



# Building nationalism through history lessons for high school students in the city of Padangsidempuan

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## ARTICLE INFO

### *Article history:*

Received March 02, 2023

Revised March 16, 2023

Accepted March 30, 2023

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### *Keywords:*

History;  
National Learning;

## ABSTRACT

The portrait of Indonesia's national education today is experiencing a downturn. A number of problems still surround our world of education. The problem is not only in the form of equal distribution of educational opportunities, quality improvement and facilities, but also the low level of relevance of education to the needs of the world of work. This study aims to find out: 1) The values of nationalism contained in history lessons, 2) Learning strategies for building nationalism carried out by history teachers, 3) Obstacles experienced by history teachers in increasing a sense of nationalism, 4) Results achieved history teacher in increasing a sense of nationalism. The results obtained are that students can cultivate the values of nationalism such as discipline, honesty, diversity/diversity, unity and similarity. By using the lecture, discussion and question and answer methods as well as interesting media, relevant sources, motivation and reinforcement on the material on the Nationalism Movement in Indonesia, history teachers at Padangsidempuan Senior High School can instill a sense of nationalism in students.

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## INTRODUCTION

Each level of school must build a sense of nationalism in their students. In human life, education has a strategic role to be able to prepare students as good citizens. Fortify students as the next generation of the nation, provide enlightenment on deviant behavior that is detrimental to the nation and the State, provide a behavioral basis for mutual respect for existing communities, and be responsible and able to become citizens who are willing and able to defend their nation and secure its national assets (Husinaffan & Maksum, 2016). The formation of nationalist individuals must be arranged as early as possible. In this case, the younger generation is an individual figure who is very competent in determining the progress of a nation, because this will bring the nation to a better direction. (Amid, 2007).

Educational institutions play an important role in providing reasoning provisions to the community so that they can assess which of the traditions have stopped because they are no longer

in accordance with the times, which are still relevant and which have changed form. Therefore, students are the next generation of the nation who must be instilled with a strong sense of nationalism so that they know how important it is for the struggle of the Indonesian people to become a better nation and on par with other nations of the world. (Muliana, 1996).

Selection is not possible without going through education, because the cultural values of a nation can only be inherited and maintained through education. Through education a nation will be able to actualize the nation's cultural values. There is no denying that education is a tool that can preserve culture, including building a sense of nationalism (Pamungkas, 2014). By building a sense of nationalism, it is hoped that students will grow into human beings who can fill and defend Indonesia's independence. The goals to be achieved through national education include that national education must be able to grow and deepen a sense of nationalism, strengthen the spirit of nationalism and a sense of social solidarity. (Sulistiyono, 2018).

Learning history, especially learning national history (National Movement) is one of a number of lessons ranging from elementary to high school, which contains the task of building a spirit of nationalism in the nation and homeland. Learning history will raise empathic awareness among students, namely an attitude of sympathy and tolerance towards other people accompanied by mental and social abilities to develop imagination and creative, innovative and participative attitudes. The main task of learning history is in the framework of student character building (Kohn, 1984).

Schools have a tendency to strive for behavioral changes which are a reflection of every individual who takes shelter in society. Teachers must be more critical and active in carrying out their duties, coaching them makes teachers not just technical executors, but a professional task who understands and understands how to provide learning services to their students and teachers must be responsible for their teaching practice and for what students learn -the students (Freire, 2002). Empathic awareness is a social skill that has the ability to form awareness and solidarity. Meanwhile, tolerance will educate students to instill a democratic attitude with a big heart in respecting and respecting the opinions of others. In cultivating a sense of nationalism the role at every level of school is very important, history teachers are required to increase the sense of nationalism in their students.

## RESEARCH METHODS

This research uses the method lectures, discussions and questions and answers and interesting media as well as relevant sources, as well as motivation and reinforcement on the material of the Nationalism Movement in Indonesia History teachers in Padangsidempuan State Senior High School can instill a sense of nationalism in students in class XI IPS. The choice of this method is based on the consideration that where the learning process takes place, school is a social system. Therefore the approach used is a naturalistic approach. Through this approach researchers will pay attention to reality as something that has many dimensions, namely unity, and change/openness. Data obtained by direct observation of the learning process in Padangsidempuan State Senior High School, while the research instrument is the researcher himself, that is, the researcher is not able to change the fairness of the object under study through changes and all forms of intervention.

