

The Strategies to Increase the Nationalism of Senior High School Students through the Historical Inquiry-Based Module

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Abstract

This study aims to describe the strategies and the effectiveness of the historical inquiry-based module to improve the nationalism of High School students. The efforts to improve the nationalism of high school students are done to minimize the low nationalism of High School students due to the influence of globalization. This study uses a combination research method of qualitative and quantitative that is sequential explanatory mixed method design. The results showed that the historical inquiry-based module is able to enhance material understanding and investigate the issues carefully and in structured. The problems that are arranged in the modules are contemporary related to the low nationalism due to globalization effects in the students' environment. While the material on the module is local history material. Students' understanding towards the material and the ability to associate the contemporary global problems can increase nationalism. Based on the statistical data analysis of inquiry-based modules are effective for increasing nationalism.

Keywords: Increase Nationalism in High School Students, Inquiry-Based Module

Introduction

Entering the 21st century, nationalism is confronted by many challenges; one of the challenges is globalization. The impact of globalization penetrates very quickly into society, especially among the young generation. Globalization impacts on the loss of national identity as a nation which has a national identity. This is evidenced by the symptoms that arise in everyday life in young generation today. The era of globalization which is characterized by mutual openness and dependence among countries affects the national identity (nationalism). As stated by Suryani (2015: 208-219) globalization which is characterized by openness and dependence presents a great opportunity to adopt and implement innovations that come from the outside. Besides, the benefits of globalization are to educate people to have a cosmopolitan mindset and think globally. As an intelligent global society should be wise to address the impact of globalization because globalization does not necessarily have the positive effects. Globalization not only gives easiness but also poses various problems. One of them is the loss of identity and national identity.

The nationalism of today's young generation is even more apprehensive, the impact of globalization which is not addressed thoughtfully affects the nation's moral. The anarchism phenomenon among youth, the fading sense of love for the nation's culture and concerning for the community become a big challenge for the nation. It takes steps to anticipate the negative effects of globalization on the nationalism. Nationalism according to Kusumawardhani and Faturochman (2004: 61-72) for the history of the Indonesian independence struggle becomes a magic word that is able to generate power in the struggle against oppression as a result of colonization. The feelings of same destiny are able to defeat the differences of ethnic, cultural and religious.

As stated by Hara (2000) nationalism includes a broader context of citizenship equality of various ethnicities and cultures within a nation. Nationalism also needs a national identity as a nation. Nationalism as a unifying tool of various elements of the nation formation is also a form of ideology which puts the love, loyalty, and commitment to the state and nation (Hans Khon, 1961: 11). The main element of nationalism is the desire to live together as a community of nations that has achieved purposes and goals. Education is one of the institutions in an effort to boost nationalism, especially the students at the high school level. The phenomenon that occurs in the youth generation is currently experiencing erosion of nationalism characterized by the attitude of some young generations who are less appreciative of national symbols, such as Indonesia Raya song and Red-White flag. The brawl cases among students, students' individualism attitude is evidenced by the low awareness of students towards peers, the faded noble values of Indonesian culture, students prefer foreign culture rather than the culture itself into a long list nationalism degradation. According to Thobroni (2015: 34) all units of education providers including schools, society learning centers, colleges and so on, are required to manage the necessary resources and regulate its usage. Through education institutions, students are taught to have the sensitivity to the surrounding environment such as respect for the diversity and tolerance, have a love of nation and homeland, and uphold the cultural identity.

Nationalism can be enhanced through the understanding of historical learning. Historical learning has an important role in reflecting on past events such as the event of Magelang youth's resistance in 1945. The event shown the nationalism values owned by Magelang youth in maintaining independence from Japanese colonial at the time. Meanwhile, according to Hasan (2012: 81-95) historical subjects has great potential in developing the character, historical learning materials also include values that have strong potential to be introduced to the students about the nation and its aspirations in the past which were preserved and adapted to contemporary life, and used as guidelines for the coming life. The introduction of Magelang youth resistance in 1945 against Japanese to high school students is a form of reflection and implementation of historical values that can form nationalism. To increase nationalism among students, it is necessary to use the historical inquiry-based module as a media learning and a companion textbook. The materials in the historical inquiry-based module is a history of Magelang youth resistance in 1945. The module is applying the steps of Inquiry-Based Learning (IBL), which will lead students to be able to investigate and solve contemporary problems that exist in the environment related to low nationalism. The problems are solved by the students based on the material in the module that contains the values of nationalism. Students are directed to associate and understand the past events with the conditions and situations that occur at this time.

