



Historical Education in the Process of Nation Character Building of Indonesia

Sutrisno Mohamad^{*}; Mursalat Kulap; Laili Masithoh Hamdiyah

Faculty of Social Science, Gorontalo State University, Indonesia
Email: lailimasithohhamdiyah@gmail.com

<http://dx.doi.org/10.18415/ijmmu.v5i5.443>

Abstract

This paper aims to provide an explanation of the relation of historical education with the process of nation character building in Indonesia. This study uses literature review method. The results show that historical education has a very strategic role to shape the character and identity of the Indonesian nation. To be able to realize it, the curriculum must be considered in historical education, learning process, as well as historical learning materials. The history curriculum must be able to accommodate the interests of the nation character building process. Furthermore, the learning process of history must also be able to optimize the process of internalization and actualization of values in historical events. Finally, historical material must be able to collaborate on academic and pedagogical elements.

Keywords: Historical Education; Nation Character Building; Indonesia

Introduction

Nation Character Building has become a focus in Indonesia's national education goals in recent years. In the midst of globalization that demands global uniformity, the character of the Indonesian nation is at stake and even the risk of degradation of the nation's character values can be unavoidable. Strengthening of characters is necessary to be the foundation of support in the battle of globalization. Therefore, the absolute existence of a formulation in terms of strengthening the character of the nation that formally certainly exist in government institutions namely educational institutions. Education becomes the main umbrella in strengthening the character of the nation, because that's where the younger generation is forged and formed through the learning process. This is the main stimulus in educational programs in Indonesia, known as character education.

Character education is integrated with learning that occurs in all subjects, directed at strengthening and developing a child's behavior as a whole, and all of them refer to the values referred to by formal institutions (Kesuma., Triatna., and Permana., 2013). Character education should be given to the learners in each subject. In such a case, historical education as one of the subjects in formal government schools becomes an important part in the effort to shape the character of the nation. As Hariyono (1995) points out, historical education in schools has its usefulness first as a lesson of the past that can be used to see the present and the future. Second as an inspiration in today's life. This means that by studying the history of the Indonesian struggle or the exemplary stories of the predecessors, it can be

used as an inspiration in behavior in the present era. Furthermore, for the third history is recreational. It means that studying history is the same as doing recreation in the human past.

Looking at the above, it is no exaggeration to say that historical education has a central role in shaping the character of the Indonesian nation. The role played by the nation's warriors can be taught and inspired in the spirit of filling independence today. Thus, the hope of becoming a strong and unyielding nation can be realized by maximizing the role of historical education in formal schools. This paper will provide an explanation of historical education relation with the formation of national character or known as nation character building.

Urgency of Nation Character Building

The life of society, nation and state has shown degradation and demoralization in the practice of life and nationality in Indonesia. Degradation of values and morals as the core or core values of character formation not only occur among the common people but also has penetrated into the personalities of professionals, public figures, students, and political elites. Various kinds of unusual life practices and far from the ideals of the state are on display. Corruption, abuse cases, fraud in education, and many other unscrupulous behaviors seem to be normal in this era of competition. As a result, moral destruction and the road to the ideals of Indonesian independence became distant. This issue seems to be an integral part in every level of society.

Seeing the problems as faced today, it is necessary for the process of nation character building to become the main funnel offset the flow of moral decline, and certainly expected to lead to the human character of Indonesia is strong, honest, compatible, and uphold cultural values to be the main foundation in development. This is where the character of the nation manifested through human character, very important role to be the basis of motion and shield the degradation.

Character is the nature brought by each individual, which each person has their own character. Character's meaning is more moral and personality of a person, of course, which is positive. Character is the values of human behavior associated with god, self, fellow human being, environment and nationality, which manifests in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture and customs.

Meanwhile, in terms of language, character building consists of two syllables that is build (to build) and character. Build means to build that has the nature of repairing, fostering, establishing. While the character is morality or character that distinguishes a person from the other. So, character building is an effort to build and shape morals and good man person to be good. In the context of education, the definition of character building is a process or effort undertaken to foster, improve, and / or form character, psychological nature, morals, human beings (community), thus showing good behavior (Megawati., 2004).

