

## **THE ROLE OF HISTORY TEACHERS IN INSTILLING A SENSE OF NATIONALISM IN THE CLASS X STUDENTS AT SMA NEGERI 15 GOWA**

**Supardi Salam**

Doctoral Student of Study Program of Cultural Studies in Udayana University  
supardi.salam@yahoo.co.id

### **ABSTRACT**

This study aims to obtain more information about the role of history teachers in instilling a sense of nationalism in the class X students in SMA Negeri15 Gowa. The type of this research is qualitative descriptive which become the source of research data is the history teacher amounted to one person, the students of class X SMA Negeri15 Gowa and principal SMA Negeri15 Gowa. Data collection methods used are observation, interview and documentation. The results showed that the role of history teacher in instilling a sense of nationalism in the class X students in SMA Negeri15 Gowa is the role of history teachers in instilling a sense of student nationalism are teachers as role models, teachers as inspirators, teachers as motivators, teachers as a dinamicators, teachers as evaluators. While the obstacles encountered by history teachers in instilling a sense of nationalism in students include: different student backgrounds, technological developments that also influence the pattern of student thinking, the influence of mass media, and school facilities that have not been fully adequate in supporting learning history and the lack of meeting hours for the subjects of history. The history teacher's efforts in instilling a sense of nationalism to students that include: learning history (planning, implementation, evaluation) and extracurricular activities. At the planning stage consisting of syllabus and RPP designed by the history teacher.

Keywords: history teachers, nationalism, class X students

### **PRELIMINARY**

The problem of nationalism attitude has become a joint task that is from family, society, government. Both parents, teachers, and society are expected to provide concrete examples until finally embedded in the younger generation of the true national attitude. Nationalism today certainly differs from nationalism in the colonial period as proposed by (Cahyo Budi Utomo, 1995) that Indonesian nationalism is an integralistic nationalism in the sense of not discriminating society over the class but overcoming all diversity. In short Indonesian nationalism is to unite in difference (Bhineka Tunggal Ika). There are many ways that can be done to show love to the homeland. Like studying well in order to achieve the ideals to fill independence or show a caring attitude to the state with indifference around, maintain and maintain the universe, and keep the wealth of the nation that has long struggled and built by our precursors.

Nationalism that must be owned by all citizens can be invested in children both at home and at school. Teachers, parents, and the community can at least motivate students how to have high learning spirits so they can use their knowledge later to educate the next generation by embracing honesty, tolerance, discipline, and self-interest values rather than personal interests, and respect for others.

Educational institutions in this case the school also has an obligation to cultivate a sense of student nationalism. Through lessons that can develop values that can be used as guidelines for students in real life to form the character of students who love the nation and country.

The role of teachers becomes very important in the formation of the character of students who have a sense of nationalism. The sense of nationalism is something that must be owned by everyone, especially students so that in the development process becomes an important capital in the continuity of life of nation and state. A teacher in the process of teaching and learning is not just delivering the material but also must make efforts to make the lesson material is also a fun activity and can foster the value of character in students. The higher the ability of teachers in implementing the teaching and learning process, the higher the success of teachers in instilling student character values. The conclusion of this statement that the importance of instilling a sense of nationalism in education is strongly influenced by the ability of teachers in managing the learning process in the classroom.

## **DISCUSSION**

### **1. The Role of Teacher History Instill a Sense of Student Nationalism**

#### **a. The Role of History Guru**

Based on the study of Pullias and Young (1988), Manan (1990) and Yelon and Weinstein (1997), quoted by Mulyasa (2005: 37) there are at least 19 teacher roles as teachers, teachers as teachers, teachers as tutors, teachers as trainers, teachers as advisors, teachers as reformers, teachers as model and role model, teacher as a person, teacher as a researcher, teacher as creativity motivator, teacher as vision generator, teacher as regular worker, teacher as pengindah tent, teacher as pembawacerita, teacher as actor, teacher as emancipator, teacher as evaluator, teacher as preservative, teacher as culminator. In relation to the role of history teachers in instilling a sense of student nationalism are teachers as role models, teachers as inspirators, teachers as motivators, and teachers as a dynamic and teachers as evaluators.

Implementation of teachers as role models is done both theoretically and practically. Giving exemplary example of the struggle parapahlawan able to provide a good example to students in determining the attitude to love the country more. Subject exemplary practice that is required to do history teacher is about discipline in learning both the discipline of time and discipline in delivering the material must be in accordance with predetermined learning objectives. The teacher as the inspiration directs the students to optimize all their potential. Teachers make efforts in changing the mindset of students to love more history with not only explain the theory but can be developed into scientific research on historical objects.

This can be developed by teachers as a technique in learning in the classroom in order to grow students' curious attitude to history that once existed in the area around their residence. Teachers as motivators give many influences to students. Motivation given by Jumran, S.Pd. directing students to

dare to express opinions, be responsible, and also more diligent reading which is a reflection of the attitude of nationalism.

• **The Obstacles That Arise in The Process Of Instilling a Sense of Nationalism**

The sense of nationalism that all citizens must have in practice has not been fully implemented. The phenomenon that occurs today that the rise of corruption and the young generation who are indifferent to all existing problems show a declining nationalism attitude. To that end all teachers in particular history teachers and the implementation of character education can support the formation of such nationalism attitude. But in the implementation of this attitude of nationalism, teachers experience barriers.

