



Conquering the Future with the Heritage of the Past: Strategies for Instilling History and National Attitudes in High Schools

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Abstract

This study was aimed to describe the cultivation of historical values and nationality attitudes of teaching history in Jambi City High School. The aspects examined include historical overview of the implementation of learning in high school, teacher understanding of values and nationality attitudes, cultivation effort of historical values and nationality attitudes of teaching history, and high school students' understanding about the historical values and nationality attitudes and the teachers efforts on the cultivation of the historical values and nationality attitudes. This study uses qualitative research methods with a phenomenological approach and designed using multisite design, consisting of three high schools in the city of Jambi. There are two data analysis used in this study are: analysis of the site and cross-site analysis. The results showed that implement history learning based on curriculum, but the implementation is still experiencing a variety of weaknesses, for example in the use of learning strategies that include tricks, instructional methods and media that are still in the number of students who are lazy in learning. Therefore the purpose of teaching history is expected the historical values and nationality attitudes has not been achieved yet. Teachers actually have an understanding of the historical values and nationality attitudes and has sought to instill the historical values and nationality attitudes with the values slipped through the explanation that he conveyed through storytelling, giving an example based on the reality of students, exemplary for students with provide advice and motivation.

Keywords: Historical Values; Nationality Attitudes; Teaching History

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INTRODUCTION

If history is viewed as value education, then the expected values will occur in a gradual process. Students will learn to know values, then these values will be thought about reflectively to be understood and processed with mature thought to then be chosen and accepted (Aslam et al., 2021; Winda & Firmansyah, 2021). These internalized values will then be displayed in student behavior. Students' commitment to the values they choose will equip them when making choices in their attitudes or behavior.

Values are references and beliefs in making choices, values are something that is desired so that it gives rise to action in a person (Prastuti, 2020; Waliyuddin, 2021). Thus value can mean

something that is valuable, quality, shows quality, and is useful for humans. Something is valuable if it is valuable or useful for human life (Fadila, 2021). Values are an important foundation for shaping the character of a nation's society. Values do not grow by themselves, but through a process of learning and awareness, one of which is carried out through the education process at school. This is in line with Gagne's opinion that learning is a complex activity, after learning it is hoped that students will have skills, knowledge, attitudes and values (Sajidan et al., 2020; Tang et al., 2021).

Based on the contents of the attachment to Minister of National Education Regulation Number 22 of 2006, it shows that history subjects have strategic meaning in the formation of a dignified national character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love of the homeland. It is hoped that the historical values contained in the contents of the attachment to Minister of National Education Regulation Number 22 of 2006 will emerge in students who study history and with these values will give birth to a national attitude. Values in history can be human experiences. Humans in general will use the experiences they have as a guide or example to improve their lives. Based on the contents of the attachment to the National Education Ministerial Decree, the values that will be studied in this research include nationalism, patriotism, unity and oneness, solidarity and democracy. Among these values, the ones that stand out are the values of nationalism and patriotism.

That attitude (affective) is closely related to the values a person has, attitudes are a reflection of the values they have. In this way, historical values can shape students' national attitudes (Cicia et al., 2021). The meaning of attitude can be translated as an attitude towards a particular object which can be a view or feeling attitude, but this attitude is accompanied by a tendency to act in accordance with the attitude of that object (Qondias et al., 2022). So attitude can be translated correctly as an attitude and willingness to act on something. Attitudes lead to a thing or an object, there is no attitude without an object. A national attitude is an action of a person as part of the Indonesian nation which is manifested by the highest loyalty that a person must give to his nation and state. Someone who has studied the history of their nation is expected to be able to embody this national attitude (Adawiah & Ginoga, 2022; Sandari, 2020). Instilling a national attitude in schools can be done through learning history (Setiawan et al., 2020; Wulan, 2020). The methods used by teachers to instill historical values and national attitudes include: telling stories, providing good examples to students, getting into the habit of respecting and appreciating the nation's cultural heritage, and providing motivation in learning (Setiani et al., 2021).

