

## Narrative Competence on Nationalism: Critical Studies of Independence Events in History Learning

Zufar Arsyad Zaman<sup>1</sup>, Mogamat Noor Davids<sup>2</sup>

### Abstract

This research aims to analyze narrative competence on nationalism. This research uses qualitative research methods with a descriptive approach. This research was carried out at SMA Muhammadiyah 2 Semarang (a Senior High School) with class XI history teachers and several class XI students as informants. The data collection techniques used in this research are in-depth interviews, observation, and document review. Test the validity of the data using source triangulation and technical triangulation. The research results show; students have implemented the material on the history of the proclamation, however some students do not really know in depth about the events of the proclamation. Students feel happy in learning about the history of the Indonesian proclamation material. Students have shown nationalist attitudes at school and in everyday life, but there are students who feel that nationalist attitudes are normal. This research has limitations, namely the analysis at a single research location. The results of this research encourage future researchers to continue research on a broader scope.

**Keywords:** *Narrative Competence, Understanding, Nationalism*

### Introduction

History is one of the subjects taught in high schools, both public and private. The materials contained in history lessons for high school students include history related to the beginning of prehistory from the Indonesian nation to the period of the revolution. The 2013 curriculum wants to form students who have good attitudes, skills and knowledge. The young generation who have good attitudes, skills and knowledge will have a big effect on the Indonesian nation. Mardiana & Sumiyatun (2017) stated that the implementation of the 2013 curriculum in all high schools provides opportunities for students to study material related to history from other countries. So that students' knowledge can broaden regarding the history of other countries. Apart from that, the implementation of the 2013 curriculum provides additional learning time for history lessons and also history learning is divided into two, namely, compulsory history and specialization history.

Indonesia is a great country, a country that was founded on the struggle of heroes who fought with all their might, sacrificing body and soul and property to expel the invaders from this Indonesian land, freeing the Indonesian people from the shackles of colonialism which lasted

---

<sup>1</sup> Teacher of History, High School of Semarang, [zufar\\_arsyad@gmail.com](mailto:zufar_arsyad@gmail.com)

<sup>2</sup> Lecturer, University of South Africa, [davidmn@unisa.ac.za](mailto:davidmn@unisa.ac.za)

for more than 350 years and brought misery. enough to make the Indonesian people suffer, it is the responsibility of today's youth to maintain the spirit of love for the country. The struggles of the heroes will be in vain if today's youth do not have a sense of love for their country, the survival of the Unitary State of the Republic of Indonesia will not last long if the youth and society do not have a sense of defending this country. Threats to the state do not only include threats related to physical state defense, but in the digital world there are also threats that have quite a big effect on the sustainability of the Unitary State of the Republic of Indonesia. In this digital era, it is demanding to secure state secrets in the digital world. Therefore, youth and society must have a sense of nationalism and patriotism in defending the Indonesian nation amidst threats that are increasingly taking various forms. For good or bad, the future of the Indonesian nation depends on how today's youth develop a sense of nationalism and patriotism (Alfaqi, 2016, p. 210). Developing a sense of nationalism and patriotism in young people is not easy, a sense of nationalism and patriotism is related to how the character of young people is formed.

Character formation is the initial foundation in fostering a feeling of love for the country. Character formation can be done anywhere, including at school. The formation of character and love of the country in schools is carried out through learning pathways, in learning teachers can include elements of character formation and love of the country in each subject. History learning has a vital role in forming students' attitudes, both in terms of personality, patriotism and nationalism. Whether a civilization or country is progressing or not is seen from the personality of the people. Youth as potential successors of the nation should have good personalities so that they can have a good effect on the progress of the Unitary State of the Republic of Indonesia.

In general, schools are divided into 2, namely state schools and private schools. State schools are schools established by the government and everything related to the school is regulated and supervised by the government directly, both in terms of infrastructure and curriculum. The learning curriculum in state schools follows the curriculum set by the government. Then private schools are schools founded by individuals not from the government, the procurement of necessities in private schools is borne by the school. Then the curriculum in private schools has the addition of additional subjects that are not available in state schools (Suseno, 2013, p. 61). Private schools strengthen religious matters both in terms of learning and the environment, but the sense of patriotism and nationalism is also emphasized in private schools. Islamic-based private schools have the aim of forming students who are useful in the future for the nation and religion, nationalism and religious aspects are important points that will be achieved in Islamic-

based schools apart from academic aspects which are the points of progress or failure of a school (Widiatmaka, 2016, p. 26).

