The Influence of History Learning and Student Perceptions General Soedirman's character in defending the country at SMAN 1 Rembang Purbalingga

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Abstract

The study aims to determine the effect of the historical learning (Soedirman sub-material) and students' perception of General Sudirman's figure on the national defense attitude of grade XI students in Senior High School 1 Rembang Purbalingga. The type of this research is ex-post facto research. The population in this research was the eleventh-grade students in Senior High School 1 Rembang Purbalingga. The research sample was the eleventh-grade students consisting of 8 classes taken each of 21 children from each class with 168 students. The variables in this study consisted of independent variables, that is, the historical learning chapter of Soedirman (X1) and the student's perception of Soedirman 's figure (X2), and the dependent variable is the attitude toward defending the country (Y). The data collection methods used were questionnaires and documentation. Data analysis used descriptive percentage analysis and multiple regression analysis. The results showed that historical learning and students' perception of Soedirman 's figure affect their attitude toward defending the country. This is proven by test F obtained from Simultaneous learning of the history chapter of Soedirman and the student's perception of Soedirman 's figure with the attitude of defending the country equal to 34.8%.

Keywords: *Historical Learning, Perception, attitude of Defending the Country*

Introduction

Education is a process that develops all aspects of human personality, including knowledge, values, attitudes, and skills. Education begins after the child is born, even before the child is born (prenatal education), and will continue until the human dies, as long as he can accept influences (Munib, 2010, p. 33). In agreement with Munib and Atno (2010, p. 92), it was stated that education is an effort to improve the quality of human resources, both personally and as primary capital for national development. The education process is divided into formal and informal education, while formal education occurs in schools. Informal education can occur anywhere. In school, learning history is one of the sciences applied at the high school education level, which is a branch of social science that requires an object of study and scope (Pramono, 2012 , p. 239). States that without knowing history entirely and correctly, a person cannot gain a qualitative understanding of the social phenomena that occur. So, history education is critical.

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For students to gain experience of the past. History learning aims to instill national awareness of political party movements with national goals. Therefore, national history is essential in developing national identity (Bakhri, 2018, p. 3). This was emphasized by Amin (2011, p. 106) for students to gain experience of the past.

History learning aims to instill national awareness of political party movements with national goals. Therefore, national history is essential in developing national identity (Bakhri, 2018, p. 3). This was emphasized by Amin (2011, p. 106) that national character building is an alternative to creating a generation of people who understand their national identity comprehensively. History learning, according to its function, is to make students aware of the process of change and development of society in the dimension of time and to build historical perspective and awareness in discovering, understanding, and explaining national identity in the past, present, and future amid world change, Apart from that, it serves as a future reference for developing nation-building activities. To build a nation, it is necessary to foster a sense of nationalism in the struggle of the Indonesian people from an early age (Chaerulsyah, 2013, p. 4; Ayuningtyas et al.; I., 2016). Subagyo (2013 , p. 42 ; Wibowo, et al, 2017).) argues that the rapid changes we see around us cannot be separated from the fundamental reality that everything we do, everything we think, and even our present existence is the cumulative result of experiences in the past. That is why we need to understand the meaning of history and the figures involved in it. General Sudirman was one of the figures who had a significant influence on the history of the founding of the Republic of Indonesia (Riani et al., A. 2018). Great General Soedirman was a hero who fought to win the independence of the Republic of Indonesia from colonialism. General Soedirman fought for Indonesian independence with limited troops, and his health condition continued to weaken. However, his love for the Indonesian nation fueled his enthusiasm to keep fighting under any circumstances. Apart from being a militant struggle figure, he was also an Islamic figure from Muhammadiyah and an excellent and trustworthy exemplary teacher (Mayasari et al., 2017; Fathoni, 2018). In the military environment, General Soedirman acted as a coolant and encourager in the precariousness of his troops from the threat of Western nations.

When talking about the figure of General Sudirman, we can learn about his enthusiasm for defending his homeland. As we know, Sudirman's health condition could be said to be weak. Sardiman, Ajat Sudrajat, and Djoko Suryo (2017, p. 34) revealed that Soedirman's physical condition was *vulnerable, but his spirit never weakened. He had to lead a guerilla war. For about six months, he took more than a 1000 km journey; his mental, physical, and wealth were dedicated to the sake of Indonesian sovereignty.* It was then confirmed (Susilo, 2018, p. 64)

