The Influence of History Learning on the Nationalist Attitudes of Class XI IPS Students at SMA Muhammadiyah 1 Karanganyar

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Abstract

This research aims to: (1) Understand the history learning process. (2) Knowing students' nationalistic attitudes. (3) Knowing the influence of history learning on the nationalistic attitudes of class XI IPS students at SMA Muhammadiyah 1 Karanganyar. This research method is quantitative regression with an ex post facto design. The data source for this research is class XI IPS students at SMA Muhammadiyah 1 Karanganyar. The data for this research are from class XI IPS students. The research target is the history learning process and students' nationalist attitudes. Data collection techniques use questionnaires and documentation. The data analysis technique uses descriptive percentage analysis with Ms. Excel 2010 and statistical analysis using the SPSS 16 application. The results of this research are: (1) Based on descriptive analysis using Ms. Excel 2010, class XI IPS history learning is in a good category with an average of 71.78. (2) Based on descriptive analysis using Ms. Excel 2010, the nationalism attitude of the class was high with an average of 89.2. So the nationalism attitude of class XI IPS students is in the very high category with an average of 87.22. (3) There is an influence of history learning on students' nationalistic attitudes of 0.150 (15%) and the remaining 85% is influenced by other factors.

Keywords: Learning, Nationalism, Nationalist Attitudes

Introduction

Learning is a term that is very closely related and cannot be separated from each other with the educational process. Learning should be an activity carried out to create an atmosphere or provide services so that students learn (Hanafy, 2014). For this reason, it must be understood how students gain knowledge from their learning activities (Aqib et al, 2016). Learning is a view of a process that is still very general, in that it accommodates, inspires, strengthens, and underlies learning methods with a certain theoretical scope. Judging from the learning approach, there are two types of techniques, namely; student-oriented or centered learning approaches and teacher-oriented or teacher-centered learning approaches (Nurdin et al, 2016). Learning is a process carried out by teachers to teach students how to learn to acquire and process knowledge, skills, and attitudes (Dimyati et al, 1994). History learning is a combination of learning and teaching activities in which we learn about past events that are closely related to the present.

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The term history is taken from the word historia in Greek which means "information" or research aimed at obtaining the truth (Erman, 2011). " History at that time only contains "man's stories" stories about his efforts to fulfill his needs to create an orderly and orderly life, his love of freedom, and his thirst for beauty and knowledge (Kochar, 2008). History is an event or activity carried out by humans in the past that brought about continuous change and development (Ahmad, 2010). As an event, history is an activity carried out by humans in the past that happened once (Madjid, 2014). Therefore, historical events cannot be repeated because they occurred in the past (Ahmad, 2010). The essence of studying history is an effort to connect the past with the present or future so that benefits can be obtained for the benefit of human life (Pramono, 2012).

History is moral education. History makes people wise (Purnamasari, 2011). History can help statesmen become skilled and citizens become intelligent and useful. History trains mental abilities such as critical thinking and storing memory and imagination (Priskila, 2015). History accelerates and deepens understanding, providing insight into the workings of social, economic, political, and technological forces (Kochar, 2008).

History learning is learning about historical events and societal developments that have occurred (Putra, 2013). History learning in secondary schools apart from aiming to develop knowledge also has a tactical function as discovered by Kartodirdjo (1992) that the purpose of learning history is so that the next generation of young people can take wisdom and lessons from their ancestors. (Agung et al, 2013). Through teaching history, students can develop the competency to think chronologically and have knowledge of the past to understand the development of changes in society and culture to foster national identity (Magdalia, 2011).

Nationalism is an ideology of nationalism and love of the homeland that a nation must have in a country that has the same history and ideals in terms of national and state goals (Alfaqi, 2015). Nationalism is also called the discovery of self-identity, where a group of society or nation tries to formulate its own identity vis-à-vis other social groups (Alfaqi, 2016). According to Sartono Kartodirdjo, Nationalism is the discovery of one's identity. This is the most primordial level where certain social groups try to formulate their own identity vis-à-vis other social groups (Alfaqi, 2016).