Instilling nationalist values in Islamic-based schools can be done through lessons or extracurricular channels. Subjects that provide reinforcement in aspects of nationalism through materials presented by teachers, apart from that aspects of nationalism can also be honed further in extracurricular activities which are often held by schools outside of learning hours (Nihayah & Adi, 2014, p. 834). Extracurriculars are held to increase students' skills apart from skills in the academic field. For Islamic-based schools there are many extracurriculars that form nationalism in students, such as in Muhammadiyah schools there is the Hizbul Wathan extracurricular which is a scouting organization at Muhammadiyah schools. The process of forming a nationalistic attitude in the Hizbul Wathan extracurricular is marked by providing material related to Indonesianism and holding a ceremony before each event starts (Farhan Hidayat & Purnomo, 2021, p. 9)

This research aims to analyze narrative competence about nationalism taught through history learning during the discussion of the Proclamation of Indonesian Independence. This research focuses on three main discussions, namely: implementation of learning material on the history of the Indonesian Proclamation, students' understanding of learning material on the history of the Proclamation, and the nationalist attitudes of class XI students at SMA Muhammadiyah 2 Semarang.

### **Method**

The method used in this writing is descriptive qualitative method. By describing in accordance with the formulation of the problem to study students' understanding of the historical material of the proclamation of the nationalism of class XI students of Muhammadiyah 2 Semarang High School (Sugiyono, 2022, p. 8). Data collection techniques in this study are using in -depth interview techniques for informants namely history teachers and class XI IPS students regarding learning the history of the history of the proclamation of increasing the sense of nationalism.

In addition, researchers use field observations to compare those conveyed by informants with reality in the field. In choosing various informants, researchers use snowball sampling techniques which means looking for informants to reach criteria in accordance with the researcher. The selected informants are the history teacher and class XI students, the following is a list of informants:

Table 1. Research Participant Data

No	Name	Status
1	Eni Kiryani, S.Pd.	Teacher of History
2	Yona Mulia Ardila	Student
3	Shinwa Buana	Student
4	Sabrina Febby Amalia Putri	Student
5	Muhammad Mirza Maksoem Rayes	Student
6	Felicia Maheswari	Student
7	Fatimah Azzahra	Student
8	Andrian Regan	Student

To strengthen the results of researchers' findings in the field, it was supplemented with a study of documents related to learning history, material on the history of the proclamation. After the data is collected, a data validity test is carried out so that the data that has been obtained can be valid and can be accounted for through triangulation techniques. The triangulation technique used by researchers uses the Miles and Huberman model in (Sidiq & Choiri, 2019, pp. 79–85) which consists of data reduction, data presentation, and verification or drawing conclusions. To strengthen the research results, researchers also used closed questionnaire data and distributed it to several students.

## Results and Discussion

### Implementation of Learning Material on history of Indonesian Proclamation

History learning carried out in schools has the aim of fostering a spirit of nationalism in students. It is hoped that students will know the struggle of the heroes in expelling the invaders, giving students enthusiasm to protect and advance the Indonesian state. Before jumping directly into protecting and advancing Indonesia, the thing that students must build first is an attitude of nationalism, because this attitude is the initial foundation for the next step in advancing Indonesia. Nationalism has become a trigger for cultural revival, giving identity to members of a national society. With this attitude of nationalism, the Indonesian people understand the struggle that the fighters have given to liberate this country (Rochmat & Trisnawati, 2017, p. 2). With a sense of nationalism, it raises enthusiasm for young people to face the problems that will befall the Indonesian nation (Kumalasari, 2015). The formation of a sense of nationalism can be done through various means, one of which is education in schools. Education processes carried out in schools include moral education through habits before learning and nationalist education. SMA Muhammadiyah 2 Semarang as a religious-based private school does not eliminate its role in forming nationalism in students. Islamic-based private schools have the aim of forming students who are useful in the future for the nation and religion, nationalism and

religious aspects are important points that will be achieved in Islamic-based schools apart from academic aspects which are the points of progress or failure of a school (Widiatmaka, 2016, p. 26).