## RESULT AND DISCUSSION

The results of this study are the result of all data obtained from all informants encountered and found at Padangsidempuan City Public High School, both obtained from the results of observations, interviews, and questionnaires used by researchers to examine building a sense of nationalism through learning history. Building a sense of nationalism in this history subject is very appropriate in the material for the Indonesian Nationalism Movement in class XI IPS. The teacher provides material in various ways so that students can better understand and easily absorb lessons

and strengthen nationalism, so that later students can apply it in everyday life both in the school environment and in the community environment as well as in the nation and state.

In accordance with the results of observations and interviews conducted, history teachers who teach in class XI Social Studies that the history learning system is clear and leads to building students' sense of nationalism. History is the study of the three dimensions of time, namely past, present and future lives. Thus students can look back and appreciate life in the past, present and future more. The teacher's role is to provide motivations, reinforcements for past events, which are studied now and as provisions for the future.

Then the material presented is also in accordance with the learning theme, namely National Movement, the core of which is to build a sense of nationalism. The teacher during the lesson explained about the history of the Indonesian nation, such as the founding of Budi Utomo, the Youth Pledge, the Proclamation of Indonesian Independence, biographies of heroes, also told about Indonesia's natural wealth and the beauty of Indonesia's nature. All of this is very necessary in fostering and building a sense of nationalism in students so that they love Indonesia more and continue to maintain the integrity of the Unitary State of the Republic of Indonesia in the future. (Lay, 2006).

The tools and media used are high school history books for class XI, laptops, modems, historical pictures, white boards and LCDs. Through the LCD displayed power point, where the power point media is very helpful in learning nationalism. In PowerPoint media, the slide format is made in such a way that students are more interested in seeing, paying more attention to, and capturing more of what material is being conveyed. Apart from that, it also shows historical films, such as the documentary film about the founding of Budi Utomo, the Youth Pledge, the Proclamation of August 17, 1945, historical films of the struggle of the Indonesian people. (Hugiono and PK, 2002).

The learning approach is a scientific approach with the Group Investigation learning model. Besides that, various lecture models, group discussions were also carried out. When lecturing, the teacher usually inserts various current issues that have to do with the material presented, so that the material presented is current and up-to-date, so students don't feel bored so they will be intrigued to know and try to participate in existing problems and often provide reinforcement of nationalism in Indonesia, like using domestic products, loves culture, loves the environment (Elmubarak, 2008). After discussing, the teacher usually forms several groups to discuss various topics according to the material that the teacher conveys. Then students discuss with their respective groups and occasionally the teacher guides by providing understanding and direction to students who are still confused in the discussion. After the discussion is over, usually one of each group comes to the front of the class to make a presentation. After all is finished, the teacher and students make a conclusion. (Joyce, 1992).

After that the evaluation tool used is to use oral tests and written tests. Oral tests are used more often because from this it can be seen which students are really paying attention or not. The teacher takes direct approaches to students to be able to provide encouragement, motivation so that students are more motivated and have high enthusiasm to be able to love their own nation, so that the understanding of nationalism about Indonesia is increasingly rooted in their lives (Poespowardjoyo, 2003).

In interviews with several students such as Lily Suryani (Friday, 17 February 2023) said that through "learning history I understand nationalism, namely loving the motherland, remembering the services of heroes, loving domestic products and so on. (Santok.W, 2008). The teacher when explaining always invites students to be emotionally involved in listening to historical stories, so that students can feel how the struggle of the nation's martyrs was. Next Mr. Drs. Muhamad Soleh Harahap (Thursday, 09 February 2023) as a history teacher said that in the strategy of building nationalism by giving examples of historical events in the past by looking at

the current situation or seeing situations in class that can be used as examples of nationalism (Soedarsono, 2009).

A student named Risdayanti (Friday, 17 February 2023) said that the teacher when teaching history was very interesting and made me happy and understood and understood nationalism. The teacher explains very clearly, apart from using the LCD, he usually also explains using a white board which makes me understand better" (Ricard, 2002). As usual before teaching, the teacher always does an apperception first, which is to remind a little of the lessons that have been taught before. Then when entering the material enthusiastically the students pay attention to the explanation of lessons about nationalism in Indonesia, even when students feel unclear, they are bold and without any shame to ask, as said by Nazwa Fadillah (Friday, 17 February 2023) "I am I always ask the teacher if I feel unclear" (Kuntowijoyo, 2006). My conclusion regarding nationalism is a sense of love for the motherland that makes us more disciplined by growing our affection for the nation, the country, the heroes and people who serve and love domestic products.