A Nation and its sense of nationalism are formed over time through a variety of distinct and convergent processes of cultural, economic, and political change (Irfani, 2016). The concept of nationalism encompasses a person's cultural identity and diversity. Nationalism shows when there is a shared cultural identity, history, ethnicity, and language that is built by a society in a society.Nationalist attitudes can be formulated through attitudes and behavior such as; pride as

a nation, love for the homeland and nation, willingness to sacrifice for the nation, accept diversity, pride in diverse cultures, appreciation of the services of heroes, and prioritize the public interest (Aman, 2011).

Nowadays there is often a phenomenon among teenagers who do not know the national song and state symbols (Nisa, et al., 2016). It's as if they don't care about what their nation has, which makes the nation's identity begin to fade. Efforts to foster students' nationalist attitudes through the role of history teachers in the history learning process (Amelia, 2015). The spirit of nationalism or nationalism must be maintained and developed so that it is relevant to today's challenges because Indonesia's current condition is in very serious condition (Ulfah & Darmiyati, 2015).

The characteristic of the era of globalization is that one region is increasingly connected to other regions (Razak et al., 2016). The bad influences resulting from globalization are also threats, challenges, obstacles, and disturbances that may endanger national identity directly or indirectly. (Basuki, 2013). Every person needs to have an understanding of history from an early age to know and understand past events so that they can be used as a basis for attitudes in the present and the future. This means that everyone needs to learn history from an early age (Magini, 2013). The connection between an individual or society and its nation requires the formation of historical awareness of the problems of common life such as; nationalism, unity, solidarity, and national integrity (Amin, 2011).

History is generally considered a boring and uninteresting subject because students perceive learning as if it tends to be memorized (Alfian, 2011). Some of them experience boredom in the learning process in class (Utomo, 2010). SMA Muhammadiyah 1 Karanganyar is a school that has a vision of "High achievement, skill, and Islamic character". It can be seen that SMA Muhammadiyah 1 Karanganyar is a school that upholds high religious values, therefore researchers conducted research on the nationalist attitudes of students, especially in class XI IPS because class Muhammadiyah 1 Karanganyar".

Method

The research method used in this research is quantitative regression. Regression functions to describe how much the independent variable influences the dependent variable. Namely, a study that examines the influence of variable X on variable Y (Zulaikah 2011: 34). The data source in research is the subject from which the data is obtained. If the data collection technique uses a questionnaire or interview, the data source is the respondent or the person answering the questions (Arikunto, 2010). The subject of this research is SMA Muhammadiyah 1

Karanganyar, whose address is Jl. Brigadier General Slamet Riyadi No. 12 Tegalgede, Karanganyar. The data source in this research is the participants in class XI IPS at SMA Muhammadiyah 1 Karanganyar, totaling 5 classes with a total of 191 students.

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. So, the population is not only people but also objects and other natural objects. Population is also not just the number of subjects/objects being studied but includes all the characteristics/traits possessed by the subjects/objects. The population in this study were students of class. The sample is a part or representative of the population studied. (Arikunto, 2010). The sample used in this research was taken using a simple random sampling technique which takes samples randomly without looking at strata because the data is homogeneous (Sugiyono, 2009). How determine the sample size is done using the Slovin formula with a critical value of 20%, namely as follows:

$$S = \frac{N}{1 + N(e)^2}$$

Information:

S: Sample

N: Population

e : Degree of accuracy or critical value desired

(Darmawan, 2016)

Table 1. The results of calculating the sample size based on the Slovin formula.

Class	The number of students	Number of Samples
XI IPS 1	37	1 5
XI IPS 2	37	1 5
XI IPS 3	41	16
XI IPS 4	39	15
XI IPS 5	37	1 5
Amount	191	76

Source: Research Data from SMA Muhammadiyah 1 Karanganyar

The target in this research consists of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable is the influencing variable. The independent variable (X) in this research is history learning (Sugiyono, 2009). While the dependent variable (Y) is the variable that is influenced, the dependent variable in this research is the student's nationalist attitude (Sugiyono, 2009).