The attitude of nationalism is very broad in scope, it does not always mean that we have to protect the integrity of the country by taking up arms, but the attitudes that are reflected in everyday life fall into the category of nationalism. The explanation from the history teacher stated that the attitude of nationalism does not always involve taking up arms, but can be done in various ways, one of which is respecting each other and solemnly participating in flag ceremonies. Each community can show the attitude of nationalism in their own way, with mutual respect between each other, it can create a safe and peaceful atmosphere in society which has an impact on the stability of the Indonesian state. The formation of an attitude of nationalism within the school environment can be done through the means of learning history, because history discusses the struggle of heroes in winning independence from the grip of colonialists. In class XI Indonesian history material, there is one material that can be used to foster students' sense of nationalism, namely material on the history of the Indonesian proclamation. A very important event in the history of Indonesia's continuity, this event was a change in the continuity of Indonesia's history, which was originally still in the colonial phase, changing to the independence phase. The process of conveying nationalist values begins with designing learning tools by the teacher, especially preparing the lesson plans. When preparing a lesson plan, a teacher needs to look at the condition of the students so that the delivery of the material does not cause difficulties for the teacher. Teachers must realize that students' abilities in capturing material are not the same, they need to learn more about the personalities of the students who will receive the material, understanding will not come alone but there is reciprocity between the teacher and students. In the process of deepening students' personalities, teachers can use the questionnaire method to find out the delivery method that is suitable for students in order to reduce the risk of students having difficulty understanding the material or getting bored while learning. History learning is synonymous with boring learning for students if they use the one-way method. just a teacher. In this era of advanced technology, it provides special advantages for teachers in conveying historical material. With increasingly advanced technology, it provides teachers with many choices to make it easier for students to understand the material. Students' understanding in absorbing material on the history of the proclamation can be seen from how much students know several things related to the proclamation event. There is a phenomenon that some students do not really understand the events of the proclamation. This can be seen in the answers from students who only know the proclamation event as an important

event for Indonesia with its release from the grip of colonialism, and as an event where the text of the proclamation was read by Soekarno on August 17 1945. The event of the Indonesian proclamation did not just appear, but there was an event in World War II which had a major impact on Indonesia's condition. At the beginning of August, the United States dropped 2 atomic bombs on 2 cities in Japan, namely Nagasaki and Hiroshima. The dropping of these bombs caused Japan to surrender unconditionally to the allies, this was used by Indonesia to proclaim independence. However, there are some students who know more about the proclamation event. Students said that the proclamation event began with the preparation of the proclamation text at Rear Admiral Maeda's house, because this place was safe for gathering.

Apart from that, some students only knew figures who were quite familiar to students who were involved in the proclamation process, even though many other figures were also involved. Students can name the figures involved in the Indonesian proclamation event. The figures mentioned had quite an important role in the Indonesian proclamation process, both those who initiated the foundation of the state such as Moh Yamin, figures who read the text of the proclamation and signed it such as Soekarno Hatta and figures who were mediators between the old and young groups at the Rengasdengklok event such as Ahmad Soebarjo, before the incident of preparing the proclamation text at Rear Admiral Maeda's house, there was the kidnapping of Soekarno Hatta in Rengasdengklok. This was done by the young group due to differences of opinion regarding the implementation of the proclamation, the young group wanted it immediately but the young group wanted it to go through the mechanism at Indonesian Independence Preparatory Committee (PPKI), then Soekarno Hatta was brought in by the young group to avoid Japanese influence.

The proclamation event was quite an important and big event in Indonesian history, many figures took their respective roles to make the proclamation of Indonesian independence a success. In the process of proclaiming Indonesia's independence, apart from reading the text of the proclamation, there was also a red and white flag raising procession carried out by Suhud and Latief. Apart from that, the flag used to be flown was stitched by Soekarno's wife, Fatmawati, and the text read by Soekarno was typed by Sayuti Melik. Students can understand the value that can be taken from the proclamation event, namely the spirit of love for the homeland and willingness to sacrifice for Indonesia. As the current generation, students have the responsibility to continue the hero's struggle in bringing a better Indonesia. Students become more enthusiastic about learning after understanding the role that the current generation must play.

Good learning must be able to help students understand subjects and apply them in life. History teachers must also be able to relate historical material to students' real lives. In each context, the

material provided by the teacher can be considered useful. For the students themselves (Rulianto, 2019 in Lisnawati et al., 2012, p. 50). In forming a sense of nationalism in students, it is not just a transfer of heroic events, then in students a feeling of love for the Unitary State of the Republic of Indonesia will emerge. However, teachers can relate the values contained in past events and then apply them in everyday life. The rapid flow of globalization has had an influence on Indonesian nationalist values and affected the quality of education. As the nation's next generation, the younger generation should take responsibility for advancing and maintaining nationalism. The character of love for one's country has become the main objective of holding history learning.

The history learning process at SMA Muhammadiyah 2 Semarang begins with the preparation of learning tools such as learning modules by the history teacher. The learning module contains what material will be presented in the learning carried out in class, then the methods that will be used and the media that will support successful learning in class. History learning has been stigmatized as boring learning for students, because it contains past events and teachers often use monotonous methods in delivering historical material, namely only using lecture techniques, resulting in students feeling sleepy and bored when the teacher teaches. Therefore, when delivering material, a teacher must pay attention to what method is suitable to use in delivering the material so that students are enthusiastic about learning history.

