

## Implementation of Nationalism Values in Learning the History of Independence Organizations in Class XI IPS 1 SMA Nasional Nusaputera Semarang

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### Abstract

The purpose of this study is: (1) How is the implementation of the values of nationalism in the study of history on the subject of independent organizations in a class of XI IPS I in Nusaputera National High School of Semarang? (2) What constraints are experienced by teachers when applying the values of nationalism in the process of learning the history of the subject of independence organizations in class XI IPS I in Nusaputera National High School of Semarang? (3) What efforts are made by teachers to overcome obstacles when applying the values of nationalism in the process of learning the history of the subject of independence organization in class XI IPS I in Nusaputera National High School of Semarang? This research is a descriptive qualitative research. The results showed that the implementation of the value of nationalism in learning history on the subject of independence organizations in the class XI IPS I National Senior High School Nusaputera Semarang has been running well. The value of nationalism implemented was from planning, execution, and evaluation, including religion, pride to be Indonesian, love of homeland and nation, discipline, and appreciation of the service of former heroes. Obstacles experienced by teachers are learning, moral decline, electronic media, and time constraints. Efforts made by teachers are continuously giving the delivery of the value of nationalism.

**Keywords:** *Implementation, Nationalism Value, Historical Learning.*

### Introduction

Education is the main element of the socialization and enculturation process. This is in the form of inheritance and decline of socio-cultural values in individuals as group members. In other words, the values that developed in the previous generation need to be inherited in the current generation, not only for the integration of individuals into groups, but more than that, as a provision of strength to face the present and the future (Widja, 1989, p. 8). Education can demand us to unveil the veil of the past. Past historical facts show evidence of how meaningful the role of the past is to the present and future eras; the Indonesian state has much historical heritage.

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Historical relics of the past are in the form of traditions, culture, songs, regional songs, and other historical objects such as temples, statues, ceramics, daggers, etc. These objects have a high historical value (Kutoyo, 1997; Dahlan et al., 2009; Mukarrom, 2014). To maintain the cultural diversity of the Indonesian nation, a high spirit of nationalism is needed. Many of the next generations do not appreciate the nation's own culture, so the nation's culture will be eroded by foreign cultures that enter and can even be recognized by other countries (Budiwibowo, 2016; Septiana, 2016; Widiyaningrum, 2019).

The appeal to wear batik clothes every Friday exemplifies a breakthrough in implementing nationalist values to appreciate and preserve the nation's cultural heritage. As time develops, the attitude of nationalism in the nation's generation fades, as evidenced by various attitudes in daily life. A simple example that illustrates how small the attitude of nationalism is is that at the time of the flag ceremony, many participants still did not understand the meaning of the ceremony. The ceremony is a forum to honor and appreciate the heroes who have fought hard for their nation's independence. The ceremony participants seemed busy with their thoughts and did not follow the ceremony solemnly (Sudrajat, February 01, 2017).

The nationalist values mentioned above can be grown through the teaching and learning process in schools, one of which is through history lessons (Nihayah et al., 2014; Riswanto, 2019). As stated by Soewarso (2000, p. 13), history can serve as the basis for developing national identity, which is one of the main assets in building our nation now and in the future. History teaching is an interaction that provides knowledge and causes the formation of attitudes in students by educational goals. History education can aim to foster the attitude of the nation and state.

History teaching, which aims to foster and develop a sense of nationalism through the appreciation of the nation's past, can also function as a bridge to overcome the sense of differences between ethnicities, races, and religions by knowing the struggles of heroes from various regions. As a result, there will be a growing awareness that every ethnic group has contributed to the unity of the Indonesian nation. Materials in history education can develop students' potential to learn more about the nation's values that were fought for in the past, maintained, and adjusted for today's life and further developed for future life. This is one of the theories about nationalism that nationalism can also be formed by starting from ethnic sentiment, which then develops widely in inter-ethnic unity, which forms the sentiment of the sense of nationality of the community (Mulyana, 2013, p. 83).

This study aims to determine the implementation of the value of nationalism in the study of the history of the subject of independence organizations in class XI IPS I at the National High

School of Nusaputera Semarang. To find out the obstacles experienced by teachers when implementing the value of nationalism in the history learning process of the subject of independent organizations in class XI IPS I at SMA Nasional Nusaputera Semarang. To find out the efforts made by teachers in overcoming obstacles when applying the value of nationalism in the history learning process of the subject of independence organizations in class XI IPS I at the Nusaputera National High School in Semarang.

