

The Role of History Learning in Cultivating Nationalism Attitudes of Class XI Social Sciences Students of SMA Negeri 1 PecangaanCitra Ayu Amelia¹**Abstract**

This study aims to: (1) Describe the implementation of the teaching of history in planting nationalism among students of class XI Social Science at Pecangaan Senior High School. This includes examining the curriculum, teaching strategies, and educational activities teachers employ to instill a sense of national pride and awareness in students. (2) Describe the attitude of nationalism among class XI Social Science students at Pecangaan Senior High School. This involves assessing students' perceptions, behaviors, and expressions of nationalism within and outside the classroom. (3) Identify teachers' constraints in planting nationalism through history teaching in class XI Social Science at Pecangaan Senior High School. These constraints may include challenges such as limited resources, varying levels of student engagement, and external socio-political factors. (4) Describe the efforts of teachers to overcome these constraints in teaching history to promote nationalism among students in class XI Social Science at Pecangaan Senior High School. This includes innovative teaching methods, extracurricular activities, and collaborations with other educational institutions or community organizations. The research method employed in this study is qualitative. This approach is chosen to gain an in-depth understanding of the processes, challenges, and outcomes of teaching history to foster nationalism. Data collection methods may include interviews with teachers and students, classroom observations, and analysis of educational materials and student work. Through qualitative analysis, the study aims to provide a comprehensive overview of the current state of history education related to nationalism at Pecangaan Senior High School and offer insights for potential improvements.

Keywords: *Teaching History, Nationalism Attitude, Students.*

Introduction

History is significant for the life of the Indonesian people, especially in the school environment. For this reason, history learning is taught from an early age, from elementary school, junior high school, and high school to university. This history learning also helps humans to solve various problems and equip a bright future by looking at the past (Siti, 2014; Citra, 2015). Historical materials contain the values of heroism, excellence, pioneering, patriotism, nationalism, and the spirit of never giving up that underlie the process of forming students' dispositions and personalities; they contain treasures about the civilization of nations, including the civilization of the Indonesian nation. The material is essential educational material for forming and creating the civilization of the Indonesian nation in the future. Emben awareness

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Of unity and brotherhood as well as solidarity to be the glue of the nation in facing the threat of national disintegration; requirements with moral teachings and wisdom that are useful in overcoming multidimensional crises faced in daily life; and helpful in instilling and developing a responsible attitude in maintaining environmental balance and sustainability (Aman, 2011, p. 34).

Nationalism is an ideal that wants to create a boundary between "our fellow countrymen" and those of other nations, between "our country" and their country (Abdullah, 2001, p.47). According to Aman (2011, p. 141) in his book stated that there are several indicators of nationalism attitudes, namely, being proud as an Indonesian nation, loving the homeland and nation, being willing to sacrifice for the nation, accepting pluralism, being proud of diverse cultures, appreciating the services of heroes, prioritizing the public interest. Nowadays, high school students often forget important things such as pride in their nation and country, lack of knowledge of the meaning of nationalism, and ethnocentrism (Setiyadi, 2013; Ainun, 2017). Many other things are often neglected or even ignored; then it becomes an element of the fading of the attitude of Nationalism. Often, they are more proud of products outside the region or region where they come from, rarely watching state shows such as news shows (Sri, 2012; Rasid, 2013; Muhammad et al., 2017; Firman, 2015).

They do many behaviors, such as skipping classes during class hours, not participating in ceremonies, and not liking national songs. This is what caused their nationalism to fade. So, it causes problems for this country. According to Djoko Suryo (2005, p. 3) (in Aman 2011, p. 62) formulated several indicators related to history learning, namely: (1) history learning has goals, substance, and targets in normative aspects; (2) historical values and meanings are directed to the interests of educational purposes rather than purely academic or scientific; (3) the application of history learning is pragmatic, so that the dimensions and substance are selected and adjusted to the goals, meanings, and values of education to be achieved, namely in accordance with educational goals; (4) normative history learning must be relevant to the formulation of national education goals; (5) History learning must contain the following main elements: instruction, intellectual training, and responsibility for the future of the nation; (6) History learning not only presents the knowledge of collective experience facts from the past, but must provide critical thinking exercises in picking up the meaning and value of the historical events they study.