In building individual characters, good behavior is required in order to carry out organizational activities, both in government organizations as well private organizations in the community. Character is something that is very important in the development of human quality, then the character has a meaning as a fundamental value to influence all the thoughts, actions and deeds of every human being in the life of society, nation and state.

Character Building has an important role to shape one's character. In Islamic history, about 1500 years ago, Muhammad SAW also asserted that his main mission in educating humanity is to seek the formation of good character. His first teaching is honesty (*Al-Amien*) and how to build that good

character. Then it has also been taught that man must always be able to learn (*iqra*), learn from written verses as well as unwritten verses (Q-Annes and Hambali., 2008).

According to Koesoema (2007), there are three basic reasons for character building education. First, factually, consciously or not, intentional or not, educational institutions such as schools have an effect on the character of learners. Second, politically, every country expects citizens who have a positive character. Many things related to the success of development of country is very dependent on the character of his nation. Democracy championed in many countries, success and failure also depends on the character of the citizen. This is where an educational institution, such as a college must contribute to the formation of characters in order to keep their nation. Third, recent developments have shown that effective character education can encourage and enhance achievement in learning. In other words, character education can also improve learning. In addition, character education is able to deliver the students to face the work environment, with good character then the deviation behavior (bad morals) does not occur.

Seeing the position of nation character building that the urgency in the life of nation and state today, it is not so excessive if indeed the Indonesian education world focus on the development of this issue. It is necessary to think of one way as a media in the process of nation character building. And historical education as one of the subjects integrated in the national curriculum of Indonesia should be considered, given that the material taught contains many exemplary values in the struggle for national independence, and at the same time be able to inspire learners in building attitudes that later became representative of his character. As Kochhar (2008) argues that history is moral education, being able to see the good or bad of a person's behavior in the past, and history can also reinforce the value of nationalism.

Furthermore, Zuhdi (2014) says that history will be able to shape nationalism and also be able to define the identity of a nation. Especially in the face of globalization which certainly requires a strong foundation in order to be able to maintain the identity of the Indonesian nation. Looking at Zuhdi's view of the correlation of history with the identity of the nation, it is not excessive if history is said to be an important element in the issue of nation integration. In addition, Carr (1965) says that history also has the ability to explain past events in a holistic way and can also provide a capable solution in the contemporary context.

Historical Education and the Process of Nation Character Building

According to Hasan (2008a), historical education has potential in order to build the character of the nation. The potential in question is: developing critical thinking skills, developing curiosity, developing creative thinking skills, developing heroic and leadership attitudes, building and developing the spirit of nationalism, developing social awareness, developing communication skills, developing the ability to search, process, package, and communicating information.

Especially about heroism and nationality, further Hasan (2008c) said that basically the historical figure is a hero and leader for society and nation. The hero and leader, perhaps doing something successful but also doing something that the success rate is not high or even fail. Historical learning can provide an understanding of a successful, unsuccessful, or even failed hero and leader. Based on the study, learners who study history can think of something other than what the heroes and leaders have done. Learners can become heroes and leaders by learning what's going on in their people, finding solutions, and planning heroic and leadership actions to implement the solution. It may be a concept in the form of writing. Creativity in learning history can be done by applying "if history", so learners can do a study on the consequences of a historical event created in the form of "if history".

In the act of heroism and leadership, there is a willingness to sacrifice. Sacrifice when what a goal fails, sacrifice when the person has to do something that is not necessarily successful. The willingness to sacrifice is the basis of heroism and leadership, and therefore must be developed in historical education. The problem is that historical education only asks learners to memorize the names of heroes and leaders, the number of years of heroic and leadership acts, and the outcome of the heroic and leadership acts as they must memorize why the action took place. Historical education does not undertake further learning by conducting a more in-depth study by inviting learners to discuss issues related to heroism and leadership, followed by a follow-up on what to do in the present (Hasan., 2008c).