Research Methods

The method used in this study is a combination research method of quantitative and qualitative which refers to exploratory sequential mixed methods design. This design included two stages of research between qualitative research phase of and quantitative research phase which were conducted at the different time. The usage of qualitative methods in the first stage is to collect data through observation, interviews, and document analysis. The qualitative data obtained would then be analyzed which aimed to elaborate the problem and formulate hypotheses. To test the hypothesis, researchers began using quantitative methods. Quantitative methods are used to prove the hypothesis. The quantitative analysis used instruments of which the reliabilities had been validated and tested. The study population was the students of Muhammadiyah 1 Muntilan high school in the District Magelang, Central Java, while research subjects were students of class XII. The qualitative phase was interviewing with teachers and students to determine the level of nationalism, the observation was done to determine the process of historical learning and the media usage, while the document analysis was performed to determine a learning tool used by teachers. Quantitative methods were performed to test the hypothesis through questionnaires. The respondents used in the study were 127 students, the respondents would be selected as the experimental class and controlled class. The quantitative analysis was performed by t-test, by comparing the results between the experimental class which used historical inquiry-based module in the learning process and controlled class which did not use the module.

Result and Discussion

1. The Nationalism of Senior High School Students

Nationalism became a magic word that is able to move the spirit, nationalism leads to a concept of national identity that functions in establishing the individual identity among the people of the world (Angraeni,2004: 64).

According to Anderson that nationalism was born as a result of the formation of an imagined political community (imagined political community), nationalism is an imagined political community formed as a limited unity and the unity of the highest (Grendi, 2007: 4). If it is explored further, nationalism has various embodiments in accordance with the demands of time. The nationalism of independence revolutionary period embodied by expelling the invaders, whereas in the independence period, the state development period, nationalism is not realized by fighting on the battlefield, but each resident struggles to fill the independence in accordance with the profession. According to Kartodirdjo, in Atmoko (2007: 1-5) that the relevance of nationalism does not need to doubt if the nationalism still retains the basic principles to achieve and maintain: unity, freedom, equality, individuality, and achievements as a nation. Nation's nationalism is different from one another and caused by several factors. The pre-independence of Indonesian nationalism was influenced by colonialism, and post-independence of nationalism arose as a result of arbitrariness, corruption, monopoly, injustice.

From these explanations, we can understand that nationalism is an attitude that needs to be developed within individuals who consider themselves as part of a nation. For someone, nationalism is not a provision but rather a sense that must be established. Nationalism will be formed when a person in a particular community is interconnected in a certain period of time, has a common background, and has a sense of shared destiny. Nationalism will fade when a nation forgets its national identity, in which the state was incapable of responding to global challenges for the nation. Based on these problems, the focus of this research is the strategy of increasing nationalism on high school students. Viewed from a historical perspective, Indonesian education is not be separated from the nationalism philosophy. Independence movements raise up as a education result and education are able to self-determination of the Indonesian nation. According Supriyono (2014: 11) Nationalism are a spirit, understanding, and the nation philosophy and state must continue to be integrated into education to make the nation prosperous. Because of the various problems that occur among high school students show that nationalism needs to be improved. Therefore, education has a very important role, according to Herminanto, Triyanto & Musa Pelu (2014: 84) quote of Choirul Mahfud that education can also be interpreted as a strategy to develop someone awareness of the nation pride (the pride in one's home nation). Based on the opinion, this research provides a solution in the form of a strategy to increase nationalism on high school students. The using strategy of inquiry-based module that outlines local history material by applying the learning model Inquiry Based Learning (IBL). This inquiry-based module will provide a guidance to the students to implement the nationalism values of a historical event that can be actualized in the present life.

2. Inquiry-based module to improve the nasionalism

The module is a teaching material arranged systematically with language that is easily understood by students to learn independently (Prastowo, 2012: 106). Inquiry based Historical module is systematically arranged, the material in this module is the local history by applying the learning model. Selection of local historical material is intended for students to have an insight into history accordance to the local historical events which have not been exposed, while in fact the local history has a big meaning for the history existing in a wider sphere. Local history itself comes from the society culture in a particular locality, so in the perspective of historiography, it can form a local history (Amin, 2011: 5) In addition to reviewing the study of the society life or the community of a particular neighborhood where the local history correlated with student life environment so it was very interesting to learn.

Local historical materials contained in this module is local historical material Magelang youth resistance events in 1945. The history of the event contains the nationalism values, youth and communities in the face of japan power .The nationalism values in the form of responsibility, cooperation, never give up, patriotism and sacrifice. While learning model that will be used is Inquiry Based Learning (IBL). Inquiry (inquiry) literally means the investigation. Carind & Sund in Mulyasa (2005) state that the inquiry is an inquiry process problem. While the proceedings, including asking questions and finding out the answers to the scientific questions posed. Moreover, problems to be solved is the problem of contemporary students in accordance to the studied object. Suyanti (2010) states that the scientific questions in the inquiry learning can lead to the investigation activities of question object. The use of the learning Inquiry Based Learning (IBL) model to develop the ability to think in systematically, logically, and critically. Moreover, it can develop intellectual abilities as a part of the mental process. As the module material to understand the nationalism values of learning materials and actualize the contemporary problems that occur now. This research uses a guided inquiry.