The data collection techniques used by researchers are documentation and questionnaires. In this research questionnaire technique, the Linkert scale is used, Alternative answers are systematized with positive and negative statements, and the scoring is adjusted to the nature of the question. Documentation, from the origin of the word document, which means written items. In the documentation method, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on. (Arikunto, 2010). The documentation method in this research was used to obtain written data. In this research, researchers collected data such as a list of students' names and a list of students' attitude assessments, especially character assessments that focused on students' nationalism values and photo documentation. A questionnaire is a data collection technique that is carried out by giving a series of questions or written statements to respondents to answer (Sugiyono, 2009).

The data analysis techniques used in this research are percentage descriptive analysis and parametric inferential statistical analysis, namely carrying out analysis by calculating many assumptions such as normal distribution, and in regression, the assumption of linearity must be met. Descriptive analysis is the most basic analysis for describing data in general. This method is used to describe the variables studied using questionnaire scores, namely history learning and students' nationalist attitudes (Zulaikah, 2011). Meanwhile, the statistical analysis in this research carried out the requirements test, namely the normality test and simple linear regression analysis (Aziz & Taman, 2016).

The normality test in this research uses the Kolmogorov – Smirnov procedure, the stages using the SPSS 16 application are as follows; first, prepare the data to be tested, second, create a variable design in the variable view, third, enter the data in the data view command option, fourth, analyze by clicking Analyze > Non Parametric Test > Legacy Dialogs, select 1 Sample KS, A dialog box appears then move the variable to be tested to the Test Variable List column, in the Test Distribution option check the Normal option and click OK. The results of the normality test using the Kolmogorov – Smirnov procedure for each variable are as follows:

Variable	Significance	Description
History Learning	0.321	Normal
Nationalist Attitude	0.217	Normal

$$Y = a + bx$$

The linearity assumption in this research uses simple linear regression analysis with the SPSS application, namely as follows; first prepare the data, second create variable designs in Variable View, third enter data in Data View, fourthly, carry out the analysis procedure by clicking Analyze > Regression > Linear, move the nationalism attitude variable to the Dependent

column > move the history learning variable to the Independent column, fill in the Method column with the Enter command, Click Option on the Stepping Method Criteria option Enter the number 0.05 in the Entry column > check Include constant in equation > in the Missing Values option check exclude cases listwise > press Continue, select Statistics in the Regression Coeffcient option select Estimate, Modelwise Diagnostics and check All Cases (for all cases) > press Continue, then click Plots, fill in column Y with the SDRESID option and column X with ZPRED then press Next, fill in column Y again with ZPRED AND column X with DEPENDENT, on the Standardized Residual Plots option, check Normal Probability Plot > press Continue then click OK, The fifth input is the interpretation of the results. After simple regression analysis with the SPSS 16 application, the output will be produced as follows; descriptive statistical analysis, correlation section, included variables section, coefficient of determination, ANOVA section, regression coefficient section, case diagnosis section, residual statistics section, normality requirements graph, regression model feasibility requirements graph, and model fit requirements graph for each data. The formula used in this simple linear regression is:

Where:

  Y = level of satisfaction

  x = data on the number of visits resulting from observations

  a = constant number

  b = regression coefficient number

Results and Discussion

Based on research, 84% can be said to be good from the level of success in learning history and 16% is sufficient from the level of success in implementing history learning. Based on the results of the questionnaire calculations Ms. Excel obtained a total score of 5455.384 and if the average value is 71.78 it is included in the good criteria for the level of success in implementing history learning.

The results of the descriptive analysis of the variable percentage (Y) of nationalist attitudes were calculated based on indicators and in this study, there were four indicators including; Firstly, 66% of students found love of the country, which can be said to be very high in terms of love of the country, 29% of students were said to have high criteria in terms of love of the country and 5% of students could be said to have medium criteria in terms of love of the country. Based on the results of the questionnaire calculations Ms. Excel obtained a

total %score of 6488, if the average score is 85.36 and it is included in the very high criteria in terms of love for the country. Second, 72.5% of students can be said to appreciate the services of heroes. 72.5% of students can be said to have very high criteria for appreciating the services of heroes, 26.5% of students are said to have high criteria for appreciating the services of heroes and 1% of students can be said to have moderate criteria for appreciating the services of heroes. Based on the results of the questionnaire calculations from Ms. Ex c el obtained a total score of 6625, if the average score is 87.1 and is included in the very high criteria in terms of appreciating the services of heroes. Third, 83% of students have a sense of tolerance which can be said to be very high in terms of tolerance, 14% of students are said to have high criteria for tolerance and 3% of students can be said to have moderate criteria for tolerance. Based on the results of the questionnaire calculations Ms. Excel obtained a total %score of 6780 if the average value is 89.2 and it falls into very high criteria in terms of tolerance. Based on the values of several indicators of nationalistic attitudes above, if the average value is 87.22, it can be concluded that students' nationalistic attitudes are in the very high category.

