

Site and Nationalism: The Significant Value of Liangan Site in History Learning

Sri Susanti[✉], Miftahuddin
Universitas Negeri Yogyakarta, [✉]srisusanti766@gmail.com

Article history

Received : 2020-11-22

Accepted : 2021-08-30

Published : 2021-09-30

Keywords

Liangan Site,
Nationalism,
Site,
Larning history

Abstract: Indonesia is vulnerable in facing threats related to national disintegration. It is important for us to present various forms of cultural objects that have noble, togetherness and moral values, in order to maintain the unity and integrity of the nation. The purpose of this study is to determine the importance of Liangan Site as a cultural object to increase a sense of nationalism in history learning. This research was conducted using a mixed method with a sequential explanatory approach. The results showed that Liangan Site had the potential issue to increase a sense of nationalism with a percentage of 76.4%. The results of this study indicate that Liangan Site as a cultural object has the potential to increase a sense of nationalism. Utilization of Liangan Site in learning activities can dig deeper into their imagination about the life of Liangan community in the past. The existence of Liangan Site encourages a sense of pride in students. In this study, it was found that Liangan as a historical site should be utilized as a learning resource with supporting public facilities so that visitors feel comfortable to stay. Liangan Site is expected to become a part of the materials for the development of Hindu-Buddhist Kingdom in Indonesia in History Subject in the first semester of Class X as it has a significant value for the development of the Ancient Mataram Kingdom.

Abstrak: Indonesia rentan menghadapi ancaman terkait disintegrasi bangsa. Penting bagi kita untuk menghadirkan berbagai bentuk benda budaya yang memiliki nilai luhur, kebersamaan dan moral, demi menjaga persatuan dan kesatuan bangsa. Tujuan dari penelitian ini adalah untuk mengetahui pentingnya Situs Liangan sebagai objek budaya untuk meningkatkan rasa nasionalisme dalam pembelajaran sejarah. Penelitian ini dilakukan dengan menggunakan metode campuran dengan pendekatan sekuensial explanatory. Hasil penelitian menunjukkan bahwa Situs Liangan memiliki potensi isu untuk meningkatkan rasa nasionalisme dengan persentase sebesar 76,4%. Hasil penelitian ini menunjukkan bahwa Situs Liangan sebagai objek budaya berpotensi meningkatkan rasa nasionalisme. Pemanfaatan Situs Liangan dalam kegiatan pembelajaran dapat menggali lebih dalam imajinasi mereka tentang kehidupan masyarakat Liangan di masa lalu. Keberadaan Situs Liangan mendorong rasa bangga pada siswa. Dalam penelitian ini ditemukan bahwa Liangan sebagai situs sejarah harus dimanfaatkan sebagai sumber belajar dengan fasilitas umum yang mendukung agar pengunjung merasa nyaman untuk menginap. Situs Liangan diharapkan dapat menjadi bagian dari materi pengembangan Kerajaan Hindu-Budha di Indonesia pada Mata Pelajaran Sejarah pada semester I Kelas X karena memiliki nilai yang signifikan bagi perkembangan Kerajaan Mataram Kuno.

Cite this article: Susanti, S. & Miftahuddin. (2021). Site and Nationalism: The Significant Value of Liangan Site in History Learning. *Paramita: Historical Studies Journal*, 31(2), 302-311. <http://dx.doi.org/10.15294/paramita.v31i2.27119>



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

INTRODUCTION

The trend of popular culture is a challenge to the efforts to utilize and to develop the classical culture that has significance for historical, cultural, religious and educational sciences. The existence of cultural heritage must be preserved and must become an aspect that can trigger the significant values in today's contemporary era (Hadiyanta, 2014) Cultural heritage in a country can establish self-history and im-

age, including values, institutions, goals, and events that are revealed. One of the effective instruments in building self-image and identity in schools is the curriculum. In most societies, the school curriculum serves as a necessary means of presenting, producing, and reproducing cultural heritage (Bernecker et al., 2007).