Character education can be integrated into history subjects, with learning material linked to values and norms identified and linked to the context of everyday life. In this way, learning character values is not only at the cognitive level, but touches on internalization and real practice in everyday life (Nurul Fajri, 2013 in Sermal & Barkara, 2019, p. 247). The values that are instilled in students during learning, apart from love of the country and being willing to sacrifice, are unity and oneness, and discipline. It is important to instill an attitude of unity and oneness in students. This is a provision for students. When they are directly involved in society, they will be faced with various conditions that are often This often relates to the issue of integrity in society. History teachers apply the values of unity and oneness in the classroom during learning, namely by respecting each other when friends ask questions. Don't criticize friends' opinions and respect each other so as not to cause division. And also respect each other's opinions in class, this is an effort to achieve common goals. Another attitude that increases the sense of unity within the school environment is by greeting each other among school members. Often small things like that, if forgotten, can trigger quite big problems.

**Students' Understanding of Material on History of Proclamation of Independence**

The material on the history of the proclamation is one of the materials contained in class. To build a united nation, it is felt necessary to foster the values of tolerance and love for the country, the fighting spirit of the Indonesian nation from an early age. Juliyati, 2021, p. 3 expressed the opinion that the important role of history learning is not only as a process of transferring ideas, but also as a process of maturing students to understand the identity, identity and personality of the nation through understanding historical events. According to Hamalik (2011) in Jayusman & Shavab, 2020, p. 14) Effective learning is learning that provides opportunities for students to learn on their own or engage in self-directed activities.

History learning contains heroic events in the past which can be used to arouse students' sense of pride in their own nation. One of them is history learning which clearly contains the heroic events of Indonesian heroes who with great difficulty expelled the invaders. Sayono, (2013, p. 12) explains that studying history is the gateway to wisdom in studying and discovering what has happened. studying history means understanding all aspects of humanity. The formation of a sense of nationalism is one of the efforts made by learning in schools to maintain the sustainability of the Unitary State of the Republic of Indonesia, one of which is through the means of learning history. However, history learning is stigmatized as monotonous and boring. This can happen because teachers often only use the lecture method in delivering material, which clearly makes students not very interested in learning history.

Responding to the stigma related to boring history learning, history teachers in the history learning process begin with an assessment first to find out the method that suits the students' conditions, as well as to avoid students getting bored while studying history. Students in the current generation really like things that involve visuals and images, therefore teachers can use visual means in conveying material on the history of the proclamation. By using visual means to convey material, it can make it easier for students to absorb the material. Visual means that can be used in delivering material can be in the form of films with film themes, students can more easily describe events that occurred in the past and can feel directly involved in these events. In the learning process, there has been an assessment process regarding methods that are suitable for students. Various methods that have been implemented, such as peer tutoring, discussions and lectures, have not been very effective in attracting students' attention to the material being presented, although according to the history teacher, the delivery method via visuals or pictures is quite good. effective in attracting students' attention to historical material. Because the media often used by history teachers in the learning process is through LCD. To foster enthusiasm for learning in students, history teachers use a variety of tools in their learning



process. Increasingly advanced technology makes it easier for teachers to find variations in delivering material. Moreover, SMA Muhammadiyah 2 Semarang has an LCD that can be used in learning. With the LCD, teachers can display various learning materials such as (PPTs) power point and screening films that contain historical elements. Even though history teachers have used visual methods in their teaching, sometimes students still feel bored in following the lesson, additional methods are needed that are suitable for use with students. The history teacher, seeing this condition, replaced the learning method with peer tutoring, fellow students would explain the material to each other by dividing the posts according to sub-chapters. If this method still makes students bored, the history teacher holds a sharing about students' daily lives.

To get around students who are not interested in the methods that have been used, history teachers apply methods in learning with peer tutors or fellow students explaining the material to each other. Sometimes students can understand the material better if it is a fellow student who is presenting it. After that the learning process is changed to posts, so each post will be filled in by students and will get a sub-chapter which must be explained to students who still feel confused, with that every student who already understands the material and will get a share to look after the posts. It has an obligation to understand students who are still confused. In this way, the teacher can also assess how much the student who is giving the explanation and what is being explained understands, therefore the way to assess whether students understand or don't understand the material is not always done by giving quizzes or assignments alone.

The response shown by students in participating in the history lesson carried out by the history teacher was quite enjoyable and they were interested in following it until the end. This is influenced by the method used according to what the students want, according to the results of the assessment that has been carried out by the history teacher. After students feel interested in the history learning process, so that students understand more about the material being presented, they need to give students the opportunity to ask questions. If there is something confused or missing from the teacher's explanation, students are allowed to add.

