

IMPLEMENTATION OF STRENGTHENING VALUES OF NATIONALISM IN CHARACTER EDUCATION THROUGH HISTORY LEARNING IN PUBLIC SENIOR HIGH SCHOOL 1 SUNGAI PENUH

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ABSTRACT

The purpose of this study was to determine the implementation of strengthening the values of nationalism in character education through learning history in senior high school 1 Sungai Penuh. The implementation of nationalism values in character education which is the study in this study is the planning of the implementation of historical learning based on nationalism values as outlined in the implementation of learning plans by teachers, the implementation of national values-based learning through classroom learning activities and constraints faced by teachers in the implementation of historical learning based on the values of nationalism in character education. This study uses a qualitative approach with a type of descriptive research. The subject of this study was the deputy head of the curriculum in the field, history teacher who taught Indonesian history subjects in class XI and several students of class XI. Data collection techniques used in the study were interviews, observation and documentation. The data analysis technique used in this research is the analysis of Miles and Huberman data, namely collecting data, reducing data, displaying data and drawing conclusions. The technique of checking the validity of the data used in this study is the data triangulation technique. Based on the results of the study found that the planning of the implementation of historical learning based on nationalism values in character education has been integrated by the teacher into the RPP then the implementation of the core learning activities of the teacher has instilled nationalism values by giving real examples in real life in accordance with the material discussed. In implementing nationalism values in character education through history education also encountered obstacles faced by teachers such as insufficient time and also bad environmental factors that make it difficult for teachers to exemplify or instill national values for students.

Keywords: Strengthening the Value of Nationalism, Character Education, Learning History.

INTRODUCTION

Education is an effort to develop a person's personality and abilities both within the family, school, or society. Education lasts a lifetime, this means that education has been started since humans were born to the age of death, as long as humans are able to accept influence and develop themselves. In school, children experience changes in their behavior in accordance with the values of social and cultural values contained in the curriculum. The curriculum is carried out by the teacher, one of which functions to shape behavior towards an adult personality optimally (Hermon and Dalim, 2006; Novan, 2012). Character-based learning is composed of three learning stages that influence each other, namely planning, implementation, and assessment (Hermon and Dalim, 2005; Asmaun, 2012). In this case the teacher is the teacher, the teacher plays a role in forming the character of the nation because not only as a teacher who teaches science to students, but the teacher also strongly supports the formation of children's character through the educational process. Likewise with history teachers who must apply character education to historical learning.

The young generation as the nation's next generation must have a responsibility in the effort to foster and preserve nationalism, because nationalism has become a golden bridge for heroes to proclaim this independence (Hermon, 2015). Without worrying about nationalism towards the younger generation, we are worried, this nation can fall into new colonialism in accordance with its era. Among high school students the increasing association of free sex, pornography and pornography, involvement in drugs, the habit of bullying in schools and brawls among teenagers repeatedly occur. The description of this demoralization phenomenon indicates that the knowledge gained through learning at the school level does not have a positive impact on changes in character behavior in students. In addition to the juvenile delinquency, the problems that often arise in students are feeling lazy and lack of sense of responsibility for the tasks charged.

Based on the observation of the author in high school 1 Sungai Penuh there are student behaviors that are caused by the low attitude of nationalism of students such as: undisciplined towards the rules that have been made by the school such as being late for school in the morning, incomplete attributes while following a flag ceremony, chatting

with friends during the flag ceremony. Likewise in the teaching and learning process in the class especially Indonesian History subjects seen a lack of enthusiasm of students in attending this lesson it was seen that only a few students were actively involved in class discussions while some of the other students tended to be silent and eventually the students memorized the material historical material without knowing the meaning or purpose of actual history learning.