The content of the curriculum at school is developed based on national history, geography, culture, and traditional morality by taking into account the students' awareness of cultural heritage. An example of this is the education in China which introduces national cultural heritage through social science textbooks such as Chinese, history, and social ideology. Through that way, students at all levels will gain a basic knowledge of ancient Chinese history and culture through general or systematic means. This has been applied since China adopted reforms and opened its policies in the late 1970s (Bernecker et al., 2007).

The current curriculum in Indonesia is Curriculum 2013. This curriculum aims to form Indonesian generation that is productive, creative, innovative, affective, through the observation of integrated attitudes, skills and knowledge. In implementing this curriculum, teachers are required to professionally design effective and meaningful learning (Alhamuddin, 2014). Meaningful learning can be achieved if the teacher always tries to find out and to explore the concepts that students have and helps to integrate them harmoniously with the new knowledge to be taught. The learning process will be meaningful if students experience first-hand what is learned rather than just listening to explanations from the teacher (Najib & Elhefni, 2016).

Meaningful learning in history can be achieved by inviting students to see historical relics first-hand. Teachers can visit to places that have elements of cultural heritage in history learning activities. Temanggung Regency has rich cultural heritage potential. There are cultural heritage sites in almost every area. The examples are Bansari Sites, Bejen Sites, Bulu Sites, Candiroto Sites, Gemawang Sites, Jumo Sites, Kaloran Sites, Kandangan Sites, Kedu Sites, Kledung Sites, Kranggan Sites, Ngadirejo Sites, Parakan Sites, Pringsurat Sites, Selopampang Site, Temanggung Site, Tembarak Site, Tlogomulyo Site, Tretap Site, and Wonobojo Site (Martono, 2017). In accordance with Law of the Republic of Indonesia Number 11 the Year 2010 Article 85 Paragraph 1 Regarding Cultural Heritage, cultural heritage sites must be utilized, especially in the field of education as stated in (Republik Indonesia, 2010). The use of cultural

heritage in education can be conducted by history teachers by inviting students to visit places that contain elements of cultural heritage or packaging a cultural heritage into learning media in the form of pictures or video learning.

Liangan is one of the cultural heritages including in the Ngadirejo Site. Heritage studies in the context of valuing local history as a learning resource, can facilitate understanding of historical concepts, and help to understand the world in which we live and contribute to much understanding of history and the development of the three pillars of historical education namely history, memory, and identity. Cultural assets and heritage are therefore important pedagogically because they constitute a significant consolidation and meaningful implementation of learning because they reduce the use of books in learning activities, so that teaching and learning activities become livelier and more meaningful. Studying local and regional heritage and history is a centre for history learning and introduces students to specific methodological and language disciplines, so that it can motivate, increase interest in learning history, become an integrator because it has a contribution to the placement of students in the surrounding environment. In addition, it also strengthens aspects of identity building, and facilitates understanding of history as a dynamic process that emerges as the knowledge that is not forced, but makes sense in the connected network that is built between information, sources, testimonies, and stories (Magro et al., 2014).

The cultural heritage environment is considered as an important source of dynamic educational life and activities because education is seen as a process of internalizing inherited historical values. In this context, traditional heritage and values represent the overall material and spiritual heritage created by humans in a particular environment, so that education allows students to understand better the "present" and where they live. Thus, they can channel personal development and promote heritage and traditional values as individuals with identities and behaviours that are developed, communicated, and reacted. Cultural heritage encourages students to have a diachronic identity, which describes the past, and does not appear to touch history, stirs emotions, and allows to arouse the imagination. In this way, the legacy of life, through the dynamics of the beautiful beauty of silence and echo, can create a meeting point in the past. Therefore, cultural heritage deserves attention and observation so that it can be seen by new generations (Ivon & Kušević, 2013).

