the community cannot possibly know each other. It means that nationalism is based on unity of imagined communities. This unity is united by an equal brotherhood which creates a whole entity. Nationalism is formed from the similarity of stimulus so that the national feeling that is formed is the same. In line with this Alfaqi (2016: 215), Marwanti (2016: 57), Wardani (2004: 71) reveals that the character of Nationalism is a very important thing to grow in the next generation of the nation from an early age, by having a patriotic attitude, caring and high sense of responsibility. Because with high nationalism a nation can stand upright and have a strong identity.

Nationalism character is very well applied in the school environment as a second home by applying the values of nationalism. The nationalism values that can be given in the learning process are willing to sacrifice, mutual cooperation, use of domestic products, and respect for natural beauty, unity and unity, responsibility, cooperation, tolerance, courtesy, respect the struggle of heroes and memorize songs nationality.

Based on the observation results in the field, shows that there are still many elementary school students who still do not have spirit of nationalism. This can be seen from: a lack of respect for the role of the hero struggle, such as showing indifference towards small things such as lazy learning, lack of discipline, lack of appreciation during the flag ceremony, not memorizing national anthems, Pancasila, and state symbols. On the contrary, they are better able to memorize western songs and today's songs signify that social studies learning that should be able to create and develop values that shape character, is still not running optimally.

3.2 Strengthening Student Nationalism Character Through Linggarjati Museum

The Linggarjati Museum is one of the historical buildings of Indonesia's diplomatic struggle. The place is in a Linggarjati village, Cilimus, Kuningan district. The building in Linggarjati Village was once the first negotiating place between the Republic of Indonesia and the Netherlands on 11-13 November 1946. Currently the Linggarjati Museum is often used as a place of recreation as well as a place of learning to learn history in the independence of the State of Indonesia. In the social studies subject in elementary school, it contains material about the museum's Linggarjati negotiations, here the teacher can use the museum of Linggarjati building as a learning resource for students to get to know directly the history of the independence process of the Republic of Indonesia.

To find out whether elementary school teachers use the Linggarjati museum as a learning resource in learning social studies subjects, therefore researchers conducted interviews to several schools to find out whether elementary school students in



Kuningan District knew the existence of the Linggarjati museum. From the results of observations and interviews conducted by the researchers, interviewed some elementary school students whether to know and recognize the existence of the Linggarjati museum. The results showed that from 4 elementary schools interviewed there were only 2 schools whose students already knew the existence of the Linggarjati museum, while the other 2 schools interviewed they only knew of the existence of the Linggarjati museum without knowing it because they stated that they had never visited the Linggarjati negotiation building directly. .

The museum is a place for storing, maintaining and utilizing collections that are historical heritage so that history and culture are still protected. Besides being a cultural and historical heritage, these collections can also be used as a source of social studies learning, as said by one of the managers of the Linggarjati Building museum: "... every museum must have a collection of historical objects, and collections in the museum can be used by children as new knowledge and new lessons for them."

In addition, the museum can also be used as a learning resource by adjusting the subject matter. The use of museums as a learning resource is caused by the complexity of the available media as an explanation of an event. This provides convenience for students in understanding the collections on display. (Hartati: 2016)

Responding to the use of museum collections located in the Linggarjati Building Museum, the managers mentioned and explained one by one the collections on display at the Museum:

First, the manuscript produced by the Linggarjati agreement was displayed on a large board covered with glass with yellow background on the wall written in old spelling.

Second, the description of the atmosphere of the Linggarjati negotiations in a large 2-meter-tall glass box, the room sits with negotiating tables and statues of delegations from the Indonesian Government and the Dutch empire sitting at a table facing each other and mediated by a British royal delegation.

Third, the photos on display at the Museum are quite numerous, one of which is a photo of meetings and negotiations between the Indonesian and Dutch governments.

Fourth, miniature of negotiations (dioramas) miniature is presented in accordance with the form of feeling the atmosphere in the negotiations.