From the results of interviews and observations it can be concluded that the teacher always provides reinforcement in directing and motivating students with various existing efforts and thoughts, so that students can more easily understand nationalism in everyday life to love their nation and homeland more easily (Nasution, 1984).

The learning outcomes obtained by students are related to material values of nationalism such as love for the motherland, tolerance, hard work, social care, unity and oneness, equality, responsibility, honesty, diversity and love of culture. By using the lecture method, discussion and question and answer and interesting media as well as relevant sources, as well as motivation and reinforcement on the material of the Nationalism Movement in Indonesia, history teachers at SMA Negeri in Padangsidempuan City can build students' sense of nationalism (Nieven, N, McKenney, 2006).

The following learning outcomes are presented in the table:

#### 1. Cognitive Aspect

Table 1: Cognitive Conclusions

Aspect	intervals	Class				Amount	Category
		IPS 1	IPS 2	IPS 3	IPS 4		
Knowledge, understanding and applications	61-70	2	2	1	2	7	Not enough
	71-80	19	21	19	22	81	Enough
	81-90	10	9	11	8	38	Good
	91 - 100						Very good
Amount	126						

The table above shows that there were 126 students who took daily tests in the aspects of knowledge, understanding and application given by the history teacher, the highest score was 81 people, meaning that students understood enough in the aspects of knowledge, understanding and application with the sufficient category of 81 students. Then 38 people, meaning that students understand and understand in terms of knowledge, understanding and application as many as 38 students. Furthermore, the lowest score is in the less category with 7 people, meaning that students

lack knowledge, understanding and application as many as 7 students. Thus it can be concluded that the history teacher succeeded in increasing the sense of nationalism in students.

### 1. Affective Aspect

Table 2: Affective Conclusion

No	1	2	3	4	5	Amount
1	110	10	3	1	2	126
2	81	38	4	2	1	126
3	76	46	1	2	1	126
4	18	54	37	15	2	126
5	94	25	2	3	2	126
6	87	34	2	1	2	126
7	2	11	24	63	26	126
8	2	3	9	55	57	126
9	23	76	22	3	2	126
10	21	85	16	3	1	126
Total	514	382	120	148	96	

From the table above it can be drawn students who understand or do not understand nationalism, so they know which students are able to absorb and understand the teacher's explanation.

### 2. Psychomotor Aspect

Table 3 : Student Activities

No	Activity	Characteristic	Activity	
			Good	Not good
1	Flag ceremony	Must	√	
2	Scout	Must	√	
3	Student Council	Choice	√	
4	Visit to Museums	Choice	√	
5	Maching Band	Choice	√	
6	Dance Arts	Choice	√	

It can be concluded that high school students in Padangsidimpuan City have a high sense of love for the motherland, tolerance, hard work, social care, unity and oneness, equality, responsibility, honesty, diversity and love for Indonesian culture.

Based on the interviews and statements of teachers and students that learning history experiences obstacles both from internal factors such as from students and external factors such as the environment and globalization as it is today. Many students complain because learning history tends to only tell stories, causing boredom and laziness to learn, resulting in drowsiness. An unfavorable environment and the currents of globalization which are incessantly penetrating all aspects of national and state life(Gottschalk, 2009).

## CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn: Through learning history, one can build and cultivate nationalist values such as love for the motherland, tolerance, hard work, social care, unity, equality, responsibility, honesty, diversity of discipline, diversity, unity, equality and love of Indonesian culture. In increasing nationalism which is an obstacle to environmental influences, lack of awareness as citizens, laziness,

globalization that is so fast in all aspects of life. Efforts to overcome this are by always providing students with an understanding and understanding of the importance of a sense of nationalism in everyday life. (National Policy for National Character Development 2010-2025, 2010). The researcher realizes that there are still many indicators and variables that influence student nationalism besides the family environment or history education. However, due to scientific limitations, other research is needed to explore the formation of nationalism, especially in the current era of globalization.

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