When students were given the opportunity to ask questions, the students were enthusiastic enough to ask questions. Apart from providing opportunities to ask students questions, another method used by history teachers to increase students' understanding of the material presented is that teachers often give additional assignments aimed at measuring students' understanding. Additional assignments are often given by history teachers to students to increase understanding, such as working on questions on the student worksheet (LKS), taking quizzes, or making PPTs and then presenting them in front of the class. Based on the results of the researcher's interviews with students, the additional assignments given by the history teacher as a means of increasing

understanding were not too difficult to complete. Apart from that, according to the story of the history teacher, students' enthusiasm in participating in learning is still relatively mediocre, however, in material that is somewhat sensitive, such as relating to the Indonesian Communist Party (PKI) or the Rengasdengklok incident, students are more enthusiastic in participating in learning, because students have a curiosity to know more. regarding the reasons why this event occurred.

Materials such as the 30 September Movement by the Indonesian Communist Party (G30S/PKI) rebellion often provide a sense of curiosity for students, a movement that was very horrendous in the 1965s and information about this event is being intensified, because there is an assumption that PKI sympathizers and communist thought will rise again. This makes students' curiosity grow about the reasons why the PKI was eradicated in Indonesia and they must be wary of its revival. Apart from that, the Rengasdengklok incident was able to arouse curiosity in the student body, the dynamics that occurred during the preparation of the proclamation had a slight impact on the division within the Indonesian party between the young and the old, which resulted in the kidnapping of Soekarno Hatta which was carried out by the young group. In the end, the young and old groups found common ground regarding the implementation of this proclamation due to the contribution of Ahmad Soebarjo as a mediator between the young and old groups. What students can learn is the maturity of the founding fathers of the country in facing differences of opinion. In accordance with the opinion of Priyambodo (2011) in (Nantara, 2022, p. 2257) explaining that one of the means of forming nationalism in students can be using learning tools, that the learning process in the classroom must pay attention to the character of the students. A teacher must be clever in inserting character education content into his learning. The response given by students was quite good and students were very enthusiastic in participating in learning. According to the results of the researcher's observations, if the learning process uses the film method, the students are very enthusiastic in participating in the learning process, this is in accordance with what has been discussed by the researcher, if students like visual things and pictures, it will be easier for students to get an overview of historical events in the past. By using film media, students can also be more emotionally connected so that students can more easily learn the values of nationalism at the proclamation event. Boredom sometimes overtakes students if in the learning process the teacher only uses the same method which can influence the responses students get in participating in the lesson, therefore sensitivity and innovation are needed from the teacher in delivering the material.

**Nationalistic Behavior of Class XI Students at SMA Muhammadiyah 2 Semarang**

There are many beneficial things in life from studying history, especially in the field of education. Because studying history will foster the character of love for the homeland in students. Education cannot be separated from its tasks, one of which is the cultivation and formation of student character (Hidayat, 2018 in Hartati, Umi; Refa'i, 2019, p. 90). It is very important to instill historical awareness in the younger generation, because they are the nation's next generation and have the responsibility to maintain, preserve, develop and pass on culture. A decline in morals and character will endanger the sustainability of the nation's life, especially the development of students as the nation's successors, therefore preventive steps are needed, one of which is through education. Education is a pillar of the establishment of a nation. It is through education that the nation will be able to maintain its dignity.

The aim of education in Indonesia is to shape the attitudes of its people, one of the attitudes that is fostered is nationalism. History learning is no exception, as learning that contains historical events in the past can be a means of developing nationalist attitudes in students. It is possible that before taking part in the lesson, students already have a sense of nationalism, but learning the history of the proclamation can increase the sense of nationalism. The attitude of nationalism is not just a goal in learning, but must be applied in everyday life. The attitude that must be addressed by students in everyday life so that what the teacher conveys regarding the values contained in historical events is not just a mere formality.

Every time the history teacher carries out the learning process, he does not always focus on delivering the material, but there is an instilling of a nationalist attitude, apart from emphasizing the attitude of nationalism through the historical material of the proclamation, but also emphasizing the attitude of nationalism through activities that symbolize the attitude of nationalism such as singing the song Indonesia Raya. as well as mandatory songs before every learning activity, this is to raise students' enthusiasm for studying and serve as a reminder of the struggle of the heroes who painstakingly liberated the Unitary State of the Republic of Indonesia from the grip of colonialism, and as the current generation we must take Indonesia in a better direction or become a developed country, therefore the people must have high intellectual abilities in order to be able to take Indonesia in a better direction. Apart from singing national and obligatory songs, students can also foster a sense of nationalism by participating in flag ceremonies which are held on Mondays and national holidays.