History education, in addition to providing historical knowledge (cognitive), also introduces the noble values of the nation (affective) (Edi, 2012; Melaningrum, 2017). History education will be able to foster nationalism if it is held about efforts to achieve curriculum goals, one of

which is the formation of nationalist attitudes. Therefore, the legality of history education in the national education curriculum must emphasize important aspects of history subject matter, where the curriculum must emphasize the importance of learning history as a means of national education, as a means of building the nation fundamentally, instilling national consciousness and Indonesianhood as a means of instilling the spirit of nationalism; the historical perspective of The Past-PresentFuture as a means of instilling the spirit of nationalism; historical consciousness during the independence revolution; forming the spirit of nationalism; and the formulation of history as a subject that instills knowledge and values in the process of change and development of Indonesian society and the world from the past to the present (Djoko Suryo, 2005, p. 2) (in Aman, 2011, p. 43).

The general objectives of history learning are as follows: 1) developing an understanding of oneself, 2) providing an accurate description of the concept of time, space, and society, 3) making people aware of the values and results that their generation has achieved, 4) teaching tolerance, 5) strengthening a sense of nationalism (Kochhar, 2008, pp. 27-35). The reality that has been happening so far is that educators only concentrate on disseminating material without considering how the process affects students and forms a learning environment. (Caroline, 2005) (in Aman, 2011, p. 76). Most educators also prioritize the cognitive values that their students must achieve. Meanwhile, affective values such as nationalism are often ignored. Traits related to the cultivation of moral values have also begun to fade (Aaliyah, 2015). Often, students, after learning, actually behave unnaturally or unkindly. So, the learning that should educate students to behave better and have an attitude of nationalism has not been fully implemented.

The output of history learning is not only focused on the assessment of academic skills but also concerns the assessment of historical awareness and nationalism (Gonggong, 1996; Kumalasari, 2015; Printing, 2017). For the two variables mentioned last, it is necessary to do it because history is a subject that prepares students who have historical awareness and nationalism as a supporter of cultivating the nation's character. The attitude of nationalism needs to be possessed by every student everywhere, as we know that nationalism is so closely related to the issues of nationality, love of the homeland, and the emergence of the highest loyalty to the national state. Therefore, history learning is vital in forming students' attitudes toward nationalism (Wibowo, 2013; Setiawan, 2015; Suryani, 2016). SMA Negeri 1 Pecangaan is an independent pilot school still using the 2013 curriculum, and this SMA is a pretty good high school in Jepara Regency. Based on an interview with one of the history teachers at SMA Negeri 1 Pecangaan, Mr. Ahmad Sahil S.Pd. According to him, student nationalism has been implemented in schools. However,

in reality, there are still students who have not instilled nationalism in school. For example, when students participate in the flag ceremony, it is done for reasons of compulsion and fear of punishment if they do not follow it. Some students love foreign products more than domestic products.

Method

The research conducted by the researcher is using qualitative methods. This research was carried out in the Jepara Regency area, precisely at SMA Negeri 1 Pecangaan; this school is an independent pilot school in the Jepara Regency where many students have achievements in academic and non-academic fields. In this study, the focus of the research is emphasized to find out the implementation of history learning in the cultivation of nationalism attitudes of class XI social studies students, how the nationalism attitude of class XI social studies students, find the obstacles faced by teachers in instilling nationalism attitudes of class XI social studies students, and the efforts made in overcoming obstacles in instilling nationalism attitudes of class XI social studies students. This study's qualitative research data sources are Informants and Documents. The methods used for the data collection process in this study are Observation, interview, and documentation. To check the validity of the data in this study, the researcher used triangulation techniques, namely the triangulation method and source triangulation. For data analysis in this study, the researcher uses an interactive analysis method or interactive analysis models, where the data reduction component and data presentation are carried out simultaneously with the data collection process; after the data is collected, the three components of analysis (data reduction, data presentation, conclusion drawn) interact with each other.