Building the attitude and spirit of nationality is the potential of historical education that many reviewed by experts. It can hardly be said that every article on the purpose of historical education discussed by scholars, always mentions building the attitude and spirit of nationalism as one or even the main purpose of historical education. But unfortunately, the goals are often reviewed by experts are only limited to something that is normative and not developed "adequate" in learning history. Historical education is often "take it for granted", that by learning various national historical events, learners will have a high attitude and national spirit. This "take it for granted" attitude should not be continued because with such an attitude, the attitude and spirit of nationality are not formed (Hasan., 2008c).

The potential of historical education which further according to Hasan (2008b) is to develop national identity. Historical education is a vehicle that provides an opportunity for the young generation to perform the process of self-identification as a member of this nation. Therefore, for 9-year compulsory education must be determined minimal materials, and the process of historical education is effective in developing identity as a member of the Indonesian nation. Failure in this process will lead to tensions between members of one nation and another, between one social group with another, and having the potential for nation disintegration.

From the various opinions that have been described above, it is very clear how the role of historical education is very important in the process of nation character building. This reality will have an impact on the development of the quality of Indonesian people who sometimes do not become the main focus in the Indonesian curriculum which focuses only on essentialism and perennialism, as well as on the mastery of applied technology. With effective and efficient history learning, it is hoped to form the quality of Indonesian human self-plenary as the character of the Indonesian nation.

Conclusion

The life of the Indonesian people in this complex and challenging era, must have a strong foundation in the sphere of behavior and character of the nation. It can not be denied that historical education has a role as a media in the process of nation character building, such as what has been described above. Through the potential possessed by historical education both in the process and its output, it is possible to serve as a medium for character formation and national identity. Everything will be done, if history learning in formal schools runs effectively and efficiently.

To become the nation's identity education media, historical education must pay attention to curriculum, learning process, and learning materials. In the curriculum, historical education must have an important position as a medium for the formation of national identity. The position should be visible in the curriculum position and an adequate learning load, characterized by a reasonable amount of duration in accordance with the burden of the value embodied to form the identity of the nation. For that, it takes a clear political decisions and prioritize the formation of humans with humanity in addition to the ability to think.

In the learning process, historical education should provide opportunities for learners to internalize value in addition to the development of thinking ability. Historical education should not be used as a tool to hate a nation's past but provide an opportunity to learn from past mistakes. Historical education should provide valuable lessons on past successes and failures. In the subject matter, historical education has to present many elements of humanity along with its sacrifice. The history textbook is a book for educational purposes, therefore it should be able to collaborate on academic elements and pedagogic elements.

References

- Carr, Edward Hallett. (1965). *What Is History*, New York: Alfred A. Kompf.
- Hariyono. (1995). *Mempelajari Sejarah Secara Efektif*. Jakarta: Pustaka Jaya.
- Hasan, Hamid. (2008a). *Pembelajaran Sejarah yang Menarik*. This article is presented on Workshop Pendidikan Sejarah in Medan, Direktorat Sejarah, Departemen Pariwisata dan Sejarah.
- _____. (2008b). *Pendidikan Sejarah dalam Rangka Pengembangan Memori Kolektif dan Jatidiri Bangsa*, writing in order to commemorate the 100th anniversary of the death of Sartono Kartodirdjo.
- _____. (2008c). *Pendidikan Sejarah Sebagai Media Nation Character Building*. Articles presented on Sarasehan Nasional 100 Tahun Hari Kebangkitan Nasional, Mou DHD 45 dan MSI Jawa Timur in Surabaya.
- Kesuma, Dharma; Triatna, Cepi; & Permana, H. Johar. (2013). *Pendidikan Karakter: Kajian Teori dan Praktek di Sekolah*. Bandung : Remaja Posdakarya.
- Kochhar, S. K. (2008). *Teaching of History (Pembelajaran Sejarah)*. Jakarta: Gramedia Widiasarana Indonesia.
- Koesoema, A. D. (2007). *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- Megawati, R. (2004). *Pendidikan Karakter*. Bandung: Pustaka Mizan.
- Q-Annes, B. dan Hambali, A. (2008). *Pendidikan Karakter Berbasis Al'quran*. Bandung: Simbiosis Rekatama Media.
- Zuhdi, Susanto. (2014). *Nasionalisme, Laut, dan Sejarah*, Jakarta: Komunitas Bambu.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).