

## **BOOSTING STUDENT NATIONALISM CHARACTER THROUGH NATIONAL HISTORY**

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### **ABSTRACT**

*Teaching national character to students requires an exemplary context from parents, teachers, and community leaders. This research is a literature review obtained based on documents stipulated by the Ministry of Education and Culture of the Republic of Indonesia on the policy of strengthening students to the Pancasila student character as a national character. This is a perception of the diversity that is owned by the Indonesian nation which certainly requires a touch of multiculturalism as a whole. The conclusion drawn from this paper is that the government and all stakeholders need to work together to ensure the strengthening of the example of teachers, parents and all parties so that students directly follow what should be done in solving every problem with a simple solution but the problem is resolved.*

**Keywords:** National Character, Pancasila Character, Students.

### **BACKGROUND STUDIES**

The increasingly sophisticated development of Science and Technology (IPTEK) makes the millennial generation tend to lack identity as indigenous people. The millennial generation, which is also referred to as generation Y or gen Y, generally feels more proud of foreign cultures than their own national culture.

This can be seen from the appearance and tastes of Gen Y, who are more proud of Western styles. In this generation, it can be seen that many of their personalities are starting to fade as a nation whose people are known to be suave.

For this reason, the government in the field of education launched a character building program through the Pancasila Student Profile. This program aims to shape the character of students

according to the values in Pancasila which are contained in the new curriculum paradigm, namely the Independent Curriculum.

The rules for this program are contained in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020 – 2024.

In the Independent Curriculum, character building is emphasized through intra-curricular and extra-curricular learning. In addition to being able to receive learning materials according to the scope and characteristics of students, students are also expected to have a character that is in accordance with the Pancasila Student Profile.

The application of the Pancasila Student Profile refers to 6 dimensions

which are the main characteristics for realizing Indonesian students who have global competence and behave in accordance with Pancasila values.

These dimensions are faith, fear of God Almighty, and have a noble character, global diversity, independence, mutual cooperation, critical and creative reasoning. One of the dimensions in the Pancasila Student Profile that influences the formation of the student's nationalist character is global diversity. The key to this dimension is maintaining the noble culture, locality, and identity. So it is hoped that in this dimension it can boost the character of student nationalism which is starting to fade.

## METHOD

This research focuses on aspects of the literature review issued by the Ministry of Education and Culture related to Pancasila student policies which aim to convey ideas and ideas that focus on multiculturalism.

## HASIL DAN PEMBAHASAN

### 1. Definition of Character Education

Etymologically, the term character comes from the Latin word *character*, which means character, psychological traits, character, personality, and morals. The General Indonesian Dictionary defines "character" as a person's character, temperament, and characteristics.

Meanwhile, nationalism etymologically comes from the Latin, namely *nation*, which means I was born. The formation of the character of nationalism needs to be instilled from an early age because it is a form of love and respect for one's own nation. With the character of nationalism is expected to

maintain the integrity and unity of the nation.

The character of nationalism is a personal attitude of feeling deep love or pride for the motherland without looking down on other nations. This attitude must be owned by every citizen to ensure the strength of the nation and to eliminate extremism from citizens.

The problem of the fading sense of nationalism among students in the Gen Y era needs special attention. There must be efforts to overcome problems that could threaten the unity of the nation as the Unitary State of the Republic of Indonesia (NKRI). Schools have a big role in shaping the character of student nationalism. Through schools the delivery of character-building programs will be more effectively implemented so that it is hoped that students with the character of nationalism will be realized according to the values of Pancasila.

The formation of the character of nationalism in schools can be carried out in the routine of carrying out flag ceremonies, listening to national songs and other activities that foster a sense of love and pride for the homeland.

In addition to activities that are routine in nature at school, the formation of students' nationalist character can be done by inserting material related to the history of the nation. Not only in Civics and Social Studies subjects but also in other subjects. So that it indirectly instills a spirit of nationalism in students from an early age.

Talking about nationalism is closely related to the history of a nation. Likewise, the Indonesian nation which was already famous for its wealth centuries ago before the formation of the Unitary State of the Republic of Indonesia.

In the third century, Indonesia was influenced by Hindu-Buddhism originating from India. The glory of Hindu Buddhism in Indonesia can be known from various historical sources both from within and outside the country. In addition to the relics in the form of temples as dead witnesses of history, there are also records of traders from China, Arabia and India who tell of the existence of a vast empire in the land of Dwipa Java, which is known as the Majapahit kingdom.

The Majapahit Kingdom is thought to be located in the village of Trowulan, East Java. Majapahit's glory could not be separated from the great role of his prime minister named Gajah Mada. His role in uniting other kingdoms to submit and acknowledge Majapahit's power was very large. He is very ambitious to be able to realize his vision, namely to unite the archipelago.