Results and Discussion

They are implementing History Learning in the Cultivation of Nationalism Attitudes of Class XI Social Science Students. The study results show that history teachers cannot prepare lesson plans independently. The lesson plan used as a guide in classroom learning activities is taken from the internet, not from the results made by the history teacher himself. History teachers usually use the lesson plan online when learning begins. Even though the lesson plans on the internet are not necessarily the right indicators and the learning objectives are not right. This statement proves that teachers still overlook essential things in preparing for the learning that teachers will do in the classroom. Teachers, in this case, are still not serious about learning. Not only does one history teacher not have a lesson plan, but the same thing also happens to

other teachers who teach history. According to him, to get the lesson plan, we do not need to think about it in a daze. An instant way to get it is by copying the lesson plan online. So, the lesson plan can be obtained anytime without spending much time.

The material used by history teachers at SMA Negeri 1 Pecangaan is not only from package books obtained from the government, but teachers also use LKS and sources from the internet. This is due to the delay in books that should have existed and been distributed in schools since the beginning of the semester but, in reality, have not reached schools either. Other sources are also used as references and sources from the government. As well as materials on the internet and from LKS that are used as additional teaching materials. This is due to the obstacles in distributing package books from the government, who arrived late. This causes teachers to look for additional references to get around it.

The delivery of material is also balanced with the method used to implement history learning, which is the discussion method. Learning will be more enjoyable with exciting methods as well. If the learning is engaging, students will be more active in participating in learning. Using the correct method with the school and student conditions is better for packaging learning and attracting student activity. Nationalism is not easy for every citizen to have. Nationalism needs to be formed and cannot be immediately instilled in everyone. Nationalism in the modern era like this is often ignored and not so discussed. The youth, especially, do not even know what nationalism is. How can he have an attitude that shows nationalism if he does not know the meaning of nationalism itself? In the results of interviews with students, when asked about the meaning of nationalism, a student named Siti only smiled and was silent for a long time. In the end, the researcher explained the topic to her. How ironic this is.

This is in line with Mr. Sahil's words that the attitude toward nationalism needs to be improved. Nationalism is so crucial for students (Anna, 2012). In addition, they can love their country and play an active role in improving this nation. As we know, the influence of globalization is so closely related to humans, just like the internet that has entered and is loved by students. The internet often makes students forget and are indifferent to their environment. Here, the influence of the internet is so rapid that it quickly enters students' minds. This results in students finding it difficult to accept what the teacher conveys. Many students are already familiar with the internet, so it is unsurprising if they often use it as they like. It is not uncommon for internet usage to not be used as well as possible. So that the influence is felt, the impact is that when learning takes place, students only accept at that time, and the next day, they will forget what their teacher taught. Teachers too often use the same learning model and do not package it well.

In history learning, it is necessary to use a learning model based on the material. This is so that students do not feel bored with the material that will be delivered. The purpose of the learning will also be conveyed well. In the field, some teachers only deliver material without packaging it as enjoyable as possible. No, the teacher only explains the material without interluding. So that the historical material feels heavy and easy to understand. Many educators often use methods that make students easily bored. As with the lecture method without being interspersed with interesting learning patterns. Meanwhile, SMA Negeri 1 Pecangaan is still using the 2013 curriculum. So inevitably, students must be more active so that the class is not boring.

According to Amri and Iif (2010, p. 189), learning methods are described as learning techniques and styles. Thus, learning techniques can be interpreted as how a person implements a specific method. The learning method can be interpreted as implementing the plan prepared through fundamental and practical activities to achieve learning goals. Learning methods are less varied in their application at SMA Negeri 1 Pecangaan. History teachers often use lecture methods and discussion methods. Using methods such as lectures and group discussions, learning is often saturated because of the absence of varied methods. The use of learning media also influences the learning process. The media is used in the hope of helping facilitate the delivery of material so that it is easier for students to accept. According to Sukmadinata (2007, p. 108), teaching media includes all kinds of stimuli and tools teachers provide to encourage students to learn. The above formulation describes the definition of media that is quite broad, including various forms of learning stimuli, which are often referred to as audio-visual aids, as well as various forms of learning stimulus presentation tools, in the form of electronic devices such as teaching machines, films, audio cassettes, video cassettes, televisions, and computers. History teachers at SMA Negeri 1 Pecangaan have not used and utilized existing media for teaching and learning activities. Media such as computers and LCDs have not been used, nor have the creation of PowerPoint media to make it easier to display material and images related to the material discussed at that time. Teachers only use existing handbooks, such as the History package book for grade XI of high school.

