

NATIONAL HEROES IN INDONESIAN HISTORY TEXT BOOK

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ABSTRACT

History education has an essential role in building the character of society. One of the advantages of learning history in terms of value inculcation is the existence of a hero who is made a role model. Historical figures become best practices in the internalization of values. However, the study of heroism and efforts to instill it in history learning has not been done much. Therefore, researchers are interested in reviewing the values of bravery and internalization in education. Through textbook studies and curriculum analysis, researchers can collect data about national heroes in the context of learning. The results showed that not all national heroes were included in textbooks. Besides, not all the heroes mentioned in the book are specifically reviewed. There are only a few heroes that are specifically reviewed because they have links to basic competencies in the 2013 curriculum. The most popular heroes in the history textbook are (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. This hero is mostly reviewed for KD class XI numbers 3.2, 3.6, and 3.9. National heroes have curricular relevance, which has now been integrated into history learning. This study analyzed the position of national heroes in the compulsory Indonesian History learning curriculum at the high school level.

Keywords: national heroes, history learning, Indonesian history

ABSTRAK

Pendidikan sejarah memiliki peran penting dalam membangun karakter masyarakat. Salah satu keuntungan dari belajar sejarah dalam hal penanaman nilai adalah keberadaan pahlawan yang dijadikan panutan. Tokoh sejarah menjadi praktik terbaik dalam internalisasi nilai. Namun, studi tentang kepahlawanan dan upaya menanamkannya dalam pembelajaran sejarah belum banyak dilakukan. Oleh karena itu, peneliti tertarik untuk meninjau nilai-nilai keberanian dan internalisasi dalam pendidikan. Melalui studi buku teks dan analisis kurikulum, peneliti dapat mengumpulkan data tentang pahlawan nasional dalam konteks pembelajaran. Hasil penelitian menunjukkan bahwa tidak semua pahlawan nasional dimasukkan dalam buku teks. Selain itu, tidak semua pahlawan yang disebutkan dalam buku ini ditinjau secara khusus. Hanya ada beberapa pahlawan yang secara khusus ditinjau karena mereka memiliki kaitan ke kompetensi dasar dalam kurikulum 2013. Pahlawan paling populer dari dua buku yang dianalisis, yaitu (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. Pahlawan ini sebagian besar relevan untuk KD kelas XI nomor 3.2, 3.6, dan 3.9. Pahlawan nasional memiliki relevansi kurikuler, yang sekarang telah diintegrasikan ke dalam pembelajaran sejarah. Penelitian ini menganalisis posisi pahlawan nasional dalam kurikulum pembelajaran Sejarah Indonesia wajib di tingkat sekolah menengah.

Kata kunci: pahlawan nasional, pembelajaran sejarah, sejarah Indonesia

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Available online at <http://journal.unnes.ac.id/nju/index.php/paramita>



INTRODUCTION

Indonesia is facing a problem that threatens disintegration. Various non-terrorism, religious radicalism, and multiple cases of intolerance cause the national joints to be torn apart. This problem has prompted the need for character education for the community. Following up on this, the government, through the Ministry of National Education in 2010, has designed guidelines for implementing character education in a book entitled *Pengembangan Pendidikan Budaya dan karakter Bangsa* (Puskur, 2010). The document requires that learning in schools must include character content in it, including in history learning.

History education has a vital role in building the character of society. Through history subjects, character education can be integrated into the subject matter and the learning process. Historical lessons play a role in character education because they have values that can be applied in their materials. Learning history can provide motivation for students and introduce them to the nation and its struggles in the past. Related to this Hasan (2012: 81-95) explained that “historical education material is able to develop the potential of students to recognize the values of the nation that were fought for in the past, maintained and adapted to present life, and further developed for future life. front”. A similar sentiment was also expressed by Sardiman (2010) that “Our education has not been able to build paradigmatic interactions between aspects of servitude and caliphate. As a result, our school becomes less meaningful for complete and essential human life. “This is what reinforces the need for character education in society.