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Gajah Mada's ambition to dominate the territories was so great that he succeeded in realizing his oath. Gajah Mada's tenacity proved that he was a figure who had loyalty to his kingdom. Gajah Mada's attitude illustrates the existence of a high spirit of nationalism. The more people know the history of the nation, the more they will be able to emulate the attitudes of their predecessors who have fought to defend the nation. Exemplary selfless attitude to

defend the nation and state will strengthen the soul or character of nationalism.

Hindu-Buddhist influence experienced a setback after around the 7th century Islam entered and spread its influence. The arrival of Islam in a peaceful way was welcomed by the people of Indonesia.

Islam developed rapidly with the emergence of kingdoms such as Samudra Pasai, Ternate, Gowa, Pajang and many more. The Islamic kingdom is led by the Sultan so that his territory is also called the Sultanate.

In the early days of the development of Islam, people lived peacefully and cooperated in various fields. By adhering to the Qur'an and Hadith, the Islamic community carries out social, community and state life.

The peace of the Islamic community was disturbed when westerners came to Indonesia. The arrival of these western nations was motivated by the fall of Constantinople into the hands of the Ottoman Turks which resulted in the closure of the world's spice trade routes.

This has an impact on the price of spices to be expensive. Thus giving rise to the initiative of western traders to find their own sources of spices. On that basis, western nations are competing to find the source of spices with an expedition, namely Ocean Exploration.

The western nations that initially explored the oceans were the Portuguese and the Spanish. Apart from looking for spices, they also have 3G motivations, namely Gold, Glory, Gospel. The two nations also carried out imperialism and colonialism against the areas they visited.

The period of colonialism in Indonesia began with the arrival of the

Portuguese in Malacca led by Alfonso D'Albuquerque in 1511. The Portuguese then moved to Maluku because they knew that the source of spices was in Maluku, not Malacca, which was located on the Malay Peninsula.

The arrival of the Portuguese in Maluku, which coincided with the Spanish, was initially welcomed by the people and the local king. Then Spain by Pope Urbanus II the religious leader who ruled at that time was given power in the Philippines. Meanwhile, the Portuguese controlled Maluku.

The kindness of the Maluku people towards the Portuguese was used to pit the two great kingdoms of Ternate and Tidore against the *Devide et Impera* politics. This policy succeeded in dividing the two sultanates that were previously friendly.

The Portuguese also built forts without the permission of the local authorities. The attitude of the Portuguese was considered insulting to the dignity of ancestral traditions, thus making the people of Maluku angry.

The anger of the people led to resistance against the Portuguese. Their spirit of nationalism arose when they felt that the Portuguese had stepped on the pride of their country.

Sultan Baabullah, the king of Ternate, known as a devout and tolerant Muslim leader, succeeded in expelling the Portuguese from Maluku to eastern Indonesia. The attitude of Sultan Baabullah shows a very high nationalist spirit because he cares about the state of his kingdom.

After the Portuguese left Maluku, Dutch traders appeared who initially landed in Banten and then spread to other areas. The Dutch traders united in a Dutch trade association called the

Vereenigde Oost Indische Compagnie or VOC

In a short time, the VOC developed into the most successful trading union. Its success succeeded in suppressing traders from other nations such as the Portuguese and the British so that the VOC became in power in Indonesia.

The VOC ruled for about 200 years. During that time, the Indonesian people lived under colonialism under the guise of traders. The VOC succeeded in becoming a major trading group and promoting development in the Netherlands.

The profits that the VOC gained from Indonesia's wealth were so great that they were able to cover Dutch debts due to losing the war with France in World War II. The VOC has a special right, namely the *Octroi* right which makes the VOC's power equal to that of a country. The VOC's practice of oppression and slavery gradually led to resistance in various regions.

Major resistance occurred in Maluku, Makassar, Mataram and Banten. The resistance against the VOC gave birth to national heroes such as Sultan Hasanudin, Sultan Agung, Trunojoyo, Untung Suropati and many more. These heroes are willing to sacrifice body and soul in order to defend their homeland which was trampled by the colonials.

The resistance that occurred in various regions caused the expenditure budget to swell. The amount of debt that had to be borne and the number of corrupt employees caused the VOC to go bankrupt and eventually disbanded. After the VOC disbanded, Indonesia was controlled by the British.

During the British colonial era, power only lasted 5 years. Under the

leadership of Thomas Stamford Raffles, the British government-controlled Indonesia by implementing a political policy of reciprocity or ethical politics, namely education, irrigation and migration. Unfortunately, the British had to surrender Indonesia again into the hands of the Dutch government because they lost the war with France.

