

Character Education in History Learning to Increase Nationalism Attitudes

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Abstract: Education in Indonesia is currently still facing various problems. The achievement of educational outcomes still does not meet the expected results. The educational process still focuses on and focuses on cognitive achievement. Meanwhile, the affective aspects of students who are strong enough to live in society have not been optimally developed. The rise of the phenomenon of behavior caused by the low attitude of student nationalism, such as students who do not use good and correct Indonesian, found that many students do not want to take part in the flag ceremony properly and correctly. In the end, it raises the question of whether history learning has been carried out properly, then why is the attitude of student nationalism still low. Therefore, integrating character education into learning can be done by loading character values in all subjects taught at school and in the implementation of learning activities, especially in learning history. For this reason, history teachers must prepare character education starting from planning, implementing, and evaluating, so that it is expected to increase students' nationalism.

Keywords: Character Education, History Learning, Nationalism

I. INTRODUCTION

Education plays a very important role in improving the quality of human resources in a country. Education is an absolute thing that must be fulfilled to improve the standard of living of the nation so that it becomes prosperous. community [1]–[4]. The rapid flow of globalization has had an influence on the life of the country, it has also had an effect on the values of Indonesian nationalism and has affected the quality of education. The younger generation as the nation's next generation should have a responsibility in efforts to foster and preserve nationalism[5]–[7].

Nationalism has become a golden bridge for the heroes to proclaim this independence. Without the development of nationalism for the younger generation, we are worried that this nation will fall into a new colonialism according to its era. Various external influences that enter with globalization will certainly bring a new challenge in the life order of the nation and state[8].

In connection with the phenomenon of the influence of globalization which is very worrying for the public, especially for the younger generation, the government issued a policy regarding education, by instilling character values, especially in historical subjects, providing a strategic meaning in the formation of national character and civilization with dignity and a sense of nationality and love homeland. One of the efforts in forming national character and civilization is by learning history[9]–[12].

History subjects are subjects that must be given at the secondary education level (SMA or MA and SMK or MAK). Indonesian history subjects have a strategic meaning in the formation of dignified national character and civilization as well as in the formation of a sense of nationality and love for the motherland[13].

Character education can be integrated with history subjects, and learning materials related to values and norms that are made explicit and related to the context of everyday life. Thus learning character values is not only at the cognitive level, but touches on internalization and real practice in everyday life[14]–[18].

In teaching history, there is still much that needs to be addressed, such as the portion of teaching that comes from the cognitive and affective domains, these two domains must always be present in teaching history. Teaching history that prioritizes hard facts needs to get significant attention because such teaching of history will only cause boredom among students and in turn will lead to reluctance to study history[19]–[22].

History will not function in the educational process which leads to the growth and development of the nation's character if these historical values have not been embodied in real patterns of behavior. To realize patterns of behavior, teaching history plays an important role in the formation of behavioral characters so as to make students aware of themselves and their environment, as well as provide a historical perspective. Meanwhile, there are three specific objectives for teaching history, namely teaching concepts, teaching skills, intellectuals, and providing information to students[23].

Thus, teaching does not aim to memorize various historical events. Teaching history that places too much emphasis on cognitive aspects will not have much influence in determining what is often referred to as national identity and personality. It was further revealed that the teaching of national history, among others, aims to strengthen national identity and national integrity as part of the goals of the national movement[24]–[27].

Instilling character values should be able to increase the attitude of student nationalism. However, in reality, character values in history learning have not been successfully instilled optimally, it can be seen that in history learning students do not understand the essence and meaning of the material presented, so the material is only rote material. When asked again about the material that had been delivered the students only recited the material that had been spoken but did not understand the meaning of the material presented.

Character-based education is education that applies principles and methodologies toward building the character of the nation's children in their students through an integrated curriculum developed in schools. The framework for character development through learning among educators is felt to be very important. As agents of change, educators are expected to be able to instill the characteristics, traits, and character as well as an independent, responsible, and proficient spirit in life to their students.

II. METHOD

The method used in this study is descriptive qualitative through a literature review. A descriptive study is carried out to describe the current problem-solving based on reliable sources or data. A literature review can be used as a foundation or a picture of this study[28]. The literature review is based on journal articles and the latest published books related to the issues which are examined in this study. The data obtained from literature review sources are then analyzed using the descriptive analysis method which is an analysis, where its discussion is related to existing problems with the method of grouping and summarizing the data, so that the data is informative for the reader in general. Therefore, this article tries to describe each of the points in the literature review with a clear explanation and understanding based on the data which have been obtained.

III. RESULT AND DISCUSSION

A. Character Education in History Learning

There are strategies that can be carried out to develop learning character education, namely by integrating the values of character education into the curriculum. Integration or perhaps more precisely "alignment" is a process of enriching subjects with values in character education. The process is carried out through the following steps: (1) Incorporate selected values from character education into the syllabus, (2) Include character education values in the lesson plan (RPP) developed, (3) Implement learning in accordance with the RPP, by pay attention to the learning process for the mastery of skills and internalization of values, (4) Carry out an assessment of learning outcomes [29], [30].