The evaluation carried out in instilling nationalism attitudes is not only through cognitive assessments but also assessments and evaluations regarding changes in students' attitudes after receiving history learning materials. The evaluation activity was carried out to find out the attitude of the students. The attitude of Nationalism shown by SMA Negeri 1 students in their daily lives is to study hard; this is as expressed by M. Andhyka Taufiqurrahman; the way to have a nationalist attitude is to study and then have achievements to be proud of this country. The second manifestation of nationalism is to love domestic products. The attitude of

nationalism of every citizen certainly needs to be carried out in real life. Loving domestic products can also be applied to realize nationalism. Love for the homeland can be done in various ways. The realization is easy, but it needs to be considered by the citizens, for example, in small things, such as their love for choosing products from the region or the origin of their living. Loving domestic products, according to Selvy, if asked to choose foreign or domestic products, choose domestic products such as buying real durian from Jepara. As Aan said, the attitude of nationalism is carried out by choosing domestic products, such as buying handmade products from the region where he lives. In addition to advancing the economy and regional income, Indonesia hopes to have its characteristics and domestic products.

Willing to sacrifice the attitude shown by a student named Muhammad Aditia Tafiqqurrohim is one example of a willing attitude of sacrifice carried out by devoting himself to the organization he joins. The third attitude shown by the students of SMA Negeri 1 Pecangaan to apply the attitude of nationalism is to be willing to sacrifice. From the results of interviews conducted by researchers in the field, the students of SMA Negeri 1 Pecangaan have a willing attitude of sacrifice in terms of the organization; they are willing to sacrifice their time for the organization they join. His attitude is tireless, and he always feels happy and sincere in carrying out organizational programs. This is one example of an excellent willingness to sacrifice. Be tolerant of the existing diversity; we must respect each other for our differences. Differences can be used as material for unifying the nation, complementing each other, and reducing divorce. 5) Participating in the flag ceremony, the Flag ceremony makes students appreciate the services of the heroes who have fought for Indonesian independence. Every Monday, students can carry out a flag ceremony to show appreciation for the services of the heroes.

Culturing students' nationalism attitudes is taught through history learning and applied to daily activities based on the Indonesian nation's character in the school environment. Based on the results of the research carried out at SMA Negeri 1 Pecangaan in class XI IPS, there are still obstacles. The obstacles during history learning are that teachers often use the same learning model and do not package it well. In history learning, it is necessary to use a learning model based on the material. This is so that students do not feel bored with the material that will be delivered. The purpose of the learning will also be conveyed well. In reality, some teachers only deliver material without packaging it as enjoyable as possible. The influence of globalization is like the internet, which makes it difficult for students to receive lessons properly, so the values conveyed by teachers cannot be absorbed (Desi et al., 2017)—the habit of students who easily violate school rules. In addition to the above, student behavior is also an obstacle. It is often a habit that is always done repeatedly. Even students sometimes do not

deter them from repeating it. They easily violate school rules. The impact is that they neglect their duties and obligations as students (Ayu et al., 2017). Based on the above description, it can be concluded that the obstacles faced by teachers in instilling nationalist attitudes are teachers too often using the same learning model and not packaging it well, the influence of globalization, such as the internet, which makes it difficult for students to receive lessons properly, so that the values conveyed by teachers are not able to be absorbed, and the habits of students who easily violate school regulations.