The vital role of history education as a part of character education is caused by several things (Ahmad, 2014). First, many moral problems damage the students’ personalities. Various issues such as brawls, cheating in exams, until promiscuity are now rampant. Second, the challenges of globalization require wise attitudes based on public wisdom. Therefore, it needs to strengthen the community to

respond to global changes throughout history. Third, character development requires exemplary best practices from the heroic values contained in history lessons. Through learning history, the benefits of exemplary and heroism can be transmitted to students.

One of the advantages of learning history in terms of value inculcation is the existence of a hero or hero who is made as a role model. Historical figures become the best practice in investing values. In history learning, there are protagonist figures, such as heroes who set an example for positive values. Besides, there are also antagonistic figures, such as the invaders who are the trigger factors for the emergence of the importance of a value (Ahmad, 2014).

Based on research from Julaeha (2012), the cultivation of heroic values has positive implications for character development. The results showed that by applying the exemplary hero strategy, it could make a significant contribution to the development of the nation’s cultural character of the students. Of the 18 indicators of the nation’s cultural character studied, all experienced a significant increase, and the sign that suffered the most massive increase was the points of responsibility. The Julaeha study is in line with research conducted by the researchers in various parts of the world, such as Sanchez (1998), Colby (2008), to the latest research from Perrotta (2017). These studies confirm the critical role of heroes in learning the history and the inculcation of character.

A relatively classic study of the role of heroes was carried out by Sanchez (1998). In his study entitled “Using Stories about Heroes to Teach Values”, he emphasized that character education can be done by presenting a hero in learning. Various values can be emulated from the figure of a hero. These values can be seen from the attitude of self-sacrifice and the act of prioritizing the interests of the wider community. Thus, the hero can be an inspiring figure for students. In his study, Sanchez recommends the development of

various sources and learning media so that the learning atmosphere becomes more active.

Another study of the importance of heroic value-based learning was echoed by Colby (2008) in an article entitled "Energizing the History Classroom: Historical Narrative Inquiry and Historical Empathy." In his study Colby emphasized the importance of narrative-based learning. In this case, students are invited to conduct an investigation based on the stories of the heroes as historical actors. Through learning by analyzing the life story of a hero, it has been able to facilitate students in achieving a more humanistic and empathic understanding of history, as well as understanding how perceptions of historical actors towards the past.

The most recent study on the value of heroism and efforts to grow character in learning is done by Perrotta (2017) in his study titled "In the eye of the beholder: Student assessments of" heroes "and historical thinking with local history research projects." In his research, he observed how students reconstruct the concept of a hero for a local context. By using primary documents, students are invited to investigate the existence of local figures in their neighborhood. With this, it turns out that the students' historical thinking abilities are awakened. On the one hand, students show active participation as part of a democratic society.

However, no previous research has looked at the position of national heroes in history education. This encourages researchers to conduct an analysis of how the position of the hero in the study of history in terms of compliance with the curriculum and analysis of textbooks.

RESEARCH METHOD

This study uses a text analysis strategy on Indonesian history textbooks. To find out the narrative of national heroes in textbooks, researchers analyzed two books used in history learning. The first textbooks published by the government

are the latest revised editions of 2017 (classes X and XI) and 2018 (class XII) (Gunawan, Lestariningsih, & Sardiman, 2017; Gunawan et al., 2017; Sardiman & Lestariningsih, 2017b, 2017a). Second, textbooks are published by Erlangga publishers (Hapsari & Adil, 2016a, 2016b, 2016c). Student books published by the Ministry of Education and Culture (from now on referred to as the Ministry of Education and Culture) were chosen because this book became the primary guide in learning and was available online. The textbook was selected by considering aspects of accessibility and completeness. The mandatory government edition book was chosen as the official version of the country. Then the textbooks published by Erlangga were selected as a comparison to the government-published books. Erlangga has been popular as a publisher of textbooks since 1952, so it is relevant to be used as a comparison in view of its long-standing role in the field of textbook writing.