The steps of inquiry learning activities according to Eggen and Kauchak in Amri (2010) as follows: 1) raise questions and issues; 2) formulate hypotheses; 3) collect data; 4) analyze the data; 5) make conclusions and generalizations. If the module is implemented accordance to the inquiry steps that students can understand the importance of nationalism because in the material explanation that students are encouraged to elaborate the understanding through notes pages that have been provided. The record sheet is useful as a reference to solve contemporary issues related to nationalism. The module is completed with IBL models. They are a learning process on Inquiry Based Learning (IBL): (1) Recap; teachers stage prepare students to learn, explain the learning purpose, teachers provide motivation and purpose of the material in the learning process. The teacher explains the decree, KD and indicators. At this stage, the teacher also began to introduce the historical module with local historical material of Magelang youth resistance events 1945 to the students. At this stage, the teacher formed a discussion into 5 groups (2) Exploration; at this stage the teacher explains some general things about learning by using learning model for further inquiry and provide the problems accordance to the materials for each group.

The given problem relating to the "historical of youth resistance in defending the Indonesia independence in various areas" that can be implemented at the present time including Magelang youth resistance events and their relevance for the society life (3) Elaboration; This phase student demonstrates a inquiry models that begins with an orientation / formulation of the problem that has been given, then the next step is to formulate hypotheses. Teachers guide students to develop their views in the form of a hypothesis to answer the question posed at the previous stage.(4) Confirmation; at this stage the teacher guide students in the process of collecting data and sources. After students discuss and gather data, the next stage is conclusion making. Teachers guide students to present experimental results and discussion, and conduct a question and answer. Students present the discussion results then teachers guide students in drawing conclusions based on the discussion. Teachers give students the strengthening of the material conclusion that has been studied (5) Cover; the teacher evaluation form about the test to measure the understanding level of students about the material that has been studied. Inquiry learning has been done in groups to impalement trust between individuals from each other. Whereas during the process of collecting data and information students are required to be able to appreciate an opinion because every student has a different perspective on an issue and at this stage the student is required to appreciate the difference.

3. The effectivity of inquiry-based module

To determine the success level of a research required a test, whether effective or not. Effectiveness of inquiry-based modules can be seen from the increase in pretest and posttest results in the form of questions and questionnaires in the experimental group using inquiry-based historical module and a control group that did not use the module. Based on the data results that has been processed through a statistical calculation, it is known to result from assessment through questionnaires and questions. The result obtained from normality tests showed both groups gained significant value > 0.05 , meaning that both groups use normal distribution. After the normality test students tested achievement nationalism levels and the ability to fill out a questionnaire, students will know the nationalism level through the effectiveness test. Data on efficacy trials are from the posttest questionnaire nationalism between the experimental group and kontrol. The result obtained from testing the effectiveness of student nationalism on the test $F = 0.668$ with a significance level of $0.417 > 0.05$, there is a variant equation. While the test results T hitung acquire a significance level of $0.009 < 0.05$ then H_0 is rejected or there is a mean difference between the experimental class and control class. The experimental group had a higher mean in comparison with the control group. That is a significant difference in the experimental group. While the results of the effectiveness testing of student achievement test results obtained $F = 0.024$ with a significance level of $0.876 > 0.05$, there is a variant equation. While the test results $T_{count} 1.744$ with a significance level of $0.006 < 0.05$ then H_0 is rejected or there is a difference mean after treatment between the experimental class and control class. There is a significant increase in positive and in class that uses the module. From the results obtained can be taken a notion that inquiry-based historical module has effectivity when used in learning. Inquiry based historical learning module can increase the nationalism of high school students and increase achievement in history. The reseach Results was accordance to the opinion of Smallhorn (2015: 65-71) that the IBL learning allows students to be able to improve analytical skills and critical thinking in an investigation and problem solving. Furthermore, Rohmiyati Ashadi and Budi Utomo (2016: 223-229) show that the effective inquiry-oriented modules uses in improving learning result and learning processes. Based on several studies that are relevant to this research and based on the effectiveness testing that the inquiry-based historical module can effectively be used to improve nationalism and student achievement.

Conclusion

The research results can be concluded that the historical subject on the high school level, has a role in improving student nationalism. Increasing nationalism has done to respond the phenomena that occur in society today which requires students to be able to respond young people morale through the nationalism sense. Some of the problems that occur in the school environment such as the violations among students fights between students, unfavorable perspectives on Indonesian culture, student brawl between schools, indicating a lack of nationalism on high school students. For that conducted this research on strategies for promoting nationalism on high school students through inquiry-based historical module. Based on the research data shows that there are differences between the mean increase in nationalism and achievements in the experimental group using inquiry-based historical module with a control group who did not use the module. After being given the treatment, the class using inquiry-based historical module has a level of nationalism and knowledge of better material than the classes that do not use the module. Therefore, it can be taken a conclusion that the inquiry-based historical module can effectively be used to improve high school student's nationalism.

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