The results of simple linear regression analysis with SPSS 16 in the correlation section are obtained as follows:

Table 2. Descriptive Statistics

	Mean	Std. Deviation	N
Attitude of Nationalism	61.08	5,361	76
LearningHistory	46.66	3,373	76

(Source: SPSS 16 Application).

attitudes is 61.08 and history learning is 46.66. With a standard deviation value for the nationalism attitude variable of 5,361 and history learning of 3,373. The number of N is 76.

Table 3. Correlations

		Attitude of Nationalism	Learning History
Pearson Correlation	Attitude of Nationalism	1,000	,387
	LearningHistory	,387	1,000
Sig. (1-tailed)	Attitude of Nationalism	.	,000
	LearningHistory	,000	.
N	Attitude of Nationalism	76	76
	LearningHistory	76	76

(Source: SPSS 16 Application).

A positive correlation coefficient of 0.387 indicates that the relationship between history learning and nationalist attitudes is in the same direction, meaning that if history learning increases then nationalist attitudes will also increase and vice versa. A value of 0.387 also means that the relationship between the two variables of history learning and nationalist attitudes is sufficient.

The correlation section provides information regarding the relationship between the nationalism attitude variable and history learning. The magnitude of the relationship between the variable nationalist attitudes and history learning is 0.387. This value means that the relationship between the two variables is sufficient. The positive correlation coefficient (0.387) indicates that the relationship between history learning and nationalist attitudes is unidirectional. This means that if the history learning variable increases, nationalist attitudes will also increase. The relationship between the history learning variable and nationalist attitudes is significant when viewed from the significance number (sig) of 0.00 0 which is smaller than 0.05. Based on the provisions if the significance number is <0.05, the relationship between the two variables is significant.

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Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.387 ᵃ	,150	.138	4,976	1,576

a. Predictors: (Constant), LearningHistory

b. Dependent Variable: Nationalism Attitude

(Source: SPSS 1 Application).

The results of the coefficient of determination test using the SPSS 16 application shown in the Sumary Model show an R score of 0.387, which means the correlation between history learning in post-Indonesian independence material and students' nationalist attitudes is in the sufficient category. Based on calculations using the SPSS 16 Model Summary application, it shows that the R Square is 0.150, this means that the influence of history learning in post-Indonesian independence material on students' nationalist attitudes is 15%, while the remaining 85% is influenced by other factors not covered in this research.

Table 5. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	323,149	1	323,149	13,050	.001 a
Residual	1832,377	74	24,762		
Total	2155.526	75			

    a.   Predictors: (Constant), LearningHistory

    b.   Dependent Variable: Nasionalism attitude

(Source: SPSS 1 Application).

To test whether the independent variable history learning really influences the dependent variable nationalism attitudes, a test can be carried out using the F number from the ANOVA output above. The steps are as follows; First, make a hypothesis, namely (1) H0: Learning history does not influence attitudes towards nationalism , (2) H1: Learning history influences attitudes towards nationalism. Second, calculate the F table with the condition α: 0.05, Numerator 1 Degree of Freedom (df) is 74 , with the condition F value 3.9 7 . Third, determine the criteria based on provisions (1) If F count (F o) > F table, then H0 is rejected and H1 is accepted. (2) If F count (F o) < F table, then H0 is accepted and H1 is rejected. Fourth, drawing conclusions, the results of the ANOVA section are as follows: Produces a F o of 10.533 with a significance level (probability number) of 0.00 1 . Because the probability number is 0.00 1 < 0.05, this regression model is suitable for use in predicting nationalist attitudes. And the F table that has been determined is 3.97, meaning F o > F table or 13.050 > 3.97, so in making the hypothesis the decision is obtained that H0 is rejected and H1 is accepted.