that in his sickly condition due to suffering from a very severe lung disease, he continued to lead the guerrilla troops against the Second Dutch Military Aggression in Yogyakarta with great enthusiasm and dedication. This should be an example for us as the younger generation as the nation's successors (Budiman et al., 2018). However, the spirit of struggle to defend the country by maintaining the integrity and unity of Indonesia at this time seems to be starting to erode. Today's spread of social phenomena leads to discrimination, violence, and even division. The trigger for this problem is a lack of knowledge about the importance of studying history and the figures involved in it and the waning of the national spirit in the form of defending the country. The young generation today is lulled by the rapid development of the times. They began to forget the historical basis for the founding of Indonesia. Many students still receiving education at various levels do not know much about hero figures in Indonesia. This also applies to the figure of General Sudirman (Susilo, 2018; Suspurwanto, 2020; Harahap, 2014; Nireki et al., 2020). Based on initial observations made by the author at SMA N 1 Rembang Purbalingga, most students only knew about General Soedirman as a hero from Rembang. However, some understand General Soedirman's actions in Indonesian history. The attitude towards students can also be said to be multidimensional, where apart from students who are indifferent to the figure of General Soedirman, there are still students who are enthusiastic about enlivening the General Soedirman Festival, which is held every year on the grounds of the General Soedirman Monument (Zayyadi, A. 2018). From the description above, it is this diversity of perceptions and attitudes that makes researchers dig deeper into the influence of students' perceptions of the figure of General Soedirman on the attitude of defending the country of students at SMA N 1 Rembang Purbalingga.

Theoretically, according to King Beach and Flavia Ramos, quoted by YYFR Sunarjan in his dissertation (2014, p. 46), choosing a research area can help simplify and focus the issue, especially when we enter that area with an open mind and have no idea of solving the problem. Other people or know about it before entering the area. The practical reason researchers chose SMA N 1 Rembang Purbalingga is that this school meets the criteria for being a research object. After all, it is located in Rembang District. Apart from the fact that the school is good in terms of facilities and infrastructure, the school is also located in the area where General Sudirman was born, where we will focus on exploring students' perceptions of this figure as a regional and national hero. This research aims to measure how far the young generation in Rembang, especially the students of SMA N 1 Rembang, know the history of heroes from their region. Apart from that, the reason the researcher chose SMA N 1 Rembang Purbalingga as the research object was the researcher's desire to measure students' perceptions of General

Soedirman's character as a representative of the younger generation in Rembang and make it a benchmark for future research that examines perceptions of General Soedirman. Apart from these reasons, the location of SMA N 1 Rembang Purbalingga is only a few hundred meters from the General Soedirman Monument. In this place, there are many relics of General Soedirman during his lifetime. So, by the description above, the researcher formulated the title of his research, "The Influence of History Learning and Students' Perceptions of General Soedirman's Character on the State Defense Attitude at SMA N 1 Rembang Purbalingga ."

Method

This type of research is ex post facto research. Ex post facto means "after the fact" because the cause to be studied has influenced other variables. According to Sukardi (2009: 165), "In ex post facto research, the relationship between independent variables and independent variables, as well as between independent variables and dependent variables, has occurred naturally, and researchers in this setting want to trace back if possible what the causal factors are. ".

So, ex post facto research is research to determine whether differences between groups of subjects (in the independent variable) cause differences in the dependent variable. This research uses a population, namely all class XI students of SMA Negeri 1 Rembang Purbalingga. Meanwhile, 168 children were taken as samples, with details for each class 21 children were taken randomly from 8 classes. The research variables consist of independent variables: history learning (X1) and students' perceptions of General Soedirman's character (X2). Meanwhile, the dependent variable is the student's attitude toward defending the country (Y).

Data collection techniques were carried out using instruments such as questionnaires and documentation. Before being used as a tool for data collection, the instrument was tested, namely validity and reliability tests. The analysis technique is carried out after obtaining data from field research. In this research, the data analysis carried out was descriptive percentage analysis, normality test, linearity test, multicollinearity test, heteroscedasticity test, multiple linear regression analysis with the formula $\hat{Y} = a + b1X1 + b2X2$ (Sugiyono, 2010, p. 275). Hypothesis testing includes the t-test, f-test, calculation of the coefficient of simultaneous determination (R^2), and calculation of the coefficient of partial determination (r^2).

Results and Discussion

Based on research conducted at SMA Negeri 1 Rembang Purbalingga regarding the influence of history learning and students' perceptions of General Soedirman's character on the attitude toward defending the country, the research results will be explained as follows. Results