Historical subjects have a substantial portion in the effort to introduce national character values so that students have a strong sense of nationalism. But in reality now does not appear significantly in the planting of these values. This is evidenced by the many violations committed by students. Therefore researchers are interested in knowing more about how the implementation of character education reinforcement is precisely the values of nationalism through historical learning in senior high school 1 Sungai Penuh. This study aims to describe planning, implementation and constraints faced in implementing Indonesian History lessons based on character education in improving nationalism in senior high school 1 Sungai Penuh.

METHOD

This study uses a type of qualitative descriptive research. It is said so because this study seeks to describe or provide an overview of the reality that exists in the field as it is. This research was conducted at 1 Sungai Penuh State High School. the informants in this study were teachers who taught Indonesian history subjects, XI grade students and deputy headmasters in the curriculum field. The reason the authors limited the study only to class XI because the learning material of Indonesian History in class XI contained special material that discussed the implementation of the revolutionary values of the revolutionary period, especially the values of the love of the homeland. Therefore in this study researchers only needed information from Indonesian history teachers who taught in class XI. Data collection techniques include observation, interviews and documentation studies. After the data is collected, the validity of the data is tested by means of source triangulation, namely comparing and checking the trustworthiness of information obtained through different time and tools. Data analysis

techniques use the Miles and Huberman models which consist of four components, namely data collection, data reduction, data presentation and conclusion drawing.

RESULTS AND DISCUSSION

Based on the research that has been done, it is described that in the school environment can be used as a place to plant character values, especially the value of nationalism. One of them is through classroom learning activities that are integrated into each subject included in this matter, namely Indonesian History subjects. The subjects of Indonesian History have a strategic position to shape the character and civilization of a dignified nation and in the formation of Indonesian people who have a sense of nationality and love for the country. Furthermore, as stated by Kartodirdjo (1997), one of the functions of learning history to know who we are as a nation.

Learning Planning

At the learning planning stage, what must be done is to prepare the syllabus and Learning Implementation Plan (RPP). Therefore in this study the researcher conducted an analysis of the syllabus and lesson plan prepared by the teacher in supporting the learning of Indonesian History based on the character values of nationalism in the classroom. Learning planning as outlined in the lesson plan has a great function in the success of nationalism character education in learning. This is supported by the opinion expressed by Mulyasa (2013) which describes that there are at least two functions of RPP in the success of nationalism character education in schools, namely: (1) planning function, in the implementation of strengthening the value of nationalism in character education in schools, the RPP serves to encourage each teacher to be better prepared to carry out learning activities, form the competencies and character of students with careful planning and (2) implementation function, to succeed in implementing the strengthening of nationalism values in character education in RPP schools must be arranged systematically and systematically, intact and thoroughly, with several possible adjustments in actual learning situations. In this case, the standard material developed and used as material for study by students must be adapted to the conditions and needs of the environment, schools and regions.

The researcher conducts data collection in the form of syllabus and lesson plans obtained from the teacher, in this case the researcher sees that the teacher has modified the components in the preparation of the lesson plan. The RPP made by the teacher has been added directly to the type of character especially those related to the values of nationalism to be achieved after learning activities. This shows that the teacher has modified the RPP with character, especially related to the values of nationalism. Whereas in the syllabus the researchers have not seen any modifications/additions to the components of the valuation technique. But what is seen is just the cognitive assessment of students, while for observing the attitude the teacher only does it himself and does not involve the role of students. For example, by inviting students to assess themselves or also use forms of evaluation between friends. Therefore researchers feel that teachers are still not maximal in making modifications to the syllabus, especially in the attitude assessment component.

