

Students' Perception of Hero Role Models National to Enhance National SpiritEdwin Mirza Chaerulsyah¹**Abstract**

Based on the research background, the problem issues to be studied are multifaceted and delve into various aspects of historical education and its impact on students (1) The study seeks to understand how history teachers at SMA Negeri 4 Tegal instill the values of exemplary national heroes in their teaching practices. This involves examining the methods and approaches used by these educators to highlight the qualities and contributions of national heroes, thereby fostering a strong sense of national spirit and pride among students (2) The research aims to explore the content and delivery of history lessons related to the national movement, the proclamation of independence, and the subsequent struggle for independence as taught in Classes X, XI, and XII at SMA N 4 Tegal. This part of the study will assess how these significant historical events are presented to students and the educational strategies employed to engage them with this crucial part of their national heritage (3) The research intends to gauge the perceptions of students at SMA Negeri 4 Tegal regarding the exemplary national heroes. This includes understanding how students view these figures, the impact of their stories on the student's sense of identity and national pride, and how these perceptions influence their overall educational experience in history classes. Through these three focal points, the study aims to provide a comprehensive understanding of the role of history education in shaping national consciousness among high school students in Tegal.

Keywords: *Perception, Modeling, National Hero, The Spirit of Nationality, Teaching History.*

Introduction

History learning, according to its function, is to make students aware of the process of change and development of society in the time dimension and to build historical perspectives and awareness in finding, understanding, and explaining the nation's identity in the past, present, and future amid world changes, in addition to being a future reference to compile nation-building (Amar et al., 2017; Nurillah, 2016; Almuzaki et al., 2013). To build a nation, it is necessary to cultivate a sense of nationalism in the struggle of the Indonesian nation from an early age. Struggle comes from the word warrior, which means a person who fights. The definition of the values of struggle contains the meaning of values in the form of attitudes, souls, and spirits of fighters who are always sincere in sacrifice, never give up, stand firm, have courage, defend the truth, and have morals and behaviors that contain suri tuladan for the nation (Suyanti, 2016; Seftina, 2014; Sephia, 2017). These values can be the primary capital for the

¹ History Teacher, SMA Negeri 4 Tegal, edwin.mirzachaerulsyah@fkip.untan.ac.id

nation's fighters in facing all kinds of challenges, obstacles and obstacles to the existence of the independence of the Indonesian state (Great Dictionary of Indonesian, 1996, p. 715; Ariesta, 2017; Hidayatun, 2014; Deviyanti, 2013; Wardhani et al., 2017).

The heroic spirit the fighters have embodied is a charity of struggle presented to the nation and homeland. They fight based on their soul and spirit of willingness to sacrifice for their nation. Passionate fighting spirit, courage, sense of a high sense of solidarity, the right strategy and calculation, willingness to sacrifice, the nature of cooperation, love for the homeland and nation, not giving up, and believing in one's abilities are values of Heroism that are still relevant and should be role models for the younger generation. Heroic values must be practiced with pride in various development activities and daily life. Indeed, it must be admitted that heroic values today tend to decline in their practice. Therefore, the introduction of heroic values needs to be carried out and socialized to the younger generation (<http://bpsnt-jogja.info/bpsnt/agenda> Downloaded March 23, 2013).

In fostering the spirit of nationality in students through History learning materials related to the example of national heroes, the history teacher of SMA Negeri 4 Tegal City fosters the values of the heroes in students so that students can foster a sense of love for the homeland and nation, starting from the cultivation of a sense of nationalism, love for the homeland and nation by teachers in history learning at school. It is hoped that students can grow and develop skills and knowledge from an early age to see the social realities faced by young people daily so that an attitude of nationalism is formed in them. From the above conditions, the researcher will examine the extent of the knowledge of students at SMA Negeri 4 Tegal City regarding their perception of the example of national heroes, and it is hoped that the research can be helpful to increase students' national spirit through history learning. In this study, the title "Student Perception of the Role Model of National Heroes to Increase the Spirit of Nationality Through History Learning at SMA Negeri 4 Tegal City" was proposed

Method

This study employs a qualitative method tailored to the specific context of the problem being investigated by the researcher. Qualitative research describes and analyzes phenomena, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups (Syadiah, 2009; Uula, 2015; Ahmad et al., 2014; Manzilati, 2017; Herdiansyah, 2010). The essence of qualitative research lies in its ability to provide deep insights and understanding of human behavior and social phenomena, making it particularly suitable for exploring complex issues in detail. The research was conducted in Tegal City, specifically at SMA Negeri 4 Tegal. This

location was selected based on its relevance to the research questions and the accessibility for the researcher to gather comprehensive data.