Descriptive analysis of percentages on variable The percentage of 82% based on descriptive analysis of the percentage is in the high category. Meanwhile, in a variable, the distribution of respondents' answers shows that the average percentage obtained is 80%. Based on descriptive analysis, this percentage is in the high category. In variable Y, the results of the percentage descriptive analysis were obtained, which showed that the majority of respondents (55%) had an attitude of defending the country according to perfect criteria. The distribution of respondents' answers shows that the average percentage obtained is 85%. The percentage of 85% based on descriptive analysis of the percentage is in the very high category. The results of multiple linear regression analysis obtained coefficients for **the** independent variables X1 = 0.039 and So, based on the results of the multiple linear regression analysis above, if the history learning sub-subject of Soedirman is improved it gets a score of 10. Also, students' perceptions of General Soedirman's character are improved to get a score of 10, then the attitude of defending the country is:

$$\hat{Y} = 25.556 + 0.039 (10) + 0.695 (10) = 32.896$$

It is estimated that the attitude of defending the country is 32,896

In the results of the simultaneous F test, the ANOVA table obtained a value of F = 45.641> 2.659 (F table F value $_{(0.05;3;165)}$ = 2.659 from dk numerator=3 and dk denominator 168-3=165) and sig= 0.000<(0.05) or 5%. This shows that Fcount is significant, so Ho is rejected, and Ha is accepted. This means that the working hypothesis (H3) stated in this research, namely "there is a positive influence on learning the history of the Soedirman sub-subject and students' perceptions of General Soedirman's character with an attitude of defending the country," is accepted. Meanwhile, the results of the partial test (t test) with SPSS on the Soedirman sub-material history learning variable (X1) obtained a $_{\text{calculated t value}}$ = 0.528 <1.974 = t $_{\text{table.}}$

(from dk= 168-3-1=164) and sig=0.598>0.05 or (5%). This shows that the count is insignificant, so Ho is accepted, and Ha is rejected. This means that the working hypothesis (H1) stated in this research, namely "there is a positive influence on learning the history of the Soedirman sub-subject with an attitude of defending the country," is rejected. So what Ho accepted was that " there is no positive influence on learning the history of the Soedirman sub-subject with an attitude of defending the country." In the student perception variable regarding General Soedirman's character (X2), the $_{\text{calculated t value}}$ = 9.515>1.974= t $_{\text{table}}$, and sig = 0.000<0.05 or (5%). This shows that the count is significant, so Ho is rejected, and Ha is accepted. This means that the working hypothesis (H2) stated in this research, namely "There is a positive influence on students' perceptions of General Soedirman's character and his attitude of defending the country," is accepted.

Based on the results of calculating the simultaneous coefficient of determination (R^2), the Adjusted R Square price was obtained at 0.348=34.8%. Thus, it shows that learning the history of Soedirman sub-subjects and students' perceptions of General Soedirman's figure together influence the attitude of defending the country by 34.8%, and the rest is influenced by other factors not studied in this research. From the calculation results of the Partial Determination Coefficient (r^2), it is known that the magnitude of the influence of Soedirman's sub-material history learning on the attitude of defending the country is 0.16%, which is obtained from the partial correlation coefficient for the General Soedirman sub-material history learning variable squared, namely $(0.041)^2$x100%. The magnitude of the influence of students' perceptions of General Soedirman's character on the attitude toward defending the country was 35.4%, obtained from the partial correlation coefficient for the learning motivation variable squared, namely $(0.595)^2$x100%. This shows that the variable of student perception of General Soedirman's character correlates to the attitude of defending the country compared to the sub-material history learning variable of Soedirman.

The Influence of Soedirman Sub-Material History Learning with Attitude Students' National Defense

Based on the research results, learning the history of the Soedirman sub-subject does not positively and significantly influence the attitude of defending the country in class XI students at SMA Negeri 1 Rembang. This can be seen from the t-test results, where the count is smaller than the table with 0.528 < 1.974. Meanwhile, if you look at the partial coefficient of determination (r^2) obtained from the calculation, it is only 0.16%. Seeing a situation like this, we refer to the theory put forward by Azwar (2016, p. 30), which states that "factors that influence the formation of attitudes are personal experience, culture, other people who are considered important, mass media, institutions or educational institutions and religious institutions and emotional factors within individuals." So, it can be said that the factors that form students' national defense attitudes are outside of learning the history of General Soedirman. This means that the factors that form a student's national defense attitude could be personal experience, culture, other people considered necessary, mass media, religious institutions, and emotions within individual students.

Based on descriptive percentage data, the history learning sub-subject of General Soedirman had an average of 82%, which was classified as high. In comparison, 49% of the 168 students agreed that learning the history of General Soedirman sub-material was classified as good. This can be seen from the percentage of each indicator used to measure the level of history learning

in General Soedirman's sub-materials, namely history learning objectives, history learning materials, history learning activities, history learning methods, media used in history learning, sources used in learning history and evaluation of history learning. Of the several indicators above, the history learning method indicator has the smallest average percentage, namely 77%, which, in the descriptive table, the percentage is included in the high category. Other indicators have a high average percentage, namely history learning objectives at 84%, history learning materials at 81%, history learning activities at 87%, media and tools used in history learning at 81%, sources used in history learning at 81% and evaluation of history learning was 84%. Overall, learning about the history of General Soedirman at SMA Negeri 1 Rembang Purbalingga is considered good.