Liangan site is an important cultural heritage to be utilized. Chronologically ancient Liangan dates from the II-XI centuries, or before the entry of Indian cultural elements, to the heyday of Ancient Mataram, and finally, the Liangan Site was buried by volcanic material from Mount Sindoro. Liangan is a very complex site. The complexity of the Liangan Site can be seen from the diversity of data found. However, almost all of the data on Liangan are in a scorched condition due to the impact of the Mount Sindoro eruption. Referring to the historical framework, the Liangan Site is thought to be the origin area of Rakai Layang Dyah Tlodhong. He was the king of Mataram before Wawa and Sindok (Riyanto, 2017). The Liangan site has a connection with the historical development of the Ancient Mataram Kingdom. The Liangan site can be included in a series of social studies curricula that have been determined, namely history subjects (Goksu, 2019).

The utilization of Liangan Sites in the education sector has not been optimal. Several history teachers in secondary schools such as SMK Muhammadiyah 1 Ngadirejo and SMA Negeri 1 Candiroto have visited the Liangan Site with students. However, its use has not yet been felt to be in the order of a sense of nationalism in students. Additionally, learning activities about Liangan Site can also be carried out through the Learning Center portal owned by the Ministry of Education and Culture of the Republic of Indonesia on the <https://petabudaya.belajar.kemdikbud.go.id/Repositorys/SitusLiyangan/> which can be used as media learning sources. After students understand the Liangan Site which is presented on the Rumah Belajar portal, they are expected to feel proud of the historical heritage in Indonesia. Furthermore, this study aims to see the importance of the Liangan Site as a cultural object in learning history to increase a sense of nationalism. Through this research, it is hoped that it can encourage history teachers, especially in Temanggung Regency to maximize the use of the Liangan Site as a source of learning history in increasing nationalism.

Destroying important buildings in a community leads to a loss of home and identity. Physical buildings have an important role and have an emotional attachment felt by local communities to preserve historical sites (Calamusso, 2015). Historic sites have shown a concerted effort to strengthen interpretive programs to give visitors a more complete and accurate story (Hunter, 1993). The use of historical sites as learning resources can help students understand historical material because stu-

dents see directly the objects that must be studied. Utilization of historical sites as learning resources makes students active and happy in participating in learning activities. Utilization of historical sites is also a promotional event for tourists (Rahman, 2017). Utilizing historical heritage sites as a learning resource is not easy (Saputro, 2013). Ainur Rosikin & Yudi Utomo in their research on the Van Den Bosch Fort Museum (Benteng Pendem) in Pelem Village, Ngawi District, Ngawi Regency (Historical Background, Values, and Potential as a History Learning Source) stated that the use of the Van Den Bosch Fort Museum as a source of learning history This is done by aligning the curriculum and syllabus at the elementary school to high school level. At the elementary school level, it can be applied to class V Semester II, at the Junior High School level for Class VIII Semester I, while at the high school level for Class XI Semester I (Rosikin & Hartono, 2016).

The attitude of nationalism in students can be explored through the utilization of the potential of historical sites as learning resources. One of the historical sites that has the potential as a source of learning history is the Liangan Site, which is located in Liangan Hamlet, Purbosari Village, Ngadirejo District, Temanggung Regency. The implementation of inculcating the attitude of nationalism through history learning has not been carried out optimally, especially in the preparation of the RPP. The RPP used by the teacher is the result of a copy of the RPP downloaded from the internet, so that learning activities have not been fully integrated with the cultivation of nationalism. The teacher also only uses the method of discussion which is carried out repeatedly. The ability of teachers in the use of media is still limited.

This research is important to do as a form of utilization of objects of cultural advancement. In the field of education, the use of cultural heritage as an object of cultural advancement can be done to build national character. One of these uses can be done through the internalization of cultural values that exist in the Liangan Site. This research is also interesting to conduct because it links the Liangan Site and Nationalism. If usually nationalism is always associated with historical figures because their behaviour deserves to be emulated, however, in this study, we will discuss the relationship between sites and nationalism and its importance for history learning.