Learning Implementation

At the implementation stage of learning based on nationalism values in character education based on observation and interview data, the researcher observed that in the learning steps of Indonesian History conducted, the teacher had tried to integrate the character values to be achieved from the learning activities. Starting from the preliminary, core and closing stages. In the preliminary stage the teacher has done things that are able to insert character values at each stage, such as the teacher preparing the classroom conditions with the teacher students also picking up small rubbish contained in the teacher's class also asking how the students, do apperception by asking students previous material and trying to connect with the present material, the teacher also conveyed the learning objectives to be achieved. The preliminary activities carried out by the teacher are in accordance with the standard process as stated by Gunawan (2012), namely: (1) the teacher must prepare students psychologically and physically to follow the learning process. Psychological preparation carried out by the teacher can be started by praying then asking how the students are, the readiness of students to start the lesson, and so on. While physical preparation can be done by conditioning the class situation, (2) asking questions that link previous knowledge with the material to be

studied or often referred to as apperception, and (3) explain to students about learning objectives or basic competencies to be achieved in learning activities.

Convey to Students about the Scope of the Material and Explanation of the Activities According to the Syllabus

At the core activity stage. The teacher tries to convey the learning material by exemplifying the learning material with the circumstances that exist around the life of the student as the teacher exemplifies the name of the road used in a place that is using the name of the hero and the teacher tells the heroism of the figure in ancient times. The character values forming the attitude of nationalism through learning history include:

Spirit of Nationality

The spirit of nationality means acting to place the interests of the nation and state above certain personal or group interests. In this case the teacher gave an example to students by telling the spirit of the freedom fighters in the 20th century and connecting them and encouraging students to exemplify the attitudes of the struggle of the former heroes as well as applying with present life such as prioritizing mutual interests rather than personal interests.

Love the Country

Love for the homeland is an attitude that shows loyalty, caring and a high appreciation for language, physical, social, cultural, economic and political environment. In this case the teacher implements it by delivering material on Indonesian History and connecting it with other forms of attitude towards loving the country, one of which is to respect the diverse cultures that exist in Indonesia today.

Love Peace

Based on observations, the researchers did that peace-loving attitudes were carried out spontaneously. In this case, it can be seen that the students' behavior is not good towards their friends, the teacher directly reprimands and gives direction to the students.

Tolerance

Tolerance is an attitude and action that respects the differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from him. In this case the tolerance value given by the teacher to students can be seen at the time before the class discussion the teacher gives guidance to students who will do the disukusi which is to make students aware of not being selfish, accepting the opinions of others and willingly accepting defeat for the sake of common interest.

Democratic

Democratic is a way of thinking, behaving and acting that values all the rights and obligations of others. In this case the teacher is quite successful in instilling democratic attitudes to students, it can be seen that the teacher provides guidance to students to interact with anyone so that they respect and respect each other.

Furthermore, the last stage in learning is closing activities. According to Gunawan (2012) states that in the closing activities of learning based on the character of nationalism there are several steps that must be taken, namely: (1) together with students and/or themselves make a summary/conclusions of the lesson (examples of instilled independent, critical, cooperative, critical, logical values), (2) conducting assessments and/or reflections on activities that have been carried out consistently and programmed (examples of values that are honestly established, knowing their strengths and weaknesses), (3) provide feedback on the process and results of learning (examples of values that are instilled in mutual respect, confidence, critical, logical), (4) Plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assign assignments, both individual and group assignments in accordance with student learning outcomes, and (5) deliver the learning plan at the next meeting.

The steps mentioned above, have been carried out by the teacher in the closing activity, the teacher has invited students to conclude the learning material together. Based on the data that researchers get through observations it can be seen that the teacher at the closing stage of the activity asks and instructs several students to conclude the material that has been studied and takes character values especially the values of

nationalism from the material that has been studied. The implementation of strengthening nationalism values in character education through historical learning in Sungai Penuh 1 Public High School is also constrained by several factors such as time which are sometimes impossible by the teacher in supporting the development of strengthening nationalism values in character education. In addition, bad environmental factors make it difficult for teachers to explain and exemplify good things for students.

CONCLUSION

Based on the description above, the history of Indonesian education material in Senior High Schools has a high contribution to strengthening the values of nationalism in national character education. Strengthening the values of nationalism in character education is integrated into Indonesian History learning activities in the classroom starting from the preliminary, core and concluding activities.

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