The influence of students' perceptions of General Soedirman's character with his attitude of defending the country

Based on the research results, students' perceptions of General Soedirman's character positively and significantly influence the attitude toward defending the country in class XI students at SMA Negeri 1 Rembang Purbalingga. This can be seen from the t-test results, which show that the count is greater than the table, 9.515>1.974. This means there is a positive influence on students' perceptions of General Soedirman's character and attitude toward defending the country's students. Meanwhile, the partial coefficient of determination (r^2) obtained from the calculation is 35.4%.

The positive influence between students' perceptions of General Soedirman's character and the attitude of defending the country above is strengthened by the opinion of Sarlito W. Sarwono in his book Introduction to General Psychology (2010, p. 205), which states that "one of the factors in forming attitudes is factors contained within the person concerned, such as choice factors. This could mean that the factor determining a person's attitude towards an object could be the person's perception. If a person's perception is positive, then the resulting attitude is also positive and vice versa; this shows a correlation or relationship.

Based on descriptive percentage data, students' perceptions of General Soedirman's character include high criteria. Notably, 71% of 168 agreed that students' perceptions of General Soedirman's character were classified as good, with an average of 80%. This can be seen from the percentage of each indicator used to measure the level of student perception of General Soedirman's character, namely accepting or absorbing all forms of General Soedirman's struggle, understanding the forms of General Soedirman's struggle and assessing General Sodirman's character. Of the several indicators above, the indicator of accepting or absorbing

all forms of General Soedirman's struggle is the most minor, namely 70%, which, in the descriptive table, the percentage is included in the high category. General Soedirman has a percentage of 81% for understanding the forms of struggle, which is included in the high category. Meanwhile, the indicator assessing General Soedirman's figure is the most significant percentage, namely 91% in the very high category.

The Influence of General Soedirman Sub-Material History Learning and Perceptions of General Soedirman's Personality with Students' State Defense Attitudes

The learning of the history of Soedirman's sub-material and students' perceptions of General Soedirman's character simultaneously positively influence students' attitudes toward defending the country, as shown by the positive regression coefficients and correlation coefficients. Judging from the F test, namely Fcount 45.641>2.659 Ftable, there is a positive influence together. Meanwhile, the coefficient of simultaneous determination (R^2) is 0.348=34.8%. This shows that learning the history of Soedirman sub-subjects and students' perceptions of General Soedirman's character influenced the students' attitude toward defending the country by 34.8%, and the rest was influenced by other factors not studied in this research.

This shows that the history learning system and students' perceptions positively influence students' national defense attitudes. This shows that implementing good history learning and good student perceptions will simultaneously improve students' national defense attitudes. From the explanation above, it can be seen that to make students' national defense attitudes better this can be done by using innovations in history learning, such as using effective learning methods and media, quality teaching materials and resources, as well as learning activities that are not boring, such as inviting discussions with students about General Soedirman's struggle. From this, we can find out students' views and perceptions of the figure General Soedirman. After that, we can educate students to have a more positive attitude towards the figure of General Soedirman and emulate his struggles.

Conclusion

There is no positive and partially significant influence between learning the history of General Soedirman sub-material and the attitude of defending the country of class XI students at SMA Negeri 1 Rembang Purbalingga. This can be seen from the partial test calculation (t-test), where the t count is smaller than the t table with the number 0.528 <1.974, which means there is no effect. Meanwhile, if you look at the partial coefficient of determination (r^2) obtained from the

calculation, it is only 0.16%. So, if the implementation of General Soedirman's sub-subject history learning system is reminded, it will not increase students' national defense attitudes.

A positive and partially significant influence exists between students' perceptions of General Soedirman's character and the attitude toward defending the country in class XI students at SMA Negeri 1 Rembang Purbalingga. This can be seen from the partial test calculation (t-test) results, which show that the count is more significant than the table, 9.515>1.974. This means there is a positive influence on students' perceptions of General Soedirman's character and attitude toward defending the country's students. Meanwhile, the partial coefficient of determination (r^2) obtained from the calculation is 35.4%. So, if students' perceptions are improved, it will increase students' national defense attitudes.

A simultaneous positive and significant influence between the learning of the history of Soedirman and students' perceptions of the character of General Soedirman with the attitude of defending the country of class simultaneous or joint influence. Meanwhile, the coefficient of simultaneous determination (R^2) is 0.348=34.8%. This shows that learning the history of Soedirman sub-subjects and students' perceptions of General Soedirman's character influenced students' attitudes toward defending the country by 34.8%. So, if implementing the Soedirman sub-subject history learning and students' perceptions of General Soedirman's character are improved, it will increase students' national defense attitudes.

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