However, students' current interest in learning is still lacking, especially in history subjects. Students think that history is a very boring subject, not only that, the time allocation and level

of meetings each week given to history subjects is very limited, so that students do not understand the meaning of historical events and legacies (Lamato, Sinyo A; Sudrajat, 2016, p 43). The lack of student enthusiasm in learning has an impact when the learning process takes place, interactions between students and between students and teachers become passive. They tend to wait for what the teacher presents. All problems that occur in the learning process always start with low student motivation or drive to learn and succeed.

The flag ceremony was held as a sign of students' appreciation for the heroes and also as a sign of love for the country. The students are very proud to have a national anthem that was very revolutionary in its time, a song that has not faded with the progress of the times and is a reminder for the current generation to always maintain the integrity of the country. Remembering how heroes painstakingly expelled invaders from Indonesian land, at the expense of property and lives. Apart from giving a different feeling when singing the song Indonesia Raya, the feeling of nationalism will give you a sense of pride in having the red and white flag as Indonesia's identity. By having an attitude of nationalism in themselves, students can give feelings of love for the country of Indonesia, marked by the emergence of a sense of pride when singing the national anthem Indonesia Raya and respect for the red and white flag.

However, there are some students who feel that it is normal when singing the national anthem Indonesia Raya and respecting the red and white flag, that participating in the flag ceremony is just a formality without including a sense of pride as an Indonesian people. The flag ceremony will increase the feeling of nationalism if it is carried out solemnly, because it is in accordance with what was conveyed by the history teacher that the shortcomings of students and teachers when participating in the ceremony are often not being solemn, such as chatting to themselves or not focusing on participating in the ceremony.

When the feeling of love for the homeland begins to grow, carrying out a series of ceremonies will become more wise. Singing the national anthem Indonesia Raya will give rise to a feeling of pride, as the Indonesian people have a national song which has the meaning of uniting all elements in Indonesia. Differences in religion, ethnicity and culture can be united with the song Indonesia Raya. The proclamation event as an important event for the Indonesian nation not only provides positive value for students at the nationalism level, but this event has a positive impact on students and can be implemented in everyday life, as well as making students useful for society and the country. The attitude of nationalism or love for one's country is not only expressed at ceremonial events, but can also be demonstrated in everyday life. Seeing the increasingly advanced times has made it easier for information and culture to enter Indonesia, and often makes Indonesian people want to follow foreign cultures. An attitude of nationalism

needs to emerge in everyday life, in order to maintain the economic stability of domestic business actors. When people are reluctant to buy products from within the country, it will result in many business actors going out of business. You also need to show an attitude of love for your country so that fellow citizens support each other in all fields, including the economic sector.

Moreover, there are small MSMEs that really need attention, if people are reluctant to buy it will make them all go out of business. However, it is another problem if the quality provided by domestic producers is inferior to foreign products, this often makes people hesitate in buying a product. There are layers of society that prioritize quality when purchasing a product. This becomes a dilemma in itself if everyone is more concerned with quality, then domestic products will be less competitive or become homework for domestic business actors to pay attention to quality and price so that they are not inferior to foreign products. Apart from using domestic products, students' nationalist attitudes can also be seen when they listen to or read news that is not necessarily true.

The aspect of nationalism is that it can protect the integrity of the country from various threats, with news that is not necessarily true, it can divide society and affect the integrity of the country. Students do not easily share news that is not necessarily true and will search for the truth first, this avoids hoax news that develops in the classroom environment. However, there are some students who don't care about news that isn't necessarily true, according to them it's just a waste of time dealing with news like that. Students' nationalistic attitude is shown by not being easily influenced by news that is not necessarily true, this is an effort to avoid divisions in society. Someone who has a nationalistic attitude will not be willing if the Indonesian state can be divided by certain parties.

Students can also show an attitude of nationalism through the response they show when they hear news that vilifies Indonesia. In an era where information and social media are becoming increasingly easy, it is easy to spread information that is not necessarily true about Indonesia. Students' nationalistic attitudes are shown by not being easily influenced by news that is not necessarily true, this is an effort to avoid divisions in society. Someone who has a nationalistic attitude will not be willing if the Indonesian state can be divided by certain parties. Apart from that, students' nationalist attitudes can be seen in their responses when there is news that vilifies Indonesia, students feel that they do not accept the news as Indonesian citizens. Every citizen must show this, considering that Indonesia was founded with great difficulty and should not have its pride trampled on.