RESULTS AND DISCUSSION

A Portrait of National Heroes in Indonesia in Learning Indonesian History

From 1959 to 2018, Indonesia had 180 national heroes, which means that in one year, three national heroes were appointed. Forty-nine raised by Sukarno; this could be the most numerous in the world. In some regions of the world, the concept of a national hero is very different from in Indonesia. In the United States, more people are considered national heroes involved in the revolutionary war of independence. Meanwhile, in France, figures credited nationally were marked by the existence of a tomb in the Pantheon. This also is in amounts of less than 100 (Adam, 2017).

A large number of recognized national heroes are more towards the recognition of the existence and contribution of an area in the domestic arena. This was acknowledged by Ayzumardi Azra when speaking with researchers in August 2014. He stated that for the local community, the national hero album was seen as more

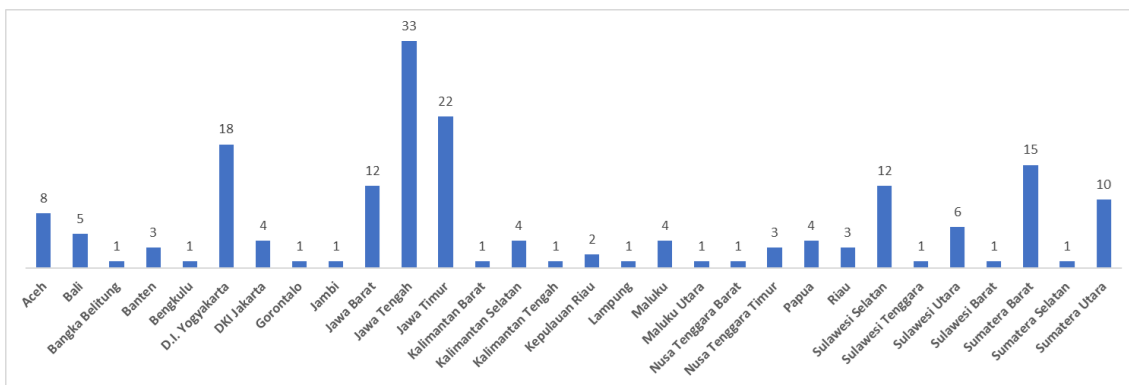


Figure 1. Distribution of National Heroes by Proposing Province

representative of the region on the national scene. Is the area recognized for its gait and struggle for the Indonesians? Not surprisingly, many regions are competing to propose their figures as national heroes. These national heroes represent almost all regions in Indonesia, from Sabang to Merauke. However, it should be recognized that not all provinces have representative figures, which are national heroes.

From the above data, it appears that the top three of the most provinces are still in Java, namely Central Java, East Java, and Yogyakarta. Meanwhile, from outside Java came from West Sumatra. When viewed from the aspect of the region, here is the distribution of national heroes until 2018.

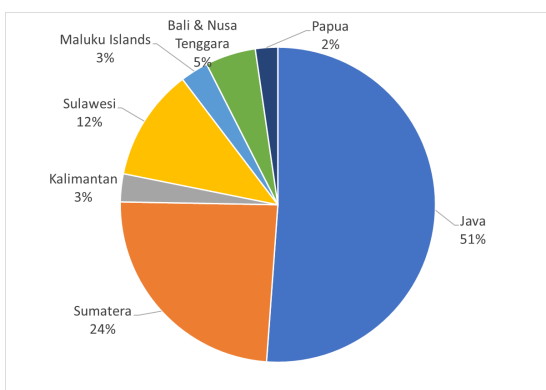


Figure 2. Distribution of National Heroes by Region

The number of national heroes who came from the Java region shows the tendency of the existence of *Javacentrism* in the writing of history. However, the *Javacentrism* trend seems to have changed after the re-

form. That since 1998, the proposal of national heroes is no longer dominated by figures from Java, but also figures from other regions. After the *Reformasi*, there were 78 national heroes assigned. There are 30 proposed heroes from Java.