The methods employed for data collection in this study include 1) Observation, where the researcher systematically records the behavior and interactions of participants in their natural setting; 2) In-depth interviews, which involve detailed, face-to-face conversations with participants to gain deeper insights into their experiences, thoughts, and feelings; and 3) Documentation, which involves the analysis of existing records and documents relevant to the research topic. To ensure the validity and reliability of the data, the study utilizes the Triangulation of Data Validity Technique and Source Triangulation, which involve cross-verifying information from multiple sources and methods to provide a more accurate and comprehensive understanding of the research findings.

Data analysis in this study follows an Interaction Analysis Model, which includes several stages: 1) Data collection, where all relevant information is gathered systematically; 2) Data reduction, which involves condensing and focusing the data to highlight the most important and relevant aspects; 3) Data presentation, where the reduced data is organized and displayed in a manner that facilitates interpretation and understanding; and 4) Concluding, where the researcher synthesizes the findings to draw meaningful conclusions and implications from the study. This structured approach to data analysis ensures that the findings are grounded in the data and provide a clear and coherent narrative of the research outcomes.

Results and Discussion

Education is indeed very closely related to the formation of morals and mentality. Experimentalists state that education does not only mean giving students lessons so they can adapt to reality; more than that, it is a place to improve the quality of human life by enhancing moral experience. The formation of morals cannot be separated from the role of example. Exemplary is the device that has the most decisive influence on the formation of students' morals, and the formation of morals is not optimal if an educator does not have an exemplary spirit and students do not live the example of their predecessors, namely national heroes. To overcome the problem of degradation of the values of national heroes, SMA Negeri 4 Tegal City has a role in preparing its students to become a generation with character. Considering the curriculum at the education unit level, the entire school activity agenda must be guided by the curriculum based on the results of observations that researchers have made at SMA Negeri 4 Tegal City. Some activities are students' self-development, consisting of organizations and defenses such as Intra-School Student Organizations (OSIS) and Scouts. This activity fostered

a sense of nationalism and love for the students' homeland because they could understand the struggle of national heroes with high mental determination and who are always firm in their stance. So, a hero cannot hesitate in making decisions. According to researchers, another form of exemplary teacher design is quite good. Students are accustomed to shaking hands with teachers before and after the teaching and learning process. In this way, the teacher hopes that students will get used to doing good things and respect people older than them. Hopefully, this habit will be permanently embedded in students inside and outside the school environment. They are telling students how to do it directly so they do not commit acts violating moral norms. Implementing or enforcing the manners and discipline formulated is a guide that will develop students' positive behavior in speaking, thinking, and doing. In this case, the school, seen as an institution with authority, can implement and control student manners and ethics. History lessons provide a vast treasure, and examples and examples are essential. The characteristics that appear in historical actors are a good mirror in personality formation. By learning a lot about how to act and think of heroes, it is hoped that respect will arise for people who have contributed to life and life and, at the same time, be able to find positive aspects that deserve to be imitated.

History education is one of the subjects that fosters and forms good citizens. Nation-building is also a bridge to nationalize nationalism attitudes in students so that the more students learn history, the more historical values are lived by students, which, in the end, student learning achievements in the field of history increase, and the attitude of student nationalism is better. From the results of research and data analysis, the history learning process of classes X, XI, and XII (Science and Social Studies) at SMA Negeri 4 Tegal City on the subject of the era of national movements, the proclamation of Indonesian independence and efforts to defend Indonesian independence, teachers use more lecture and question and answer methods and by using media in the audio-visual room by displaying documentary films. Teachers tend to be less creative in using learning methods and media. The facilities and infrastructure in the school are pretty adequate, but the limited time is an obstacle. The time allocation is very insufficient with the content of the material delivered, which is still a lot, making teachers unable to maximize the material delivered in the teaching and learning process. With only one hour of lessons, teachers often use the question-and-answer method. However, with the question-and-answer method, it is hoped that students will be able to understand the material presented. While the student response is quite good in history learning, where students are pretty responsive in giving critical questions to the teacher, for students who are not active in the

classroom, the teacher tries to invite them to learn together with a fun learning atmosphere so that inactive students can still follow the lesson.