An attitude of nationalism needs to be fostered among students, as the next generation of the nation, it is an obligation to maintain the authority of the Indonesian state, so that they are not easily insulted by other nations. If other nations dare to insult or vilify Indonesia, Indonesia's honor and dignity will definitely decline. There needs to be an attitude of love for the country to maintain the authority of Indonesia, this can be done by urging the government to protest against the country's behavior, or with the advancement of social media it can be used to create a movement that protests against things that insult Indonesia.

Advancing the Indonesian state is the task of all elements of society, so a society is needed that has a responsible attitude towards this. The attitude of nationalism that must be shown by all elements of society is to know this task, this attitude of responsibility cannot just appear, it needs to be instilled from an early age. This is also a lesson at school, students are required to learn to be responsible for what is at school, including the rules at school. As the nation's next generation, we should be ashamed if we break the rules at school. Students feel embarrassed if they break the rules at school, because apart from receiving punishment from the school, students can also be a bad example for their friends and juniors. As a large country, it is necessary to cultivate dignified people, who understand all the rules that exist in this country, so that they are not consumed by things that can divide the nation. There needs to be training and instillation from an early age, therefore every citizen needs to receive an education at school. At school students will learn how to become dignified citizens with various rules.

Education in Indonesia is needed to produce high quality people who have good knowledge and skills. Being good is not enough, but good character is necessary. However, in reality, school results experience a decline in moral values. This is evidenced by the widespread brawls between students, the large number of students riding motorbikes recklessly on the highway, and various negative attitudes and behavior displayed by students (Ngaba & Taunu, 2021, p. 125).

In accordance with behaviorist theory which states that the learning carried out can influence student behavior, this is in accordance with what happens in the field, namely that students feel proud with enthusiasm when singing the national anthem Indonesia Raya or paying respect to the red and white flag during ceremonies on Mondays or national commemorations, because participating in the flag ceremony is a means of forming love for the country. Apart from that, knowing about the event of the student proclamation can increase students' nationalist attitudes, by indicating that they love everything in this country more and do not accept it if any country insults the Indonesian state.

To strengthen the results of students' understanding, according to behavioristic theory, it is necessary to provide stimulus. Providing stimuli can be done in the form of objects or non-objects, both verbal language and body language while still paying attention to the characteristics of each student. This is done to raise students' enthusiasm for participating in learning and arouse students' interest in participating in learning (Suswandari, 2021, p. 52). Apart from providing stimulus, there are other factors that support the success of this theory, the reinforcement factor is no less important in this theory. Strengthening factors are useful for strengthening the responses produced by students. The form of reinforcement can be in the form of students being given assignments by the teacher. When assignments are added, students will study more actively. If tasks are reduced, it will actually reduce learning activities (Familus, 2016, p. 107).

The process in behavioristic theory has been carried out by history teachers as history teachers, so that after delivering the proclamation history material there are changes in students' attitudes and behavior. Apart from that, history teachers also provide various stimuli to strengthen the material presented, such as providing additional assignments or giving students the opportunity to Ask if you are confused. After completing the interview and observation session, the researchers obtained the results that the majority of students received material on the history of the proclamation and learned about the positive values contained in this event, and this resulted in changes in students' attitudes to love their homeland more. Although there are some students who feel that there is no change after receiving history lessons from the history of proclamation material presented by the history teacher.

### **Conclusion**

The implementation of the material on the history of the proclamation can be seen from students becoming more in love with the Unitary State of the Republic of Indonesia. It is possible that before taking part in the lesson, students already have a sense of nationalism. The implementation of material on the history of the proclamation is influenced by how much students know about the event of the proclamation itself, and the results of observations show that students have implemented the material on the history of the proclamation, although there are some students who have not fully implemented the material. Students are quite happy in participating in history lessons because in the learning process the teacher is able to provide a pleasant atmosphere so that students are comfortable in participating in the lesson. History learning carried out at school in order to increase students' nationalism does not rule out the possibility that before taking part in the lesson students already have a sense of nationalism.

And students have shown an attitude of nationalism in everyday life, although there are students who have not really shown it.