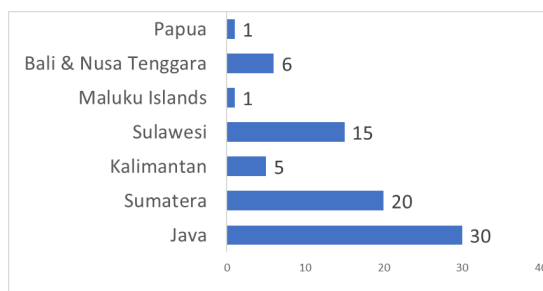


Figure 3. Distribution of National Heroes by Proposed Province since the *Reformasi*

These trends are a positive indication that nationally, the recognition of the work of prominent figures from the regions has been well-publicized. On the one hand, this shows the development of historiography, which is not only centered on Java but the writing of historical events in various regions. Writing history in areas that do not have adequate written records still experience obstacles. This is also what even causes gaps between the regions of Java and outside Java, especially parts outside Sumatra, in revealing the roles and roles of figures to be determined by the government as national heroes.

From a gender perspective, there were only 14 female heroes. This, of course, is very minimal because the number is only 7.78%. The national heroes are (1) Malahayati (Aceh), (2) Nyi Ageng Se-

rang (Central Java), (3) Martha Christina Tiahahu (Maluku), (4) Cut Nyak Dhien (Aceh), (5) Cut Nyak Meutia (Aceh), (6) Maria Walanda Maramis (North Sulawesi), (7) Siti Walidah (DI Yogyakarta), (8) Kartini (Central Java), (9) Opu Daeng Risaju (South Sulawesi), (10) Dewi Sartika (West Java), (11) Rasuna Said (West Sumatra), (12) Siti Hartinah (Central Java), and (13) Fatmawati (Bengkulu); (14) Andi Depu (West Sulawesi). The exciting thing from here is that most of the female heroes are from Aceh, and they are leaders of the colonial defense forces (VOC and Dutch East Indies).

Of the 180 national heroes, the oldest period when a national hero lived was in the 16th century. Meanwhile, the youngest is Harun and Janatin, who died in 1968 because of a death sentence from the Singapore government. Based on the period, the researcher divides the national heroes into several periods (1) the VOC period, (2) the period of colonialism, (3) the period of national awakening, (4) the period of revolution, (5) the period of post-revolution. When analyzed, quantitatively, the following is the number of national heroes from several periods.

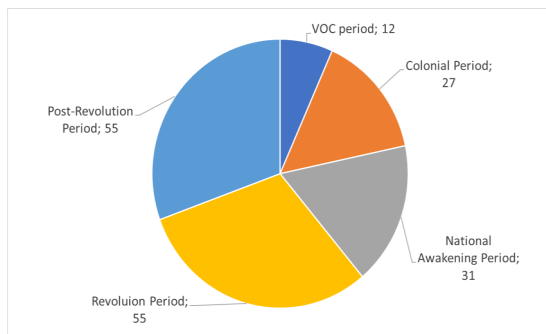


Figure 4. Distribution of National Heroes by Period

VOC period included heroes who took part in the resistance against the VOC. Usually, they are royal leaders who are in contact with Dutch trading companies. Meanwhile, the heroes who were included in the category of British-Dutch East Indies colonialism were those who resisted British or Dutch East Indies colonialism. Meanwhile, the national awakening

began with the progress of the heroes not only in the aspect of physical resistance but in the development of human and organizational qualities. Nevertheless, national heroes who carry out physical strength still exist and are not categorized in the national awakening period. The revolutionary period covers the period of Japanese occupation, seconds of independence until the recognition of sovereignty in 1949.

Meanwhile, the post-revolution period includes the period after the recognition of sovereignty to date. However, the division was not standard because several heroes had taken part in more than one era, such as Sukarno, who had taken part in the national awakening by establishing the PNI, during the revolution as a central figure of the proclamation, and post-proclamation. Besides, some numbers in the revival or national movement on average have a role in the revolutionary period, and afterwards viewed from the background or profession of national heroes, national heroes are still dominated by politicians, local leaders, and the military. Here is the distribution.