### **Method**

This research is a qualitative descriptive research. Qualitative research is a research procedure that produces descriptive in the form of written or spoken words from people and observed behaviors, Bogdan and Taylor in Moleong (2010:4). In qualitative research, data collection is descriptive, not using numbers as the primary method tool (Mulyadi, 2012; Hamdi et al., 2015; Nugroho, 2018). The data source for this research is history teachers and students of class XI IPS I National High School Nusaputera Semarang. Data collection techniques include in-depth interviews, observations, and document studies (Nilamsari, 2014; Anggriawan et al., 2017; Putra et al., 2017). Triangulation of data collection techniques and triangulation of data collection sources used by researchers to test the validity of data (Soendari, 2012; Tanujaya, 2017; Octaviani et al., 2019). After collecting the data, the researcher conducted qualitative data analysis of interactive models (data collection, data reduction, data presentation, and data verification) (Muhammad et al., 2015; Rijali, 2018; Hos et al., 2018).

### **Results and Discussion**

#### **Implementation of Nationalism Values in History Learning Subject of Independence Organizations Class XI IPS I at Nusaputera National High School Semarang**

Based on what was done, the research results in the learning planning carried out by Yuliana W, S.Pd, a history teacher of Nusaputera National High School Semarang, have included the content of the value of nationalism itself. In preparing the syllabus and lesson plan, the value of nationalism has also been included. Then, in the learning planning at Nusaputera National High School, they also try to allocate time so that historical materials, especially independence organizations, are enough to be delivered to students. Implementing nationalist attitudes cannot be immediately formed in students; it requires a process. This attitude of nationalism is expected to be a provision in the life of the nation and state by Pancasila. Based on the research results conducted by researchers in the implementation of history learning, including initial, core, and final activities.

In the initial activity by Yuliana W, S.Pd, the researcher found the compatibility between the lesson plan and the teaching and learning activities carried out by Yuliana W, S.Pd. From the research results on implementing nationalism values in the initial activities of history learning, Yuliana W, S.Pd tried to instill religious values, pride in being an Indonesian nation, and love for the homeland and nation. It is proven by always getting used to praying before and after the lesson is over and getting used to singing the mandatory Indonesia Raya song every morning before teaching and learning activities begin. In addition to being religious and proud to be an Indonesian nation and love the homeland, students are also expected to have a disciplined attitude, as evidenced by Yuliana W, S.Pd, who always attends students before lessons start. It can also be concluded that Yuliana W, S.Pd tries to instill a sense of responsibility in students by making them aware of their obligations.

Then, in the core activities, three indicators are the focus of the research: learning models and methods, learning materials, learning tools, and media. The learning model and method implemented by Yuliana W, S.Pd in the history learning process is not based on the lesson plan that has been made. In the lesson plan, it was explained that the history teacher used the jigsaw discussion model. However, Yuliana W, S.Pd did not apply the model to the lesson plan during the teaching and learning process. However, Yuliana W, S.Pd preferred the usual lecture and question and answer method.

The discrepancy is due to the limited time of the history lesson on the subject of independence organizations, which is only 2 hours of lessons, and according to Yuliana W, S.Pd is not adequate for the implementation of the jigsaw discussion model, even though Yuliana W, S.Pd uses the lecture and question and answer method only but the lecture and question and answer methods are always varied. Yuliana W, S.Pd always inserts the value of nationalism into the material of independence organizations so that the value of nationalism is still conveyed. When Yuliana W, S.Pd gave a material explanation about the organization of the independence organization, Yuliana W, S.Pd asked each row to stand up and say the Youth Pledge at the same time; if anyone was caught not saying the Youth Pledge Yuliana W S.Pd punished them for saying the Youth Pledge alone in front of the class facing the students. By telling them to say the Youth Pledge, Yuliana W, S.Pd has instilled the value of pride in being an Indonesian nation, loving the homeland, and appreciating the services of heroes.