Fifth, the furniture on display at the Museum was originally a furniture owned by Mrs. Jasinem when the Linggarjati negotiations took place and the furniture was given to the museum and used as a museum collection, from chairs, cabinets and tables.

Sixth, the bedroom replica where the delegates stay from Netherlands, Indonesia and England. There are 5 rooms in the museum.

Seventh, the poster is one of the museum collections on display, while the poster on display is the master poster of Ir. Soekarno, Moh. Hatta and Pangsar Jendral Soedirman. These three posters are shaped like vignettes, from the back side they look like they use a cap, while from the front side they don't use a cap. The poster is black and white.



Eighth, a statue of a monument or monument located in the front with a picture of Sutan Syahrir statue as a representative of Indonesia, Prof. Schermerhorn as a representative from the Netherlands who shook hands and Lord Killeard from England as mediator with the writing of contents of the Linggarjati negotiations, namely 1) Recognition of RI's de facto status on Java, Madura and Sumatra by Netherlands, 2) Establishment of a federal state called the United Republic of Indonesia (RIS), 3) Establishment of the Indonesian-Dutch Union with the Dutch Queen as head of state, 4) Learning of the RIS and the Indonesian-Dutch Union before January 1, 1948.

In general, the use of the Museum of Linggarjati Building can be used as a source of social studies learning by showing concrete objects by inviting elementary school students to come directly to the Linggarjati Manuscript Building and assign elementary students to observe according to the tasks given by the teacher, but not all state elementary schools in Kuningan, West Java, uses the museum as a learning resource because of various reasons such as school regulations that do not allow museum visits, museum locations that are not easy to reach, and lack of museum staff when a large number of guests arrive. Whereas in the regulations every semester of the school it is recommended to use the Linggarjati museum as a learning resource.

The results of the research that the researcher had done with the interview technique with the public elementary school teachers in Kuningan Regency, it was known that, the school scheduled each social studies lesson obliged the students to visit the Linggarjati manuscript building, he said that the collection could be used by students from objects relics in the Museum until the information attached to the walls of the Museum of Linggarjati negotiations. Everything can be used as a learning resource for social studies. Museum collections that can be used such as dioramas and sculptures can be witnessed by students directly as an illustration or a description of the process of carrying out the Linggarjati negotiations. Then the results of the Linggarjati negotiations are clearly displayed and each student can see the struggle of the heroes in maintaining independence from the hands of the invaders with the aim that students can respect and uphold the heroes' struggles. Photos and posters are one of the documentation displayed in each Museum, it has become a definite item that photos or posters become portrayals of an event in the past. And according to him, besides being a source of learning, the use of the Linggarjati museum can also teach students to love the country by knowing the struggles of the heroes of the past.

All students who were asked for confirmation about the statements about what Museum collections were used as learning resources, of the six Grade 5 students from two different elementary schools stated that photos, posters and sculptures (dioramas) were very effectively used or used as learning resources. The student said the collection had important meaning in history, and the collections on display provided new insights and impressive lessons, because the writing was not all included in the learning books for teachers and students (textbooks), even on the internet. The teacher's efforts in guiding and assigning students to visit museums are important to do; this is intended to foster a sense of nationalism in the student.



From the results of research and data collection conducted, it is known that some of the benefits and benefits for students visiting the Linggarjati museum are 1) Adding knowledge and direct information about the history of the Linggarjati negotiations. 2) As a visual reference, students can directly see historical relics from linggarjati negotiations. 3) Gives a different nuance, when in school they study history may be difficult for them to understand the conditions of life in the past, by visiting museum can help students to understand and contribute to the nuances of past life. 4) Increase the sense of nationalism and nationality, this is because students can see clearly the evidence of the struggle of the fighters in seizing and maintaining independence.

IV. CONCLUSION

Social studies learning by using and utilizing the Linggarjati museum as a learning resource is able to develop and strengthen the nationalism character of students such as appreciation of the culture and history of the nation, willing to sacrifice, love the country, protect and keep the environment, respect and maintain culture, ethnicity and religion.