Students' perception of the example of national heroes to increase the spirit of nationalism can be positive or negative. Positive perceptions can encourage them to behave positively towards daily life and at school. On the other hand, negative student perceptions can encourage a person to behave and behave negatively. From the results of interviews with informants, namely students of SMA Negeri 4 Tegal City grades X, XI, and XII, students emulate many national heroes from their attitude of honesty and never giving up; their attitude and behavior after imitating is to try to continue to be a good person, such as: (1) Getting used to being orderly and disciplined; (2) Accustomed to having a neat appearance; (3) Improving leadership skills; (4) Getting used to being willing to be led; (5) Building cohesiveness and cooperation; and (6) Strengthening the sense of national spirit. Thus, cultivating exemplary values and historical awareness in students can profoundly impact their character development and moral integrity. This holistic approach to education, which integrates academic learning with moral and ethical guidance, aims to produce knowledgeable individuals and responsible and patriotic citizens.

Conclusion

In learning history at SMA Negeri 4 Tegal City, teachers develop exemplary values of national heroes by fostering student morals through student discipline; in the coaching process, teachers always give good examples and get used to everything done in good habits. That way, the child will imitate what his teacher sees and does. In speaking, students are required to use good word choices and polite speech. The next stage of excellence is behavior. A child will always tend to imitate the behavior of adults, in this case, the teacher. Therefore, the teacher at SMA Negeri 4 Tegal City tries his best to display commendable behaviors; the following example is the example of attitude. Fair and honest, responsible, and the formation of a spirit of nationalism for students, students are required to be able to be disciplined both in the way of dressing and punctuality when going to class and leaving for school; teachers make strict rules that prohibit students from dressing running neatly, as well as the use of incomplete school attributes. So far, as long as the author observes the development of the exemplary values mentioned above, they are consistently applied, especially in the school environment. To foster exemplary values at SMA Negeri 4 Tegal City, it also provides extracurricular activities to support learning activities, such as Scouts, Paskibraka, and PMR.

In the process of learning history related to the subject of the era of the national movement, the proclamation of Indonesian independence, and efforts to uphold the sovereignty, history

learning is carried out using the lecture and question and answer method; teachers use media in the form of power points and present documentary films. Meanwhile, student evaluation or assessment is carried out in a process where the evaluation is carried out for each basic competency and is carried out as soon as possible. The obstacles experienced in learning history are limited time allocation and a large amount of material (Hidayah, 2010; Wahyuastuti, 2016). Students' perception of the example of national heroes is positive; students know the figure of a national hero as a person who struggles persistently and is willing to sacrifice selflessly and be honest, anti-corruption, and authoritative in fighting for Indonesian independence and efforts to uphold sovereignty. Some students still lack knowledge of national heroes' struggles; they only know a little when the researcher asks questions in the interview due to their limited learning resources, such as relying only on LKS, package books, and subject matter delivered by teachers. However, students can understand the exemplary values of national heroes, such as honesty, simplicity, religion, willingness to sacrifice for their nation and country, and so on. Understanding every exemplary national hero value is hoped to increase the national spirit of the students, and students can understand and apply it in daily life and at school.