Bung Karno, who was the central figure of the proclamation, always advised the generations of this country with the motto "Red Coat", never to forget history. However, in the current phenomenon, the meaning of this expression seems to have been lost and is starting to be eroded in the conscience of the current generation. This generation of people seems to have forgotten the history of their own nation, marked by the waning of nationalist values and national attitudes (Ihsan et al., 2021). This can be seen from the findings in the field, that many students do not pay attention to school regulations, are not disciplined, many students do not know national hero figures and do not emulate the heroes' services, lack fighting spirit to build the country, have an attitude that is not reverent in participating in flag ceremonies, less participation in activities that promote national values and attitudes, for example in commemorating the Youth Pledge.

This is in line with previous research that history lessons play a role in shaping national character, fostering national attitudes and love of the country. This previous research provides insight that in the current era there are many cases that arise due to the lack of morals of the Indonesian people which do not reflect the character of the Indonesian nation itself. This can be due to a lack of moral education provided by the school or family where the person is located. Apart from that, the environment in which a person socializes can also influence a person's morals and character. The difference is that previous research was conducted in elementary schools.

The problem is precisely how to instill these values, especially in the students who will become the next generation of this nation. Considering that these values are slowly starting to be degraded along with the unavoidable phenomenon of globalization (Bartelds et al., 2020). It is not surprising that

the spirit of nationalism fades and individualism becomes stronger in the practice of social life today. In this case, the history teacher's role is to create a pleasant history learning atmosphere by choosing appropriate learning strategies, as well as certain tricks in an effort to instill historical values and national attitudes in students, so that the expected goals can be achieved (Benabed & Boeru, 2023).

This research aims to describe the instillation of historical values and national attitudes in history learning at state high school 1, state high school 6, and state high school 11 in Jambi City. Which includes a description of the implementation of history learning, Jambi history teachers' understanding of historical values and national attitudes, the methods used by teachers in instilling historical values and national attitudes in history learning and students' understanding of history learning.

RESEARCH METHODS

Research Design

This research will focus on cases that occurred in three different places (sites), namely High School 1, High School 6, and High School 11, Jambi City. To obtain an overview of the phenomena that occur in history learning activities carried out by teachers and students, the research uses qualitative research methods with a multi-site study design. As stated by Bogdan and Bilken, a multisite study design is a form of qualitative research design that can be used to develop theories drawn from several research settings, so as to produce theories with broader generalizations and more general explanations (Anggito & Setiawan, 2018; Kusnadi, 2022).

Research Target/Subject

This research will examine history learning activities carried out by teachers and students in three high schools in Jambi City, namely High School 1, High School 6, and High School 11. The subjects of this research are teachers who teach the subject. history and the students who take part in the learning. This research uses a purposive sampling technique. Teachers who have sufficient teaching experience in the field of history and students who represent various levels of understanding and involvement in history learning will be selected as the sample. Sampling was carried out by considering factors such as grade level, gender, and student academic achievement.

Research Procedure

The data collection procedure in this research was carried out through observation, interviews, questionnaires and documentation. Starting with initial observations in June 2021 and field data collection from July-December 2021, the data analysis stage after research starts from January-March 2022.

Instruments, and Data Collection Techniques

In this research, data will be collected through various instruments and techniques designed to gain a comprehensive understanding of history learning activities in three high schools in Jambi City. First, direct observations will be carried out by researchers in the classes studied, recording interactions between teachers and students, as well as the teaching methods used. Second, interviews will be conducted with teachers and students to gain an in-depth view of their experiences, perceptions and opinions regarding history learning. Third, questionnaires will be distributed to students to obtain their responses to learning history and instilling historical values and national attitudes. Finally, data will also be obtained from official documents such as curriculum, textbooks and learning materials used by teachers. By using these instruments and data collection techniques, the research is expected to provide in-depth insight into history teaching practices in high schools.

Data analysis technique

The data collected will be analyzed through a qualitative approach, using thematic analysis techniques, coding, comparative analysis and data interpretation. Analysis will focus on identifying main themes, grouping data into relevant categories, comparisons between the three schools studied, and

interpreting the results in the context of the research objectives. Thus, this research will provide a comprehensive understanding of history learning practices and the instillation of historical values and national attitudes in high schools.