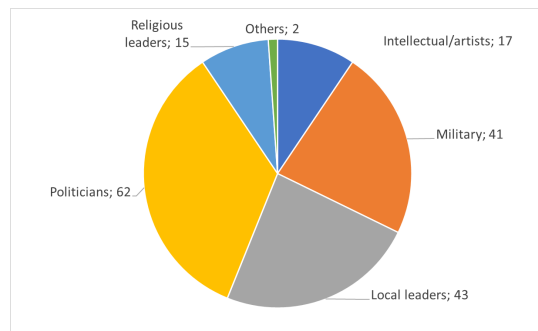


Figure 5. Distribution of National Heroes Based on Background

A politician's background means that someone is responsible for his political position. Meanwhile, local leaders usually come from leaders from the regions who put up a fight, such as local kings or figures who fought against colonialism. Meanwhile, intellectuals come from educated circles whose knowledge provides broad benefits. In this case, at the time of

the national revival, often intellectuals and politicians were inseparable, like Ki Hajar Dewantoro, Cipto Mangunkusumo, and Douwes Dekker. Meanwhile, there are other categories. Included in this category are Fatmawati Sukarno and Siti Hartinah Suharto. Both are wives of the presidents of the Republic of Indonesia.

To find out how the popularity of national heroes, researchers analyzed two books used in history learning. The first textbooks published by the government are the latest revised editions of 2017 (classes X and XI) and 2018 (class XII) (Gunawan et al., 2017, 2017; Sardiman & Lestariningsih, 2017b, 2017a). Second, textbooks are published by Erlangga publishers (Hapsari & Adil, 2016a, 2016b, 2016c). Student books published by the Ministry of Education and Culture (from now on referred to as the Ministry of Education and Culture) were chosen because this book became the primary guide in learning and was available online. The second book is a book published by Erlangga (from now on referred to as Erlangga Book) in 2016, written by Ratna Hapsari and M. Adil. This book is prevalent among history teachers because it is often also used as a reference.

National Heroes Text Analysis in the Ministry of Education and Culture book

In the Ministry of Education and Culture textbook, the total national heroes mentioned are 69 people. 23 of them have photos or picture captions, i.e. (1) Nuku Muhammad Amiruddin, (2) Nyi Ageng Serang, (3) Tuanku Imam Bonjol, (4) Pattimura, (5) Diponegoro, (6) Martha Christina Tiahahu, (7) I Gusti Ketut Jelantik, (8) Antasari, (9) Sisingamangaraja XII, (10) Cut Nyak Dhien, (11) Wahidin Sudirohusodo, (12) Teuku Umar, (13) Kartini, (14) Cipto Mangunkusumo, (15) Ki Hajar Dewantara, (16) Sukarno, (17) Mohammad Hatta, (18) Hamengkubuwono IX, (19) Marthen Indey, (20) Ismail Marzuki, (21) Silas Papare, (22) Mohammad Yasin, (23) Frans Kaisiepo

Of the 69 national heroes mentioned, there are 18 national heroes mentioned by name more than ten times in the book. Meanwhile, there are 13 national heroes whose names are mentioned 5-10 times. Then, 35 national heroes said less than five times. The most frequently mentioned heroes, according to the Ministry of Education and Culture, are as follows: (1) Nuku Muhammad Amiruddin, (2) Tuanku Imam Bonjol, (3) Pattimura, (4) Diponegoro, (5) I Gusti Ketut Jelantik, (6) Antasari, (7) Sisingamangaraja XII, (8) Cut Nyak Dhien, (9) Teuku Umar, (10) Kartini, (11) Sukarno, (12) Mohammad Hatta, (13) Hamengkubuwono IX, (14) Marthen Indey, (15) Ismail Marzuki, (16) Sultan Agung, (17) Mohammad Natsir, (18) Juanda Kartawijaya.