METHOD

This research was conducted using a mixed method. The implementation of research using mixed methods was carried out using quantitative and qualitative research methods. This type of research was conducted using an explanatory sequential strategy (Creswell, 2017). The first steps that must be done were collecting and analysing quantitative data followed by collection and analysis built on the initial qualitative results.

The study population was all students in class X at SMA Negeri 1 Candiroto, which was located in Muntung Village, Candiroto District, all students in class X at MA Darul Falach, located in Klombeyan Hamlet, Muntung Village, Candiroto District, all students in class X at SMK Muhammadiyah 3 Ngadirejo located in Ngaren Village, Ngadirejo District, and Liangan Site located in Purbosari Village, Ngadirejo District.

The research sampling technique was carried out in two stages. In the first stage, the researcher determined the minimum sample size of the student population with a proportioned stratified sampling technique. The data population is classified into Mathematics and Natural Sciences (IPA), Social Sciences (IIS), accounting, fashion, audio video engineering, and motorcycle engineering. In this study, each school has several majors that will be sampled by means of proportioned stratified sampling in terms of the sample tables of Krejcie and Morgan (Johnson & Christensen, 2016). The level of confidence in this study was 95% with a total population size of 380 and a sample size of 191 subjects or about 50.2% of the total population. The researcher then randomly determined the students who would be used as the research sample. In the next stage, the researcher considered taking the sampling unit with the proportion by multiplying the total population in each category by 50.2%. However, in the implementation of the research, the subjects who filled in were 237 respondents or 62.3% because the researcher could not fully control the filling of the questionnaire which was conducted online.

The technique of collecting data in the mixed method through explanatory sequential design was a combination of data found from one method to another. In the first stage, questionnaires were distributed to respondents to obtain quantitative data and then followed by the techniques to obtain qualitative data by conducting new interviews and reviewing documents and archives. Techniques for data validity were needed to ensure that research efforts were truly accountable. In this study, the

data validity technique used was source triangulation.

Data analysis was carried out by gradual quantitative-qualitative analysis, namely quantitative data analysis followed by qualitative data collection and analysis. Data analysis in this study was carried out by, first, analyzing the results of the nationalism attitude scale instrument with descriptive statistical analysis. Second, the researcher classified Liangan Site's potential score, learning resources, and a sense of nationalism. Third, the researcher analyzed the potential relationship between Liangan Site, learning resources, and a sense of nationalism. The data analysis process was then carried out following the Miles and Huberman Model with the stages of data reduction, data display, and verification (Sugiyono, 2013).

LIANGAN SITE AS A RELIC SITE OF THE ANCIENT MATARAM KINGDOM

The Liangan site is located in Liangan Hamlet, Purbosari Village, Ngadirejo District, Temanggung Regency. The people of Purbosari Village work as food crop farmers, breeders, plantation farmers, mining/quarrying, building, trading, hotels & restaurants, transportation & communication, banks & other financial institutions, services, and others. The food crops developed in this village are rice and corn. Vegetables that are developed are chilies, long beans, and cabbage. The planted fruits are papaya and banana. Meanwhile, the plantation crops developed are tobacco and livestock coffee developed in the village in the form of cows, buffaloes, goats/sheep, native chickens, purebred chickens, and ducks (*Profil Kecamatan Dan Desa*, n.d.).

Traces of human activity in the past are divided into four categories, one of which is sites (Rosikin & Hartono, 2016). Sites are human works or a combination of human and natural works, with archaeological remains that are significant for history, aesthetics, ethnography or anthropology. Sites are studied as an attempt to reveal human life in the past through the objects they leave behind (Karmadi, 2007). Relics on Liangan Site can also reveal human life in the past.