Table 6. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. (Constant)	32,363	7,970		4,061	,000
Learning History	,615	,170	,387	3,613	,001

a. Dependent Variable: Nationalism Attitude

(Source: SPSS 1 Application).

This section describes the regression equation to determine the constant number and tests the hypothesis of the significance of the regression coefficient. The regression equation is:

$Y = a + bx$

Where:

Y: Attitude of Nationalism

x : History Learning

a : the constant number of *the Unstandardized coefficient* which in this study is 32,363. This number is a constant number which has the meaning: the current magnitude of nationalist attitudes x (learning history) is equal to 0

b : regression coefficient figure of 0.615, this figure means that for every additional 1 history lesson, the attitude of nationalism will increase by 0.545. On the other hand, if the number is negative (-), there will be a decrease in nationalist attitudes.

Therefore, the equation becomes:

$Y = 32.363 + 0.615$

To find out whether the regression coefficient is significant or not, the t test will be used to test the significance of the constant and history learning variables used as predictors for the nationalism attitude variable. The method is as follows: first create a hypothesis ; H0: regression coefficient is not significant , H1: regression coefficient is significant . Second, calculate the t table value with the following conditions: $\alpha/2 = 0.05/2 = 0.025$, df = total data $- 2 = 76 - 2 = 74$, with these conditions the t table is 1.99254 . Third, determine the criteria (If

t count (t $_o$) < t table then H0 is accepted and H1 is rejected or If t count (t $_o$) > t table then H0 is rejected and H1 is accepted) .

The results in the regression coefficient equation section with the formula Y = a + bx are Y = 32. 363 + 0.615 1.9 92 , then H0 is rejected and H1 is accepted. This means that the regression coefficient is significant.

The graphic part of normality requirements is shown as follows:
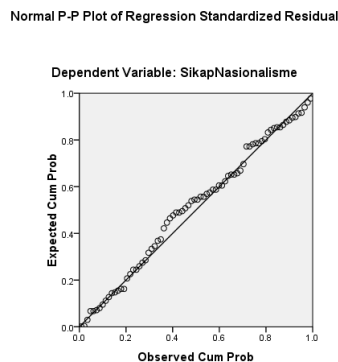
(**Picture 1:** Dependent Variable Nationalism Attitude)

The graph above shows the fulfillment of the requirements for normality of data distribution, namely if the residual comes from a normal distribution then . The data distribution values will be in the area around the straight line. If we look at the graph above, it shows that the data distribution in positions forms a sloping line from bottom left to top right, therefore the normality requirements have been met. The graphic part of the regression model eligibility requirements is shown as follows:
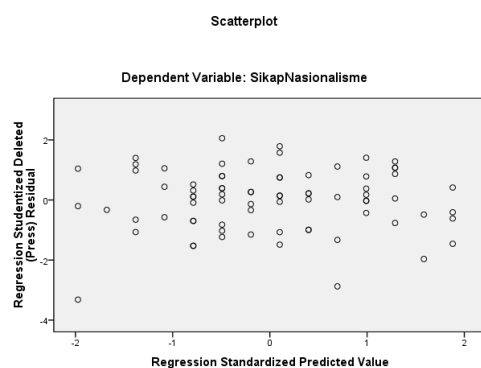
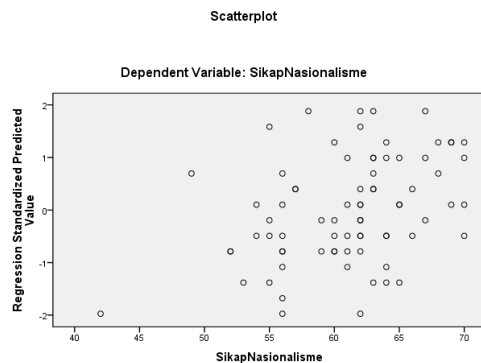(**Picture 2**: Dependent Variable Nationalism Attitude)

The graph above provides an explanation of the relationship between the predicted value (nationalist attitude) and the respective Studentized Delete Residual. The explanation is as follows: the regression model is suitable to be used to predict if the scattered data is scattered around the number zero (0) on the Y axis and does not form a particular pattern or trend (Ngadiman & Puspitasari, 2016). If we see that the distribution of the data above is in the zero point (0) area of the Y axis, then this regression model is suitable to be used to predict the variable depending on nationalism attitudes.