Of the 69 national heroes mentioned in the Ministry of Education and Culture, 41 national heroes were explicitly discussed. The heroes are as follows: (1) Sultan Agung, (2) Iskandar Muda, (3) Hasanuddin, (4) Tirtayasa, (5) Nuku Muhammad Amiruddin, (6) Nyi Ageng Serang, (7) Sultan Mahmud Riayat Syah, (8) Mahmud Badaruddin II, (9) Abdul Kadir, (10) Tuanku Imam Bonjol, (11) Pattimura, (12) Diponegoro, (13) I Gusti Ketut Jelantik, (14) Martha Christina Tiahahu, (15) Antasari, (16) Teungku Chik di Tiro, (17) Sisingamangaraja XII, (18) Cut Nyak Dhien, (19) Wahidin Sudirohusodo, (20) Teuku Umar, (21) Kartini, (22) Tirto Adhi Suryo, (23) Cokroaminoto, (24) Agus Salim, (25) Cipto Mangunkusumo, (26) Ki Hajar Dewantara, (27) Mohammad Husni Thamrin, (28) Sukarno, (29) Mohammad Hatta, (30) Muhammad Yamin, (31) Johannes Leimena, (32) Mohammad Natsir, (33) Juanda Kartawijaya, (34) Syafruddin Prawiranegara, (35) Hamengkubuwono IX, (36) Marthen Indey, (37) Ismail Marzuki, (38) Silas Papare, (39) Abdul Haris Nasution, (40) Frans Kaisiepo, (41) Ahmad Yani.

National Heroes Text Analysis in the Erlangga's book

In Erlangga's book, a total of 78 national heroes are mentioned. Thirty-eight of

them have added photo captions. National heroes, accompanied by the photos contained in the book, published by Erlangga sorted according to the period of his life, are as follows: (1) Sultan Agung, (2) Iskandar Muda, (3) Hasanuddin, (4) Tuanku Imam Bonjol, (5) Pattimura, (6) Diponegoro, (7) Teuku Umar, (8) Ahmad Dahlan, (9) Maria Walanda Maramis, (10) Samanhudi, (11) Kartini, (12) Tan Malaka, (13) Alimin, (14) Achmad Subarjo, (15) Sukarno, (16) Mohammad Hatta, (17) Muhammad Yamin, (18) Mohammad Natsir, (19) Sutan Syahrir, (20) Juanda Kartawijaya, (21) Syafruddin Prawiranegara, (22) Hamengkubuwono IX, (23) Agustinus Adisucipto, (24) Sudirman, (25) Sukarni, (26) I Gusti Ngurah Rai, (27) Abdul Haris Nasution, (28) Silas Papare, (29) Siswondo Parman, (30) Suprpto, (31) Sutomo, (32) Ahmad Yani, (33) Sutoyo Siswomiharjo, (34) Katamso Darmokusumo, (35) Mas Tirtodarmo Haryono, (36) Sugiyono Mangunwiyoto, (37) Karel Satsuit Tubun, (38) Pierre Tendean.

Of the 78 national heroes mentioned, there are 26 national heroes mentioned by name more than ten times in the book. Meanwhile, there are 14 national heroes whose names are mentioned 5-10 times. Then, 38 national heroes said less than five times. The heroes most often cited, according to Erlangga's book, are as follows: (1) Sultan Agung, (2) Hasanuddin, (3) Pattimura, (4) Diponegoro, (5) Samanhudi, (6) Tan Malaka, (7) Achmad Subarjo, (8) Sukarno, (9) Mohammad Hatta, (10) Muhammad Yamin, (11) Mohammad Natsir, (12) Sutan Syahrir, (13) Hamengkubuwono IX, (14) Sudirman, (15) Sukarni, (16) Abdul Haris Nasution, (17) Sutomo, (18) Ahmad Yani, (19) Tirtayasa, (20) Sisingamangaraja XII, (21) Cut Nyak Dhien, (22) Ernest Douwes Dekker, (23) Cokroaminoto, (24) Ki Hajar Dewantara, (25) Supriyadi, (26) Tirto Adhi Suryo.