Liangan Site is one of the cultural heritages found in Temanggung Regency. Geographically, Temanggung Regency is located in Central Java Province with the following administrative boundaries, the north is bordered by Kendal Regency and Semarang Regency, the East is bordered by Semarang Regency and Magelang Regency, the South is bordered by Magelang Regency, and the West is bordered by Wonosobo Regency. Temanggung Re-



Figure 1. Liangan Site which is located in the sand mining area



Figure 2. Overview of the Liangan Site

gency has a tropical climate with two seasons, namely the dry and the rainy season. Temanggung is a complex area, ranging from plains, hills, mountain ranges, valleys and mountains. Temanggung Regency has two mountains, namely Mount Sindoro and Mount Sumbing (*Profil Kecamatan Dan Desa*, n.d.).

Temanggung Regency, especially Ngadirejo District, is one of the important areas in the ancient Mataram civilization. Ngadirejo sub-district and its surroundings have archaeological data from the ancient Mataram period such as Pringapus Temple, Gondosuli Temple and Inscription, Pikatan Site, Bagusan Site, and so on (Abbas, 2016). Ngadirejo District is one of 20 sub-districts in Temanggung Regency area, with a distance of 19 Km from the City of Temanggung. Administratively, Liangan Site is located in Liangan Hamlet, Purbosari Village, Ngadirejo District, Temanggung District (*Profil Kecamatan Dan Desa*, n.d.). Liangan Site is located on the northeast slope of Mount Sindoro, to the west of the site flows the Langit River and to the east of the Deras River. Liangan Site is in a sand mining area (Abbas, 2016).

The name Liangan comes from the word "*lilihan*", which means moving. The residents of Liangan Hamlet are moving from an area because they are looking for a safe place to avoid spirits. This strengthens the opinion of Wanua I Rukam who says that Liangan Site is a village that "moved" from its original village due to a volcanic eruption. It is estimated that the eruption of Mount Sindoro burying Liangan Site occurred before 907 AD (Abbas, 2016). Liangan Site is a site that was discovered in late 2008 by sand miners (Riyanto, 2017). Liangan is a relic site of the Ancient Mataram Kingdom in the 9-10 century AD. This site has a complex residential component, namely residential areas, Hindu worship areas, agricultural areas, and workshop areas (Riyanto, 2015).



Figure 3. The discovery of burned rice at the Liangan Site

Based on the history of the entry of Indian influence in Indonesia to the development of the ancient Mataram kingdom, it shows that the political dynamics that occurred in Mataram were followed by the creation of works of art. The process of creating these works of art is supported by architectural technology, and an increase in economic life through trade with shipping technology. Based on the Canggal inscription (732 AD), it is also explained that agricultural technology has a significant role, because rice is a trading commodity. Liangan is one of the supporters of economic growth in the Mataram Kingdom. This opinion is supported by the discovery of features of agricultural land, agricultural equipment, and agricultural products in the form of rice (Riyanto, 2017).

In ancient Liangan there was no colonization, what happened was only selection and "mutation" because the population was organized so that local elements could coexist with Indian elements. The boulder structure and terraced layout that dominate Liangan Site building are local elements that are visible and indicate the strength of pre-Hindu thought in the community. Tang Dynasty ceramics found in large quantities are a form of wealth for Liangan community. Ancient Liangan has a significant position in the context of the Ancient Mataram kingdom, so goods from China are found there. Ancient Liangan is part of the ancient

Matarām royal civilization, which is located on the slopes of Sindoro (Abbas, 2016).

The Hindu-Buddhist period shows that Liangan civilization was followed by the development of the Ancient Matarām kingdom. There are two kings who can be associated with the existence of Liangan Site namely Rakai Watukura Dyah Bali-tung and Rakai Layang Dyah Tlodhong. Rakai Layang Dyah Tlodhong is one of the rulers of Liangan Site, because he became the king of Matarām who replaced Pu Daksa, at least since 919 AD. The ancient Liangan still existed until the middle of the XI century and was controlled by Rakai Layang's relative Dyah Tlodhong as the king of Matarām. It is possible that a relative of Rakai Layang Dyah Tlodhong has the title Rakai Layang, which is the name of the current village and Liangan site (Riyanto, 2017).