The explanation above can be concluded that Yuliana W, S.Pd at SMA Nasional Nusaputera Semarang, has applied the value of nationalism to her learning method and provided an example of the implementation of the value of nationalism itself. Apart from the inconsistency between the RPP and its implementation, it refers to the obstacles faced by Yuliana W, S.Pd in

implementing the value of nationalism. History learning materials are central to implementing nationalism values through history learning because history lessons contain nationalist values, namely heroism, exemplary and pioneering values, patriotism, nationalism, and the spirit of never giving up, which underlies the process of forming students' character and personality. Learning history also contains treasures about the civilization of nations, including the civilization of Indonesia.

This material is essential educational material for forming and creating the future civilization of the Indonesian nation. In addition, the material in history learning also instills a sense of unity, brotherhood, and solidarity to become the nation's glue in facing the threat of national disintegration. From the study of documents conducted by the researcher through the lesson plan and teaching materials used by Yuliana W, S.Pd, as well as the results of observations and interviews, it can be concluded that in class XI IPS I at SMA Nasional Nusaputera Semarang there has been the implementation of the value of nationalism in history learning materials, especially the subject of independence organizations. Materials for independence organizations that instill the values of independence, democracy, love for the homeland and nation, national spirit, and social care.

Students increasingly know how difficult it is to defend this country and how the figures of these organizations unite the principles of each of these independence organizations, remove the selfishness from within them, and unite the strong solidarity between the organizations. From this material, students became aware of how close the unity of the Indonesian nation itself is, and the sense of having love for the homeland is evident by Yuliana W, S.Pd telling each line to stand up and say the Youth Pledge, the student memorized the text of the Youth Pledge without looking at the material book.

The learning tools and media at SMA Nasional Nusaputera Semarang are pretty good; by being equipped with an LCD, each class makes history learning more accessible to implement. Yuliana W, S.Pd also often carries out learning by playing struggle films or historical films and historical images with the aim that students can understand the struggle of their nation's heroes so that a sense of respect, national spirit, and love for the homeland arises.

The lesson plan explained by Yuliana W, S.Pd must reflect the material discussed and conclude ideas or opinions from students and the last greeting. The value of nationalism applied to the final activity is a democracy because inferring ideas or opinions from students means teaching that to solve something, one must deliberate to reach a consensus. Salam also has a meaning; with greetings, we are taught to respect others, teach politeness, and prioritize the public interest by the cultural character of the Indonesian nation.

Based on the research, data on the evaluation was carried out by Yuliana W, S.Pd. The first data was obtained from the RPP study. In the lesson plan, it has been explained that there is a research technique in the form of a jigsaw discussion assessment sheet. However, Yuliana W, S.Pd does not apply according to what is in the lesson plan; instead, Yuliana W, S.Pd provides a separate practice question to be done at home. Then, at the next meeting, we will discuss it together. The assessment is in the form of written questions only. In written questions, the form of the questions is multiple-choice and descriptive questions. Indeed, at the time of Yuliana W's evaluation, S.Pd, there was no attitude assessment or self-assessment. However, Yuliana W, S.Pd always discusses the results of the written questions with the students so that Yuliana W, S.Pd history can insert the value of nationalism in the lesson plan. From the study results, it can be concluded that the evaluation of the value of nationalism is by the learning plan. However, the aspects that need to be added are that there must be an assessment of attitudes and self-assessments so that students can better understand the value of nationalism, which is very specific and directed to learning history.

### **Obstacles Experienced by Teachers in the Implementation of Nationalism Values in the History Learning Process of Class XI IPS I at Nusaputera National High School Semarang**

Implementing the value of nationalism in learning history in class XI IPS I at SMA Nasional Nusaputera Semarang certainly has obstacles. The obstacles are as follows:

#### **1. Learners**

Students or students are one of the main components in education, especially history learning. Without students, history learning will not be carried out. Students also influence the implementation of nationalism values in history learning. Students are one of the obstacles to the implementation of nationalist values. All students have different family backgrounds. These different backgrounds cause students to get education from different families and communities. So, the values of nationalism in students are different; this difference causes different responses from students to history learning, especially from independent organizations.

#### **2. Decreased Behavior**

The decline in the behavior of the Indonesian nation is inevitable. Every day we can see news, both print and electronic news that broadcast the form of declining behavior of students in the form of brawls, drug use, robbery, and rape of high-ranking officials who commit acts of corruption. The decline of this behavior shows the low character values of the Indonesian

population, lack of integrity, and attacks on foreign cultures that are unfounded by Indonesian students, which make the nation's values increasingly deteriorating behavior.