Of the 78 national heroes mentioned in Erlangga's book, 47 national heroes

discussed their role correctly. The heroes are as follows: (1) Sultan Agung, (2) Hasanuddin, (3) Pattimura, (4) Diponegoro, (5) Samanhudi, (6) Tan Malaka, (7) Achmad Subarjo, (8) Sukarno, (9) Mohammad Hatta, (10) Muhammad Yamin, (11) Mohammad Natsir, (12) Sutan Syahrir, (13) Hamengkubuwono IX, (14) Sudirman, (15) Sukarni, (16) Abdul Haris Nasution, (17) Sutomo, (18) Ahmad Yani, (19) Tirtayasa, (20) Sisingamangaraja XII, (21) Cut Nyak Dhien, (22) Ernest Douwes Dekker, (23) Cokroaminoto, (24) Ki Hajar Dewantara, (25) Supriyadi, (26) Ahmad Dahlan, (27) Alimin, (28) Agustinus Adisucipto, (29) Silas Papare, (30) Siswondo Parman, (31) Mahmud Badaruddin II, (32) Martha Christina Tiahahu, (33) Antasari, (34) Wahidin Sudirohusodo, (35) Mohammad Husni Thamrin, (36) Wage Rudolf Supratman, (37) Teuku Muhammad Hasan, (38) Abdul Malik Karim Amrullah, (39) Iskandar Muda, (40) Tuanku Imam Bonjol, (41) Teuku Umar, (42) Maria Walanda Maramis, (43) Kartini, (44) Juanda Kartawijaya, (45) Syafruddin Prawiranegara, (46) I Gusti Ngurah Rai, (47) Cipto Mangunkusumo.

From the Ministry of Education and Culture textbooks and Erlangga, there are some prevalent heroes. The popularity of the hero is seen from three aspects, the level of frequency, the illustration of the hero, and also the specific discussion.

Most popular heroes of the two books are pursued in five names, namely (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. This hero is mostly reviewed for KD class XI numbers 3.2, 3.6, and 3.9.

The textbooks have accommodated national heroes; most of the heroes have not yet been reviewed. Heroes who have been raised by the government so far have not yet gotten an optimal place in learning history. This is because the large amount is not proportional to the scope of material in the textbook.

Table 1. The Most Popular Heroes in the Ministry of Education and Culture and Erlangga

Erlangga	Ministry of Education and Culture
Sultan Agung	Nuku Muhammad Amiruddin
Hasanuddin	Tuanku Imam Bonjol
Pattimura	Pattimura
Diponegoro	Diponegoro
Tan Malaka	I Gusti Ketut Jelantik
Achmad Subarjo	Sisingamangaraja XII
Sukarno	Cut Nyak Dhien
Mohammad Hatta	Teuku Umar
Muhammad Yamin	Kartini
Mohammad Natsir	Sukarno
Hamengkubuwono IX	Mohammad Hatta
Sudirman	Hamengkubuwono IX
Sukarni	Marthen Indey
Abdul Haris Nasution	Ismail Marzuki
Sutomo	
Ahmad Yani	

The Heroes in History Curriculum

Heroes have curricular relevance, which has now been integrated into history learning. This study analyzed the position of national heroes in the compulsory Indonesian History learning curriculum at the high school level. As a compulsory sub-

ject, the existence of essential competencies for learning Indonesian History has been regulated in Ministerial Regulation Number 24 of 2016 in appendix number 46. In this regulation, national heroes have begun to appear in class X on basic competencies "3.8. Analyze the develop-

Table 2. Basic Competency Analysis of Indonesian History which is relevant to internalizing heroism in class XI

No	Basic Competence	Period
3.2	Analyze the strategy of Indonesian resistance to European colonization (Portuguese, Spanish, Dutch, English) until the 20th century	VOC and colonial period
3.4	Respect the values of youth oaths and their meaning for national life in Indonesia today	National Awakening Period
3.5	Analyze the nature of the Japanese occupation and the response of the Indonesian people.	National Awakening and Revolution Period
3.6	Analyze the role of national and regional figures in fighting for Indonesian independence	National Awakening Period
3.7	Analyze the event of the proclamation of independence and its meaning for the social, cultural, economic, political, and educational life of the Indonesian people	Revolution period
3.8	Analyze the events of the formation of the first government of the Republic of Indonesia at the beginning of independence and their meaning for the life of the Indonesian nationality today	Revolution period
3.9	Analyze the role and values of the struggle of Bung Karno and Bung Hatta as proclaimers and other figures around the proclamation	Revolution period
3.10	Analyze the strategy and form of the struggle of the Indonesian people in an effort to maintain independence from the threat of the Allies and the Dutch	Revolution period