THE SIGNIFICANT VALUE OF LIANGAN SITE IN LEARNING HISTORY

History subjects are considered insignificant due to limited learning resources (Kusnoto & Minandar, 2017). However, if we learn more deeply, they are actually rich in learning resources. Learning resources are experiences, such as experiences on excursions, experiences in visiting exhibitions and museums. A visit to Liangan Site can visualize the imagination of students. Liangan site as a historical site can answer problems or questions that arise in the learning process related to the history of the development of Hindu-Buddhist civilization, culture and the environment in which we live. Liangan site as a learning resource is a vehicle that is able to provide learning to students. Liangan site is the right place as a learning resource, especially in history subjects. Liangan Site is the right place to provide simulations and give students an overview of the development of the Ancient Mataram Kingdom (Pelealu, n.d.). Teachers can creatively take advantage of historical relics, so that history learning activities become fun. The teacher can invite students to visit Liangan Site (Widiadi et al., 2013).

History subjects encourage students to develop skills, knowledge, understanding, and attitudes that will help them both inside and outside the classroom. The focus of learning history is to develop skills needed by students to apply knowledge and understanding. Learners can apply skills through various contexts to critically process information as well as assess the importance of events and processes to respect different points of view. History involves the study of diverse individuals, groups, and institutions as well as important events,

developments and issues in the past. Historical studies allow students to appreciate the nation's heritage and identity (Ontario Ministry of Education, 2013).

Heritage resources focus on structures, sites, or things that have historical, archaeological, architectural, and paleontological significance. Based on the Law of the Republic of Indonesia Number 5 Year 1992 concerning Cultural Heritage, it states that a site is a location that contains or is suspected of containing cultural heritage objects including its security environment. Cultural heritage is material in nature, in the form of Cultural Conservation Objects, Cultural Conservation Buildings, Cultural Conservation Structures, Cultural Conservation Sites, and Cultural Conservation Areas, on land and / or in water of which existence needs to be preserved because it has significant value for history, science knowledge, education, religion, and / or culture through a process of determination (Republik Indonesia, 2010).

Education is a major factor in improving the protection and preservation of cultural heritage. Learning history by utilizing cultural heritage is considered significant and has high value. The high value of cultural heritage for the nation makes it worthy of protection (Güler-bıyıklı et al., 2016). Liangan Site is one of the cultural heritages that must be protected and preserved. The existence of Liangan Site can encourage students to have a diachronic identity that describes the past. Liangan Site is a significant learning resource in dynamic educational activities, because education is seen as a process of internalizing inherited historical values. Students can learn about the Ancient Mataram Kingdom through sites, artefacts, and other relics by visiting Liangan Site. Knowledge of Liangan Sites is significant for young people to introduce them to universal cultural values and national identities in the challenges of a globalized world. Discussion on the importance of Liangan Site in the history curriculum by academic experts needs to be done based on current needs.

The use of cultural heritage sites as a source of historical learning can provide students with insight into the work of ancestors in ancient times. Liangan Site utilization as a source of historical learning can be done by looking directly at the object or presenting the site in the form of a photo or image that has been prepared (Pelealu, n.d.). Learning history by utilizing Liangan Site can provide an understanding of community development, foster respect for various cultures that develop in society, foster a critical understanding of the past, and de-

velop awareness of the importance of maintaining (Kochhar, 2008) Liangan Site.