REFERENCES

- Anderson, B. (2001). *Imagined communities: Komunitas-komunitasterbayang*. (Terj). (O. I. Naomi, Trans). Yogyakarta: PustakaPelajardan Insist.
- Kemdikbud. (2011). *Pedoman pelaksanaan pendidikan karakter*. Jakarta: Kementerian Pendidikan Nasional Badan Penelitiandan kebudayaan.
- Suharsaputra, Uhar. (2012). *Metode Penelitian: Kuantitatif, Kualitatif, danTindakan*. Bandung: PT. RefikaAditama.
- Sumanto. (2014). *Teori dan Aplikasi Metode Penelitian*. Jakarta: Center of Academic Publishing Service.
- Agboola, Alex & Tsai, Kaun Chen. (2012). Bring Character Education into Classroom. *European Journal of Educational Research*, 1(2), 163-170.
- Alfaqi, Mifdal Zusron. (2016). Melihat Sejarah Nasionalisme. *Jurnal Civics*, 13(2).
- Cerquetti, Mara. (2016). More is better! Current issuesand challenges for museumaudience development: a literature review. *Encatc Journal of Cultural Management & Policy*, 6 (1). ISSN 2224-2554.
- Christidou,Dimitra. (2016). Bringing Meaning into Making: How Do VisitorsTag an Exhibit as Social when Visiting a Museum. *The International Journal of the Inclusive Museum*, 6. ISSN: 1835-4432.
- Hartati, Umi. (2016). Museum Lampung Sebagai Media PembelajaranSejarah. *Jurnal HISTORIA*, 4 (1). ISSN 2337-4713(e-ISSN 2442-8728).
- Ismawati, Esti. (2018). Nationalism in Indonesian Literature as Active Learning Material. *International Journal of Active Learning*, 3 (1).
- Kamaruddin, SA. (2012). Character Education and Students Social Behavior. *Journal of Education and Learning*, 6 (4) pp. 223-230.
- Marwanti,Endah. (2016).Membangun Semangat Nasionalisme. *Jurnal Pendidikan Ke-SD-an*, 3(1), 55-63.



- Memisoglu, Hatice & Kamçı, Samet. (2013). Museum Of Social Studies in Education Students Attitudes and Views. *International Journal on New Trends in Education and Their Implications*, 4(3). Article: 14, ISSN 1309-6249.
- Mokhtar, Munirah Aayuni Mohd & Lokman, Anita Wati Mohd. (2016). Characteristics and Level of Nationalism among Malaysian Youth. *Journal of Media and Information Warfare*, 8, 156-193.
- Muttaqin, Muhamad Fauzan & Tri Joko Raharjo & Masturi. (2018). The Implementation Main Values of Character Education Reinforcement in Elementary School. *Journal of Primary Education*. p-ISSN 2252-6404.
- Novianti, N. 2017. Teaching Character Education to College Students Using Bildungsromans. *International Journal of Instruction*, 10 (4), 255-272.
- Omelchenko, Daria, et al. (2015). National Identity and Patriotism among Russian Youth: Representations, Feelings and Actions. *Asian Social Science*, 11(6). ISSN 1911-2017. E-ISSN 1911-2025.
- Septiana, Mela Mita, et al. (2017). The Strategies to Increase the Nationalism of Senior High School Students through the Historical Inquiry-Based Module. *American International Journal of Social Science*, 6(2).
- Suarez, Andrew V. And Neil D. Tsutsui. (2004). The Value of Museum Collections for Research and Society. *BioScience*, 54 (1).
- Ulusoy, Kadir. (2010). Open Education Students' Perspectives On Using Virtual Museums Application In Teaching History Subjects. *Turkish Online Journal of Distance Education-TOJDE* April 2010 ISSN 1302-6488, 11 (4) Notes for Editor-4.
- Wardani, Anggraeni Kusuma & Faturochman. (2004). Nasionalisme. ISSN : 0854 – 7108 *Buletin Psikologi*, XII (2).