### **3. Electronic Media**

In the era of globalization like today, electronic goods seem to be a primary need; for example, mobile phones that used to be luxury goods are now a basic need. The development of technology makes an item multifunctional; mobile phones, which used to be only a means of long-distance communication, now have various kinds of features, especially the Internet. Every technology is created to ease the burden on humans, but all of them must have positives and negatives. Internet abuse can be fatal for children's characters. Direction and assistance are needed so children avoid technology's negative consequences. Television is another technology that affects students' character; some television shows are good, and some are bad.

### **4. Time Constraints**

Much historical material exists, but Yuliana W, S.Pd class XI IPS I SMA Nasional Nusaputera Semarang, feels the time is lacking. The limited time is considered insufficient if used for material delivery. Then, when the learning process takes place, there is an announcement from the school so that the learning process stops for a moment, students suddenly get sick during the learning process so that the learning process stops, and so on. Unexpected things during the learning process are not mistakes, but in reality, they can cause the learning process to stop and not be by the plan that has been made. Thus, conclusions can be drawn from the obstacles experienced by Yuliana W, S.Pd in the implementation of nationalism values in history learning, namely students, declining behavior, electronic media, and time limitations.

## **Efforts to Overcome Implementation Obstacles in the Implementation of Nationalism Values in the History Learning Process of Class XI IPS I at SMA Nasional Nusaputera Semarang**

### **1. Learners**

The efforts made to face obstacles from students, namely Yuliana W, S.Pd, continuously conveyed the value of nationalism to students so that students always remember the services of heroes who have fought for the state and nation of Indonesia.

### **2. Decreased Behavior**

The efforts made in dealing with the obstacles of declining behavior are as follows: Yuliana W, S.Pd always instills morals in students so that students' morals are always better directed.

### **3. Electronic Media**

The efforts made in dealing with the obstacles from electronic media are that the school already has its own rules. Every time they start teaching and learning activities, all students' mobile phones are collected at the place provided by the school and in the teacher's room. This is to prevent various unwanted things, and this method is beneficial in preventing negative things.

#### **4. Time Constraints**

The efforts made in dealing with the constraints of time constraints, namely Yuliana W, S.Pd, apparently do not always provide the value of nationalism only in the classroom. However, Yuliana W, S.Pd provides the value of nationalism outside of history lessons. The school takes part in this, such as at SMA Nasional Nusaputera Semarang, where there is a 3S habit, namely a smile and greeting. This habit also reflects the value of nationalism, so students will continue to learn about it in school.

Thus, conclusions can be drawn from efforts to overcome the obstacles to implementing nationalism values in history learning for students and the decline in behavior by continuously delivering the values of nationalism. For electronic media problems, the school has made its own rules; before starting teaching and learning activities, the teacher collects all students' cell phones. Meanwhile, for the problem of limited time, teachers implement the value of nationalism not only in the classroom but also outside the classroom during history lessons.

### **Conclusion**

Based on the results of the research and discussion above, it can be concluded that the implementation of the value of nationalism in learning the history of the independence organizations in class XI IPS I National High School Nusaputera Semarang has gone well. Yuliana W, S.Pd always strives to implement the value of nationalism to students from planning and implementation to evaluation. In Yuliana W's planning, S.Pd included the value of nationalism in the rules of the lesson plan.

The values of nationalism implemented by Yuliana W, S.Pd from planning, implementation, and evaluation include being religious, proud to be an Indonesian nation, loving the homeland and nation, discipline, and appreciating the services of heroes. Yuliana W, S.Pd is more dominant in implementing the value of nationalism because there are initial, core, and final activities that are more processes to implement the value of nationalism itself. However, evaluation in history learning needs to be added attitude assessment and self-assessment so that students can better understand the value of nationalism, which is very specific and directed to history learning.



The obstacles experienced by teachers in implementing nationalism values in history learning are students, declining behavior, electronic media, and time limitations. Efforts to overcome the obstacles to implementing nationalism values in history learning for students and the decline in behavior by continuously delivering the values of nationalism. For electronic media problems, the school has made its own rules; namely, before starting teaching and learning activities, the teacher collects all students' cell phones. Meanwhile, for the problem of limited time, teachers implement the value of nationalism not only in the classroom but also outside the classroom during history lessons.

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