THE BENEFIT OF LIANGAN SITE IN INCREASING THE SENSE OF NATIONALISM

Nationalism is a thought to give people the highest loyalty to their country. Nationalism is an emotional feeling and a sense of exaggerating the realities of nationality and patriotism. Nationalism can be defined as loyalty that binds a group of people through shared intuition and culture that can create unity. Nationalism is an ideology that promotes one's identity against others based on political and cultural identities (Jaffrelot, 2003) Nationalism is the center of regional and political loyalty regardless of kinship, profession, religion, economic interests, race, or even language. Nationalism emphasizes the individual's search for identity (Haas, 1986). A significant feature of nationalism is the emphasis on past memories and future hopes (Qian et al., 2016). Inheritance is processed through mythology, ideology, nationalism, or local pride (Winter, 2012). In this case, inheritance is a historical reality (Wang, n.d.), but heritage and history are not the same (Qian et al., 2016). However, history has a complex relationship with nationalism. Based on historical records, nations are shaped by tradition and produce national histories designed to provide a collective identity for learners and readers (Calhoun, 1993). Below are tables and graphs that show the potential of Liangan Site in increasing a sense of nationalism.

Table 1. Categories of Liangan Site potential in Increasing the sense of nationalism

Categories	Frequency	%	Valid %
Extremely Low	7	3.0	3.0
Low	3	1.3	1.3
High	46	19.4	19.4
Extremely High	181	76.4	76.4
Total	237	100.0	100.0

Based on the table 1, it can be concluded that the Liangan Site has the potential to increase the sense of nationalism with a percentage of 76.4% with a very high category, and a percentage of 19.4% with a high category. Meanwhile, the very low category got a percentage of 3% and the low category was 1.3%. The results of this study indicate that Liangan Site has the potential to increase a sense of nationalism. Although the discovery of the Liangan Site is not the only learning resource that

has the potential to increase students' sense of nationalism. Liangan Site as a cultural heritage must be preserved, by visiting and studying the historical values contained therein.

Students feel proud to be residents of Temanggung Regency with Liangan Site there. The existence of Liangan Site, can encourage students to contribute to protecting the site from vandalism. Visits made by students to the site and their understanding of Liangan Site can trigger an appreciation for any religious differences that exist in today's society. This will encourage harmonization in society, because the existence of Liangan Site which is Hindu in style can create awareness that we must respect the diversity of the nation, especially in terms of belief. Liangan Site is one of the important relics in the history of Indonesian civilization because its existence supports economic growth in the Mataram Kingdom. It can encourage the awareness of the younger generation about their obligation to maintain and to preserve the site, such as disposing of trash in its place, so it doesn't pollute the environment around the site.

Cultural heritage has various significant values in science, history, religion, culture, and education. These values have a relationship with efforts to shape the character of the nation in the global era. The learning process regarding the preservation of cultural heritage has relevance and coherence with the goals of national education, that is developing the potential of students to have intelligence, personality, and noble character (Hadiyanta, 2014). Learning by utilizing cultural heritage can encourage the formation of an attitude of curiosity, a sense of wanting to visit the site again, awareness of cultural potential, a sense of pride, an attitude of wanting to emulate the figures on the site, as well as a sense of belonging, responsibility and obligation.

History learning activities by utilizing cultural heritage as a learning resource will be more effective because direct visits can stimulate the imagination of students. History teachers should arrange visits for example to virtual museums, historical trips to Liangan Sites, and other opportunities. Taking historical trips, visiting museums, and making use of local libraries have a significant role for students in learning and creating new values. History learning carried out through visits can introduce the historical and cultural environment around us. In addition, interview activities can also be carried out in history learning through visits, so that students can deepen the knowledge of students. However, there are weaknesses, behind the advantages of implementing learning activities through visits