RESULTS AND DISCUSSION

The results of this research describe the implementation of history learning in three high schools in Jambi City. Although the majority of history teachers have a bachelor's degree in history education, there is one teacher who has an educational background in Social Sciences. These teachers are expected to understand the concept of history learning as well as learning methods and techniques. The learning process involves the use of various methods such as lectures, discussions, assignments and field trips, but the use of learning media is not yet fully effective (Priyambodo & Wulaningrum, 2017). The teachers here understand the importance of instilling historical values and national attitudes, including nationalism, patriotism, tolerance, unity, local culture and creativity, and are aware of their role in shaping students' character. They use various methods, including providing examples, telling local wisdom, using learning strategies, familiarizing themselves, and providing motivation to students (Islami et al., 2020).

Students also have diverse experiences related to learning history. Students' interest in this subject is influenced by the material taught, the way teachers teach, and the instillation of historical values and national attitudes. The students highlighted the importance of using interesting and supportive learning methods, as well as the role of teachers in providing motivation and role modelling (Muhammad et al., 2021). In addition, students' experiences in learning history are influenced by their individual conditions and the teacher's efforts to instill relevant values.

The research results show that although the majority of history teachers have a bachelor's degree in history education, there is a diversity of educational backgrounds among them, with one teacher having a social sciences background (Ekici & Erdem, 2020). However, these teachers are expected to be able to understand the concept of history learning and apply various methods. Even though various learning methods are used, the use of learning media is not completely effective (Nurhayati, 2017). Therefore, further efforts are needed to increase the effectiveness of the use of learning media in history learning.

The teachers in this study had a fairly good understanding of the importance of instilling historical values and national attitudes in students. They realize that learning history is not only about factual knowledge, but also about shaping students' character and instilling values that are important for their lives in the future (Gregory, 2010). Therefore, they use various methods to instill these values in students, such as providing role models, telling local wisdom, and providing motivation. The teachers in this study used various strategies to instill historical values and national attitudes in students (Musyarofah et al., 2013). They provide examples, share local wisdom, use interesting learning strategies, familiarize themselves, and provide motivation to students (Alstein et al., 2021). However, there is still room for further development in the strategy of instilling these values to make them more effective and integrated in history learning (Yulianti et al., 2016).

Students have varied experiences related to learning history. Their interest in this subject is influenced by various factors, including the material taught, the way teachers teach, and the instillation of historical values and national attitudes (Weng et al., 2019). The importance of the teacher's role in providing motivation, role modelling and interesting learning was also highlighted by students. Therefore, continuous efforts are needed to improve the quality of history learning and strengthen students' positive experiences in this subject.

Previous research shows that instilling the values of struggle through learning history is the right thing to cultivate good character to emulate and emulate in terms of words and deeds. The value of struggle is essentially the same as the value of character, because both are equally good as examples to follow (Rohana et al., 2020). In line with the results of research conducted at this time, the understanding of history teachers is related to the values of the struggle of Sultan Agung and national heroes, figures who have exemplary values which are considered able to shape the character and morals of students to be imitated and imitated in everyday life.

Thus, the results of this research provide an in-depth understanding of the implementation of history learning, teachers' understanding of historical values and national attitudes, ways of instilling these values, and students' experiences in learning history. The implications of these findings can be used as a basis for further development in planning, implementing and evaluating history learning in high schools.

The results of this research present an important contribution to the understanding and practice of history teaching in high schools. Research highlights the diversity of history teachers' educational backgrounds, the use of diverse but not yet fully effective learning methods, a deep understanding of historical values and national attitudes, diverse strategies for instilling values, as well as diverse student experiences in learning history. These findings mark novelty in considering diversification of teacher educational backgrounds, integration of technology in learning media, emphasis on holistic learning, development of more effective value instillation strategies, and inclusive approaches in meeting the needs of diverse students. A limitation of this study is its focus on three high schools in one particular city, which may limit the generalizability of the findings to a broader context.

CONCLUSION

The conclusion of this research is that history learning in state high school 1, state high school 6, and state high school 11 in Jambi City has shown significant efforts in instilling historical values and national attitudes in students. History teachers understand the importance of incorporating these values into learning, using a variety of methods and strategies, and paying attention to the diversity of student backgrounds to create fun and meaningful learning experiences. Apart from that, students' positive experiences in learning history are also influenced by learning material factors, the teacher's teaching style, and efforts to instill values made by the teacher. This emphasizes that learning history is not only about imparting knowledge, but also forming students' character and national identity.

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