Reference

- Ahmadi, R., & Rose, K. R. (2014). *Metodologi penelitian kualitatif*. IAIN Palangkaraya
- Ajisaka, A. (2008). *Mengenai Pahlawan Indonesia Edisi Revisi*. Kawan Pustaka.
- Almuzaki, R., Syah, I., & Arif, S. (2013). Penggunaan Model Pembelajaran Thinking Aloud Pair Problem Solving (Tapps) Pada Pembelajaran Sejarah. *Pesagi (Jurnal Pendidikan Dan Penelitian Sejarah)*, 1(4).
- Amar, S., & Rahmawati, B.F. (2017). *Evaluasi Pembelajaran Sejarah*, Universitas Negeri Yogyakarta.
- Ariesta, I. (2017). Edugrafis pahlawan nasional Indonesia untuk pendidikan kewarganegaraan sekolah dasar tahun ke-1. *Jurnal Dimensi DKV: Seni Rupa dan Desain*, 2(2), 167-184.
- Arikunto. (2002). *Prosedur Penelitian Pendekatan Praktik*. Rineka Cipta.
- Deviyanti. (2013). Meningkatkan hasil belajar IPS tentang peninggalan sejarah dan keteladanan pahlawan dengan penggunaan media gambar pada siswa kelas IV SD Karya Bunda Percut Sei Tuan TP. 2012/2013. *Meningkatkan hasil belajar IPS tentang peninggalan sejarah dan keteladanan pahlawan dengan penggunaan media gambar pada siswa kelas IV SD Karya Bunda Percut Sei Tuan TP. 2012/2013*.
- Herdiansyah. (2010). *Metodologi penelitian kualitatif untuk ilmu-ilmu sosial*. Salemba Humanika

- Hidayah. (2010). Upaya Guru Dalam Mengatasi Hambatan Pembelajaran Sejarah Pada KTSP Di SMP Negeri 39 Semarang. *Paramita: Historical Studies Journal*, 20(2).
- Hidayatun. (2014). *Persepsi Siswa Tentang Keteladanan Pahlawan Nasional Untuk Meningkatkan Sikap Nasionalisme Dan Patriotisme di SMP Muhammadiyah 4 Malang* (Doctoral Dissertation, University Of Muhammadiyah Malang).
- Mahmud. (1989). *Psikologi Suatu Pengantar*. Depdikbud Direktorat Jenderal Pendidikan Tinggi Proyek pengembangan lembaga Pendidikan Tenaga Kependidikan.
- Manzilati. (2017). *Metodologi penelitian kualitatif: Paradigma, metode, dan aplikasi*. Universitas Brawijaya Press.
- Mar'at. (1984). *Sikap Manusia: Perubahan Serta Pengukurannya*. Ghalia Indonesia.
- Moleong. (2002). *Metodologi penelitian Kualitatif*. PT. Remaja Rosdakarya.
- Nurillah. (2016). Pengaruh Metode Pembelajaran Kooperatif Team Assisted of Individualitation Terhadap Hasil Belajar Sejarah di SMANegeri I Karawang. *Jurnal Pendidikan Sejarah*, 5(2), 28-41.
- Poerwadarminta. (1993). *Kamus Umum Bahasa Indonesia*. Balai Pustaka.
- Rahmat. (2004). *Psikologi Komunikasi*. PT. Remaja Rosdakarya.
- Ricklefs, M. C. (2008). *Sejarah Indonesia Modern 1200–2008*. Penerbit Serambi.
- Robert, B., & Steve, T. J. (1992). *Pengantar Metode Penelitian kualitatif: Suatu Pendekatan Fenomenologis terhadap Ilmu-Ilmu Sosial*. Terjemahan Arif Furhan. Usaha Nasional.
- Seftina, A. T. (2014). *Nilai-Nilai Perjuangan Hidup dalam Novel 'Kembang Turi' karya Budi Sardjono* (Doctoral dissertation, STKIP PGRI Sumenep).
- Sephia, K. (2017). *Nilai-Nilai Perjuangan Tokoh Utama dalam Novel Penjaga Mata Air karya Hidayat Banjar: Analisis Sosiologi Sastra* (Doctoral dissertation, Universitas Sumatera Utara).
- Suyanti, S. (2016). Implementasi Nilai-nilai Perjuangan Diponegoro Dalam Pembelajaran IPS Di SD Diponegoro. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 6(01).
- Uula, N. (2015). Muatan Materi Pendidikan Karakter Dalam Pembelajaran Sejarah Indonesia Pada Kurikulum 2013 (Studi Kasus Di Sma Negeri 01 Kedungwuni). *Indonesian Journal of History Education*, 3(2).
- Wahyuhastufi, A. (2016). Identifikasi hambatan-hambatan guru dalam pembelajaran di kelas III A Sekolah Inklusi SDN Giwangan Yogyakarta. *Basic Education*, 5(2), 81-86.
- Wardhani, N.W., & Wahono, M. (2017). Keteladanan guru sebagai penguat proses pendidikan karakter. *Untirta Civic Education Journal*, 2(1).