Obstacles in forming the attitude of student nationalism in SMA Negeri 15 Gowa. First, it is the difference of the students' background; Secondly, the cultivation of a sense of nationalism is also related to the education that exists within the family. the third is the development of a very rapid communication tool, bahwasannya development of this sophisticated technology also affects the mindset of students who tend to be practical without any effort, thus inhibiting the cultivation of a sense of nationalism, the fourth is the news in the mass media about chaotic political situation which is an example not good for student development. the fifth is school facilities that have not been fully adequate. The use of school facilities to support the implementation of learning has not received sufficient attention from the principal.

• **History Teacher's Efforts in Instilling a Sense of Nationalism**

a. Learning Planning

Learning planning consists of syllabus and RPP has included character values that become teacher guidance in instilling the values of nationalism in student self. Preparation of syllabus is a collaboration between history teachers in SMA Negeri 15 Gowa, so there are no significant obstacles. The addition of understanding provided by the principal and the vice principal is included in the syllabus can also work well.

Based on the results of observations teachers have been able to choose the values of nationalism in accordance with the subject matter of history and according to the conditions of students in the classroom. Teachers are able to develop the values of nationalism into the real learning process of history.

b. Implementation

Implementation of history learning by the history teacher in order to form the attitude of student nationalism is closely related to the delivery of material relating to nationalism, learning strategies, learning media.

1.) Learning materials

Historical material related to nationalism able to be delivered by the teacher well. The teacher relates this nationalism to the events occurring at the present time making it easier for students to understand it. In addition, the explanation of historical material is done to arouse students' interest in

history lesson with story or humor interlude so that learning will be more interesting. At the time students are interested in the lesson it will be easier to explain the meaning contained in the material history that in the end can be a value or guidance of students in attitude.

### 2.) Learning Strategy

Learning strategy is a ploy deliberately planned by the teacher, with regard to all the preparation of learning so that the implementation of learning runs smoothly and the objectives in the form of learning outcomes can be achieved optimally. Method is the way of presenting the material. Based on the observation of the methods used in the nationalism flavoring is varied lectures, discussions, film screenings, frequently asked questions, assignments. The use of discussion methods and film screening is considered effective enough to internalize the values of nationalism to students.

Historical films that tell of the heroes' struggles are able to inspire the spirit of student nationalism. The depiction of hard work and how to create a sense of appreciation for the services of heroes as a form of nationalism.

### 3.) Learning Media

Learning media by Sudjana and Rivai (2009: 2) can enhance the learning process of learners in teaching which in turn is expected to enhance the learning achievement. The reasons for using the media in learning include: (1) teaching will attract more learners so that it can foster motivation to learn; (2) teaching materials will be more clear meaning to be more understood by learners; (3) teaching methods will be more varied; and (4) learners do more learning activities, because not only listen to teachers but also perform other activities such as observing, performing, demonstrating, and others.

The use of media to support the formation of nationalism attitudes include historical films, photographs, and artifacts. Media is used to make students interested in studying history in more detail. Historical films can illustrate the hard work of the heroes of the nation so as to encourage the young generation today. Historical photos can also be a medium that makes students more interested in history and can develop it into a fun vehicle.

- **Evaluation**

The evaluation does not only measure students' academic achievement, but also measures the development of student behavior. In practice, history teacher at SMA Negeri 15 Gowa evaluated the cognitive, affective, and psychomotor aspects. Master of history Jumran, S.Pd. in the evaluation using written test assessment techniques, oral tests, and attitude assessment tests. The instrument of evaluation prepared for maximum results in instilling Nationalism values is to make the minimum completeness criteria of the learning outcomes, make multiple choice questions, description, correct for cognitive aspect, skill test, homework test, oral test for psychomotor aspect, the observation sheet makes the student attitudinal assessment journal for the affective aspect.

Daily Deuteronomy and there will be remedial or enrichment if it has not reached the minimum completeness criteria. To assess students' attitudes included in the research journal attitude that is done openly with the students, the goal is that students continue to be eager in learning and

provide a deterrent effect to students. Learning results are recorded in the list of values, attitude assessments recorded in the journal.

- **Extracurricular**

Extracurricular activities are out-of-subject educational activities and counseling services to assist the development of learners

according to their needs, potentials, talents, and interests through activities that are organized by educators or educators who are capable and authorized in the school. Extracurricular that can support the formation of student nationalism attitude is scout. Extracurricular activities can apply the theories gained in learning to be practiced directly. Scouts that teach about the love of the country also instill discipline, self-confidence, and responsibility.

## **CONCLUSION**

Based on research on the role of history teachers in instilling a sense of nationalism in the class X students in SMA Negeri 15 Gowa, it can be drawn some conclusions:

- The role of history teachers in instilling a sense of student nationalism are teachers as role models, teachers as inspirators, teachers as motivators, teachers as dynamic, teachers as evaluators.
- The obstacles encountered by the history teacher in instilling a sense of nationalism among students include different student backgrounds, technological developments that have an effect on students' thinking patterns, the influence of mass media, and school facilities that have not been fully adequate in supporting historical learning and the lack of meeting hour's lessons for history subjects.
- Efforts of history teachers to instill students' nationalism attitudes that include historical learning (planning, execution, evaluation) and extracurricular activities. At the planning stage consisting of syllabus and RPP designed by the history teacher. Implementation phase includes the delivery of materials, learning strategies and learning media tailored to the objectives of learning and can generate student interest in implementing learning learning. Evaluation stage is done with journal entitled. Extracurricular activities ie Scouts that become a container to directly practice the attitude of nationalism in addition to the existence of routine activities aimed at fostering mutual help-help, cooperation and mutual cooperation to achieve a harmonious atmosphere in school.

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