The Regression Coefficient section describes the regression equation to determine the constant number, and tests the hypothesis of the significance of the regression coefficient with the regression equation Y = a + bx is Y = 32.363 + 0.615 x, in the t test to test the significance of the constant and the history learning variable which is used as a predictor for the variable The attitude of nationalism produces a t count of 3.613 and a t table of 1.992 with the criteria t count (t $_o$) > t table so H0 is rejected and H1 is accepted, namely 3.613 > 1.992. meaning the regression coefficient is significant.

The results of the statistical hypothesis test show that there is an influence of history learning on students' nationalist attitudes. This is in accordance with the benefits of learning history as stated by Sartono Kartodirdjo, explaining that there are at least three main functions of history, namely pragmatic, genetic and tactical (Hasan, 2012).. This dictactic function becomes increasingly important when the Indonesian nation seems to be losing its identity, when regions try to break away and look for self-identity, when symptoms of national disintegration appear everywhere, especially to support national education, value education, so that consciousness as a nation can be reunited so that awareness of the diversity of the individual becomes a golden frame for the entire nation (Kartodirdjo, Widianto, 2007: 86).

The hypothesis results show that there is an influence of history learning on post-Indonesian independence material (the battle of 10 November 1945 in Surabaya) on students' nationalist attitudes. In the criteria, the influence of history learning on students' nationalist attitudes is sufficient. This can be seen in the SPSS output of the Summary Model coefficient of determination with an R value of 0.378 and an R Square value of 0.150, meaning that 15% of the influence of history learning on students' nationalist attitudes and the remaining 85% of students' nationalist attitudes are influenced by other factors outside this research.

The graphic part of the model fit requirements for each data is shown as follows:

(**Picture 3**: Dependent Variable Nationalism Attitude)

The graph above shows the relationship between the dependent variable nationalism attitude and its predicted value. A model that meets the requirements is a distribution starting from the bottom left then moving to the right and up (Barrett, 2007). It can be concluded that the data distribution follows the requirements of the alignment model for each data. In conclusion, this regression model is suitable for use in predicting the dependent variable of nationalism attitudes.

Conclusion

using Ms.Excel 2010, the success rate for implementing history learning in class Based on descriptive analysis calculations using Ms.Excel 2010, students' nationalistic attitudes are included in the very high category which can be explained as follows; The student's nationalism attitude with the patriotism indicator averages 85.36 and is included in the very high criteria. The students' nationalistic attitude with the indicator of respect for the services of heroes averages 8-7.1 and is included in the very high criteria. The students' nationalistic attitude with an average sense of tolerance indicator is 89.2 and is included in the very high criteria. With an average of 8 7 . 22, it can be concluded that students' nationalistic attitudes are in the very high category.

Judging from the coefficient of determination table, the magnitude of the influence of history learning on students' nationalist attitudes is 0.1 5 0 or 1 5 %, the remaining 85 % is influenced by other factors outside the regression model. The Standard Error of the Estimate (SEE) value in the table is 4.976. SEE value < Standard Deviation, namely 4.976 < 5. 361 means that the independent variable of history learning is suitable as a predictor for the dependent variable of nationalism attitudes. Judging from the ANOVA table, the F-number is 1 3 . 050 with a

significance level (probability number) of 0.00 1. Because the probability number is 0.00 1 <
0.05, the regression model is appropriate to use in predicting nationalist attitudes. The F table
result is 3.9 7 with a df value of 74 with the criteria that if F calculated (F o) > F table, then
H0 is rejected and H1 is accepted and if F calculated (F o) < F table, then H0 is accepted and
H1 is rejected. It can be concluded that the calculated F (F o) is 1 3 . 050 > F table 3.9 7, then
H0 is rejected and H1 is accepted. This means that learning history influences attitudes towards
nationalism.

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