Various obstacles that arise in instilling nationalist attitudes in history learning concern teachers. In order to overcome the obstacles and instill nationalism in students, teachers must make several efforts. Namely, History teachers in learning always encourage students to abandon actions that can damage morals and instill nationalist values in history lessons in every teaching, such as telling stories of the struggle of heroes so that students always emulate the traits of students who consistently exemplify the traits of heroes. Student behavior, which is often a habit, is constantly repeated. Even students sometimes do not deter them from repeating it. They easily violate school rules. The impact is that they neglect their duties and obligations as students. Children often forget what the teacher has taught. They sometimes make mistakes that are sometimes underestimated. Like being late for school, participating in the ceremony must be told. Some children skip classes and do not attend lessons. In addition, there is also the problem of discipline, which is sometimes a problem that must be dealt with immediately with a percentage of 10-12%. To overcome the obstacles faced, teachers apply several strategies.

History teachers in learning always encourage students to abandon actions that can damage morals and instill nationalist values contained in history lessons teaching, such as telling stories of the struggle of heroes so that students always emulate the traits of students always emulate the traits of heroes. The results of the following interview with Mr. Sahil strengthen this. I do it by explaining to them to be more kind and inserting moral values in every history lesson, such as telling the story of the struggle of previous heroes. In every teaching and learning process, in addition to instilling nationalist values in students, history teachers also provide religious values so that students always remember God so as not to violate existing norms and so that their students become religious creatures. Mr. Ahmad Sahil's statement strengthens this. If telling the heroes' struggle cannot be applied to the students or fails, I try to find other ways, such as reminding the creator not to do harmful. At the same time, it makes them religious creatures.

In learning in the classroom, most teachers can convey material clearly and well to students because, indeed, the work of a teacher is a profession that has been equipped for prospective

teacher students when studying at university. So, the teaching profession is a profession that not everyone can do; it is just that there are still many people who think that anyone can do the work of teachers because they only channel knowledge to students as long as they have more knowledge. In every teaching and learning process, in addition to instilling nationalist values in students, history teachers also provide religious values so that students always remember God, not violate existing norms, and their students become religious creatures.

The duty of teachers in schools is not only to deliver material but also to educate students on morals so that they have a good attitude. Moreover, the government has issued regulations regarding teacher professionalism so that teachers have scientific knowledge and pleasing personalities, professionalism, and social skills. One form of teacher professionalism is to prepare a teaching program before carrying out learning in the classroom; this needs to be done so that the learning carried out is planned and well arranged, as expressed by Mr. Ahmad Sahil, who explained the things that need to be prepared before carrying out learning in the classroom, namely the learning tools, designs, and methods used to carry out learning in the classroom. This means that before learning, teachers must prepare learning tools before teaching in class. When learning begins, teachers are more prepared, direct learning, and deliver according to the learning goals. Moreover, in line with Mr. Ahmad Sahil, other history teachers, such as Mrs. Ika, also said the same thing: the lesson plan and other methods before learning in the prepared classroom.

Conclusion

The implementation of history learning in instilling nationalist attitudes is still not going well, especially in preparing lesson plans that are only copy-pasted from the internet and not made by history teachers. So, when using media and methods, teachers only use discussion methods that are carried out repeatedly. In addition, the materials used are taken from package books from the government and other sources. Meanwhile, teachers' abilities are still limited in media use, plus media that has not been completed in each class. However, in terms of evaluation, it has been done well. The attitude of Nationalism owned by SMA Negeri 1 Pecangaan is manifested in things such as studying hard to achieve achievements, appreciating the services of heroes, loving domestic products, and being willing to sacrifice among fellow living beings. The obstacles faced by teachers in instilling nationalism are teachers who often use the same learning model and do not package it well, the influence of globalization, such as the internet, which makes it difficult for students to receive lessons properly so that the values conveyed by teachers are not able to be absorbed, and the habits of students who easily violate school rules. Efforts made in overcoming obstacles in instilling students' nationalism attitudes

are, first, history teachers, when learning, always approach students to abandon actions that can damage morals and instill nationalist values contained in history lessons in every teaching, such as telling stories of the struggle of heroes so that students always emulate the traits of students consistently exemplify the traits of heroes, second, in every teaching and learning process, in addition to instilling nationalist values in students, history teachers also provide religious values so that students always remember God so as not to violate existing norms and so that their students become religious creatures.

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