Things that need to be considered by history teachers in carrying out the inculcation of character education values so that they run optimally and as expected, namely: First, it is possible to combine basic competencies across semesters. Second, the core activities emphasize cognitive abilities and practice the affective values of character education. The three themes chosen are adjusted to the characteristics of the students, interests, the environment, and the local area. Fourth, teaching and learning activities focus on mastery of competence and character targets (attainment) simultaneously.

B. Character Education as an Effort to Grow and Increase Historical Awareness

Awareness is an appreciation that is carried out consciously (seen, heard), and is aware of the observation process itself which is atheistic and abstract. Consciousness means understanding something by involving the mind, which involves ideas, feelings, thoughts, wills, and memories contained in a person if he is thinking about something that is around him. Historical awareness is a reflection of attitudes originating in psychological conditions that indicate a level of appreciation for the meaning and nature of history. Historical awareness in humans is very important for the development of national culture [31]–[33]. Historical awareness in this context is not just expanding knowledge, but

must also be directed to awareness of appreciating cultural values that are relevant to efforts to develop the culture itself. Historical awareness in the context of developing national character is in raising awareness that a nation is a social unit that is realized through a historical process, which ultimately unites a number of small nations in one large nation, namely the nation. The importance of the function of history in the development process and of course related to the future of Indonesia, as a nation-state. Growing and developing historical awareness for national integration and national awareness [34].

In relation to the teaching-learning process in academic forums, a process of teaching history should be able to help raise students' historical awareness. If such awareness can later be possessed by students from various levels of society in this country, it is hoped that there will be closer social cohesion among fellow citizens, wherever they are.

C. Implementation of Character Values Through Integration School Activities

As for the integration of character values through routine activities at school [9], [35]–[41] as follows: (1) Routine school activities. Routine activities are activities that students carry out continuously and consistently at all times. Examples of these activities are ceremonies on national holidays, checking body hygiene (nails, ears, hair, etc.) every Monday, worshipping together or praying together every dhuhr (for those who are Muslim), praying at the start and end of lessons, greetings when meeting teachers, education personnel, or friends. (2) Spontaneous activities, spontaneous activities, namely activities that are carried out spontaneously at that time. Activities are usually carried out when teachers and other education staff know that there are unfavorable actions by students that must be corrected at that time. If the teacher knows that there are behaviors and attitudes that are not good, then at that time the teacher must make corrections so that students will not take those bad actions. Examples of such activities: throwing garbage out of place, shouting so as to disturb the other party, fighting, yelling, being impolite, stealing, and dressing indecently. Spontaneous activities apply to bad and good behavior and attitudes of students so they need to be praised, for example: getting high marks, helping others, getting achievements in sports or the arts, daring to oppose or correct the behavior of friends who are not commendable. (3) Exemplary, exemplary is the behavior and attitude of teachers and other educational staff in providing examples of good actions so that they are expected to be role models for students to emulate [42]. If teachers and other education staff want students to behave and behave in accordance with cultural values and national character, then teachers and other education staff are the first and foremost to set an example of behaving and behaving in accordance with these values. For example, dressing neatly, arriving on time, working hard, speaking politely, caring for honest students, and maintaining cleanliness. (4) Conditioning. To support the implementation of cultural and national character education, schools must be conditioned support these activities. Schools must reflect the life of cultural values and the desired national character. For example, toilets are always clean, trash bins are in various places and are always cleaned, schools look neat and learning tools are placed in an orderly manner.

D. Implementation of character values through integration in subjects

The development of character values is integrated into every subject of each subject, especially in learning history. These values are listed in the syllabus and lesson plans. The development of these values in the syllabus is carried out in the following ways [6], [41], [43], [44]: (1) Reviewing Competency Standards (SK) and Basic Competency (KD) on Content Standards (SI) to determine whether the listed cultural values and national character have been included in it. (2) Using 18 character values and linking between SK and KD with values and indicators to determine the values to be developed. (3) Include cultural values and national character into the syllabus, (4) Include the values already listed in the syllabus into the RPP, (5) Develop an active student learning process that allows students to have the opportunity to internalize values and demonstrate inappropriate behavior. (6) Providing assistance to students, both those who have difficulty internalizing values and showing them in behavior. School Culture School culture is very broad in scope, generally including rituals, expectations, relationships, democracy, curricular activities, extracurricular activities, decision-making processes, policies, and social interactions between components in schools[45][46].

IV. CONCLUSION

The phenomenon of low student nationalism today is very worrying in the world of education, brawls between schools that are disturbing the public have even forgotten their identity as the Indonesian nation by not appreciating the struggle of Indonesian heroes who sacrificed to win independence from the hands of the invaders.

In this case, character learning must be integrated, both in terms of school culture, extracurricular activities, and daily activities at home and in the community. In character development, it is necessary to provide knowledge in integrating national character values through affective questions and learning media and schools should provide facilities and infrastructure that support the implementation of learning so that teachers can carry out learning optimally.

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