Table 3. Basic Competency Analysis of Indonesian History that is relevant to internalizing the value of heroism in class XII

No	Basic Competence	Period
3.1	analyze the efforts of the Indonesian people in facing the threat of national disintegration, including PKI Madiun 1948, DI / TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S / PKI	Post-revolution period
3.2	evaluate the role and values of the struggle of national and regional figures in maintaining the integrity of the state and nation of Indonesia in the period 1945-1965	Post-revolution period
3.3	analyze the development of political and economic life of the Indonesian people in the early days of independence until the period of Liberal Democracy	Post-revolution period
3.4	analyze the development of political and economic life of the Indonesian people during the Guided Democracy	Post-revolution period
3.5	analyze the development of the political and economic life of the Indonesian people during the New Order era	Post-revolution period
3.7	evaluate the role of students, students, and youth in Indonesia's political and constitutional change	Post-revolution period
3.8	evaluate the role of the Indonesian nation in world peace including KAA, Garuda's Mission, the Juanda Declaration, the Non-Aligned Movement, ASEAN, the OKI, and the Jakarta Informal Meeting	Post-revolution period
3.9	evaluate the life of the Indonesian people in developing science and technology in the era of independence (from the proclamation to the Reformation)	Post-revolution period

ment of community life, governance, and culture during the Islamic empires in Indonesia and show examples of evidence that still applies to the presence of Indonesian society today. "Thus, the basic competence regarding skills in number 4.8 also follows competence 3.8. However, in practice, the new heroic value is evident when there is resistance to the colonial.

Class XI, basic competencies related to national heroes, appear to be more dominant. This is because, in class XI, the material covers the period of colonialism to the revolution. In this period, there were 123 national heroes. This means that 70% of national heroes live in this period. Some essential competencies that are suitable for instilling heroism in class XI are as in table 2.

From these basic competencies, there are even particular basic competencies that emphasize the importance of the

struggle of national and regional figures in Indonesian History. This contains in Basic Competencies numbers 3.6 and 3.9. Thus, the internalization of the value of heroism has been accommodated in the 2013 curriculum for the subjects of Indonesian History. In class XII, the scope of the material presented in the study of Indonesian History covers the post-revolution period, namely from the recognition of sovereignty in 1949 to the period of reform. In this period, the gait of a national hero emerged in the following basic competencies.

CONCLUSION

From 1959 to 2018, Indonesia had 180 national heroes. Of the 180 national heroes, the oldest period when the national hero lived was in the 16th century. Meanwhile, the youngest is Harun and Janatin, who died in 1968 because of a death sentence from the Singapore government.

Based on the period, the researcher divides the national heroes into several periods (1) the VOC period, (2) the period of British-Indies colonialism, (3) the period of national awakening, (4) the period of revolution, (5) the period of post-revolution. To find out how the popularity of national heroes, researchers analyzed two books used in history learning. From the Ministry of Education and Culture textbooks and Erlangga, there are some prevalent heroes. The popularity of the hero is seen from three aspects, the level of frequency, the illustration of the hero, and also the specific discussion. The most popular heroes of the two books are pursued in five names, namely (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. This hero is mostly reviewed for KD class XI numbers 3.2, 3.6, and 3.9.

National heroes have curricular relevance, which has now been integrated into history learning. This study analyzed the position of national heroes in the compulsory Indonesian History learning curriculum at the high school level. National heroes have begun to appear in class X on the basic competence "3.8. Analyze the development of community life, governance, and culture during the Islamic empires in Indonesia and show examples of evidence that still applies to the life of Indonesian society today". Thus, the basic competence regarding skills in number 4.8 also follows competence 3.8. However, in practice, the new heroic value is evident when there is resistance to the colonial. In class XI, basic competencies related to national heroes appear to be more dominant. This is because in class XI, the material covers the period of colonialism to the revolution. In this period, there were 123 national heroes. This means that 70% of national heroes live in this period.

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