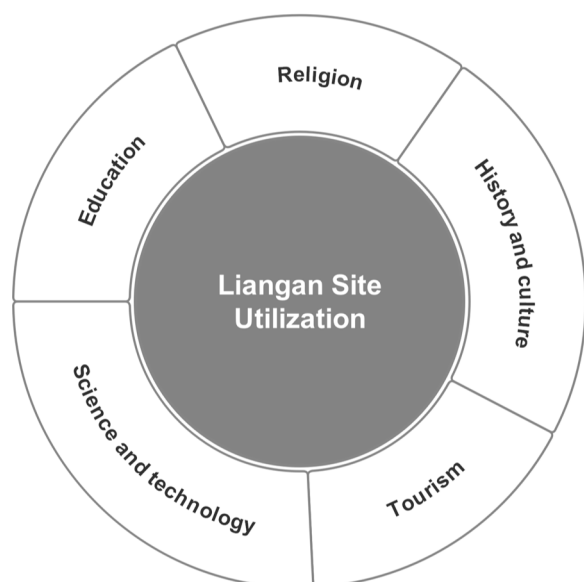


Figure 4. Graphic Organizer of Liangan Site Utilization

that have been described above. Some of the weaknesses that have emerged include financial problems, curriculum, licensing, students' readiness levels, lack of documents and records, and lack of information in regional history (Goksu, 2019).

The Unitary State of the Republic of Indonesia is an archipelagic country with each island having different potential resources that arise different regional cultures. The Indonesian nation is facing threats related to national disintegration. It is significant for us to present various forms of cultural objects that have noble values, shared values, and moral values, as a means of gluing back the cracks that have arisen due to various friction caused by the influence of the times and the arrival of foreign cultures. Liangan Site is one of the cultural objects that contains the noble values of the nation and has existed since the time of the Ancient Mataram Kingdom. Liangan Site has a role in the field of ideology. Its role can be seen from the acceptance of divine values as the ideology of the nation and state, in accordance with archaeological evidence in the form of buildings of worship facilities around the site. In addition, Liangan as a historical site must be developed as a learning resource with supporting public facilities, so that visitors feel at home for a long time in Liangan to dig deeper into their imagination about the life of Liangan community in the past (Harkantiningsih, 2001).

The Liangan site is one of the means to form national identity. A sense of Nationalism through the use of the Liangan Site can be done by participating in preserving the site, promoting and developing it. Utilization of the Liangan Site can also be

done by visiting the Liangan Site. Utilization of the Liangan Site through the field trip method will make students more interested in learning history. Learning by visiting historical places is more effective to do, because students can see directly historical objects, so they can imagine how life was in the past through visits made to places that have historical heritage objects.

The study of the Liangan Site is required more depth study. The creation of a special module containing the Liangan Site and its relation to the values of nationalism on the site and the preparation of a Learning Implementation Plan that is truly integrated with local history (in this case the Liangan Site) needs to be developed, so that the potential of the Liangan Site in increase the sense of nationalism to be more leverage.

CONCLUSION

Liangan Site has a significant meaning to increase a sense of nationalism in history learning. It has the potential to increase a sense of nationalism by a percentage of 76.4%. with a very high category, and a percentage of 19.4% with a high category. Meanwhile, the very low category got a percentage of 3% and the low category was 1.3%. The results of this study indicate that Liangan Site has the potential to increase a sense of nationalism. The Hindu-patterned Liangan site has a significant role with the acceptance of the omnipotent divine values as the ideology of the nation and state today, in accordance with archaeological evidence in the form of buildings of worship facilities around the site. Liangan Site is a source of historical learning which has a significant meaning in fostering a sense of pride in Indonesia's cultural heritage to increase the sense of nationalism among citizens. Liangan Site is expected to be a part of the material for the development of the Hindu-Buddhist Kingdom in Indonesia in the subject of Indonesian history class X in the first semester, because it has a significant meaning for the history of the development of the Ancient Mataram Kingdom. Books that discuss Liangan Site in Temanggung Regency need to be compiled immediately, so that it can be used as a guide for history subject teachers in delivering materials in the class.

ACKNOWLEDGMENT

We would like to thank the entire academic community of SMA Negeri 1 Candiroto, SMK Muhammadiyah Ngadirejo, MA Darul Falach Ngadirejo, MGMP Sejarah Kabupaten Temanggung, and SMA Negeri 1 Pringsurat that have supported all of these

research activities.

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