### Reference

- Alfaqi, M. Z. (2016). Melihat sejarah nasionalisme Indonesia untuk memupuk sikap kebangsaan generasi muda. *Jurnal Civics: Media Kajian Kewarganegaraan*, 13(2), 209–216. <https://doi.org/10.21831/civics.v13i2.12745>
- Familus, F. (2016). Teori Belajar Aliran Behavioristik Serta Implikasinya dalam Pembelajaran. *Pelita Bangsa Pelestari Pancasila*, 11(2), 98–115.
- Farhan Hidayat, M., & Purnomo, B. (2021). Pembentukan Karakter Nasionalisme Peserta Didik Melalui Ekstrakurikuler Hizbul Wathan. *Jurnal Sejarah & Pendidikan Sejarah FKIP Universitas Jambi*, 1(1), 1–15.
- Hartati, Umi ; Refa'i, R. A. (2019). Masa Pendudukan Jepang di Indonesia Berbasis Nilai Karakter untuk Kelas XI SMA Negeri 1 Pasirsakti Umi Hartati dan Rizki Ahmad Refa'i Pendidikan Sejarah FKIP Universitas Muhammadiyah Metro Email : [hartatiumi18@gmail.com](mailto:hartatiumi18@gmail.com) *Development Of Work Sheets (LKPD)*. 8(2), 70–83.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Learning Management System (LMS) Berbasis Edmodo Dalam Pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13. <https://doi.org/10.25157/ja.v7i1.3180>
- Juliyati, E. D. (2021). *Peranan pembelajaran sejarah dalam penanaman nilai karakter nasionalisme*. From <https://osf.io/>.
- Lamato, Sinyo A; Sudrajat, A. (2016). *Penanaman Kesadaran Sejarah Dan Sikap Nasionalisme Dalam Pembelajaran Sejarah di SMA Negeri 2 Banggai Sinyo*. 12(1).
- Lisnawati, A., Asyahidah, N. L., & Arifin, M. H. (2012). Peran Pembelajaran Sejarah dalam Pembentukan Karakter Bangsa. *Prosiding Seminar Nasional Wong Cilik Peretas Karakter Bangsa*, 6(1), 99–111.
- Luthfiyanni, N. A., & Kumalasari, D. (2015). *Orientasi Konformitas Atau Orientasi Dialog : Membangun*. 2011, 306–311.
- Mardiana, S., & Sumiyatun, S. (2017). Implementasi Kurikulum 2013 Dalam Pembelajaran Sejarah Di Sma Negeri 1 Metro. *Historia*, 5(1), 45. <https://doi.org/10.24127/hj.v5i1.732>
- Nantara, D. (2022). Pembentukan Karakter Siswa Melalui Kegiatan di Sekolah dan Peran Guru. *Jurnal Pendidikan Tambusai*, 6, 2251–2260.
- Ngaba, A. L., & Taunu, E. S. H. (2021). Peranan Organisasi Siswa Intra Sekolah (Osis) Dalam Pembentukan Karakter Siswa Sma Negeri. *Satya Widya*, 36(2), 125–132.



<https://doi.org/10.24246/j.sw.2020.v36.i2.p125-132>

- Nihayah, S., & Adi, A. S. (2014). Penanaman Nasionalisme Pada Siswa Madrasah Aliyah Negeri 1 Bojonegoro di Tengah Arus Globalisasi. *Kajian Moral Dan Kewarganegaraan*, 3(2), 829–845.
- Rochmat, S., & Trisnawati, D. (2017). Penanaman Nilai-Nilai Nasionalisme dalam Pembelajaran Sejarah di SMA Negeri 2 Wates, Kulon Progo. *ISTORIA Jurnal Pendidikan dan Ilmu Sejarah*, 13(2).
- Sayono, J. (2013). Pembelajaran Sejarah Di Sekolah: Dari Pragmatis Ke Idealis. *Jurnal Sejarah Dan Budaya*, 7(1), 9–17. <http://journal.unnes.ac.id/sju/index.php/ijhe%0APENGARUH>
- Sermal, & Barkara, R. S. (2019). Pendidikan Karakter dalam Pembelajaran Sejarah untuk Meningkatkan Sikap Nasionalisme Siswa SMA Kota Padang. *Seminar Nasional Sejarah Ke 4 Jurusan Pendidikan Sejarah Universitas Negeri Padang*, 246–253.
- Sidiq, U., & Choiri, M. M. (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Suseno, yoyok eko. (2013). Perbedaan Persepsi Antara Siswa Sekolah Negeri Dan Swasta Terhadap Pembelajaran Guru Pendidikan Jasmani 59. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 59–63.
- Suswandari, M. (2021). Peran Guru Menstimulus Respon Siswa Melalui Teori Belajar Behavioristik Teacher’S Role Stimulates Students’ Response Through Behavioristic Learning Theory. *Absorbent Mind: Journal of Psychology and Child Development Available*, 1(1), 47–55.
- Widiatmaka, P. (2016). Pembangunan Karakter Nasionalisme Peserta Didik Di Sekolah Berbasis Agama Islam. *JPK (Jurnal Pancasila Dan Kewarganegaraan)*, 1(1), 25–33. <http://journal.umpo.ac.id/index.php/JPK/article/view/301>.