Again, Indonesia was controlled by the Dutch. The Dutch government's treatment of indigenous people was beyond humanity. The famous Dutch leader who was very cruel was Herman William Daendells the Iron Fist. One of Daendell's policies which claimed many lives of the indigenous people was the construction of a highway from Anyer to Panarukan.

Daendells also implemented a policy of forced cultivation, namely *cultuurstelsel* by requiring residents to plant plants that sell well in the international market. Daendells' atrocities caused controversy and resistance from various parties. Including Dutch figures from the humanist group who opposed the slavery system.

One of the Dutch figures who opposed Daendell's policies was Eduard Douwes Dekker. A doctor who is very close to the indigenous people. Using the pseudonym Multatuli Eduard Doewes Dekker wrote a book entitled *Max Havelaar* (1860). The book contains criticism about the suffering of the Indonesian people due to the arbitrariness of the Dutch colonial government. Eduard Doewes Dekker's persistence in defending the natives made him criticized by the Dutch government. Another article entitled *Een Eererschuld* (Debt of Honor) contains a description of how the Netherlands made profits and became a prosperous country

obtained from the results of colonizing Indonesia.

Other Dutch people who sympathized with the Indonesian nation were, Baron van Hoevel and Fransen van de Pute, Van Deventer was an opening mind for educated people about oppression and colonialism.

The Dutch figures who fought for the fate of the Indonesian people proved that the nationalist spirit was not only owned by the natives but also by the Dutch who understood the condition of the Indonesian nation.

They awaken the spirit of nationalism and patriotism of the Indonesian people without regard to their descendants. Their nationalism is humanitarian nationalism that raises the banner of humanity.

## **2. Reviving the period of Indonesian national awakening**

This humanitarian nationalism encourages the emergence of the Indonesian nation's national consciousness. Beginning with the establishment of organizations that awaken the spirit of nationalism.

The Budi Utomo organization founded by Dr. Sutomo in 1908 was the first organization to oppose the Dutch government. Followed by other organizations that have the same goal. So that in 1908 was the beginning of the Indonesian nation's national awakening to fight against the invaders. At that time, nationalist figures began to appear who opposed colonialism.

The struggle of these figures was able to awaken the spirit of struggle for independence and break the spirit of nationalism in all circles of the Indonesian nation. The emergence of educated people has added strength to realizing the dream of being able to live in their own country with independence after so long being colonized.

The historical journey of the Indonesian nation in the era of colonialism was not only carried out by western nations but also Asian nations who were tempted by Indonesia's wealth, namely Japan.

The period of Japanese occupation in Indonesia began with the first Japanese arrival on January 11, 1942 in Tarakan, East Kalimantan. The arrival of Japan in Tarakan because they needed supplies of fuel oil to meet the needs of the Pacific War.

Japan's statement by introducing him as an elder brother who would help in achieving Indonesian independence made the Indonesian people sympathize. With the proclaimed propaganda to increase confidence in the people of Indonesia and regard Japan as a Helper God.

The propaganda, among other things, permitted listening to the Japanese national anthem "Kimigayo" and the Indonesian national anthem "Indonesia Raya" on Radio Tokyo. The "Red and White" Indonesian flag is also permitted to be flown side by side with the Japanese "Hinomaru" flag.

Japan launched the 3A motto, namely Japan is the leader, light and protector of Asia. Japan was finally accepted by the Indonesian people, making it easier for Japan to dominate Indonesia.

Japanese power in Indonesia was not what the Indonesian people had imagined. The hope for independence faded and replaced with drops of sweat and tears. During the Japanese occupation, the people suffered even more.

Even though Japan only colonized for 3.5 years, its cruelty exceeded that of the Dutch. During the Japanese era many people died and disappeared, disease outbreaks occurred in various places.

The most painful and heartbreaking of the Japanese atrocities was the barbaric treatment of young Indonesian women by the Japanese soldiers. They were made into Jugun

Lanfu as sex slaves, raped and forced to serve the Japanese army to give vent to their biological desires.

Japanese rule in Indonesia ended after the allied forces led by the United States bombed the cities of Hiroshima and Nagasaki. Japan surrendered unconditionally on August 15, 1945. Japan's defeat to the allies was used by Indonesian leaders to plan the proclamation of independence because Indonesia was in a vacuum of power.

The leaders from the young group asked the leaders from the old group to immediately take over power and carry out the proclamation of independence as soon as possible. Soekarno, who was a representative of the old group, rejected the wishes of the younger group on the grounds that there was no official news.

Leaders from the youth group were worried that the situation would be used by the remaining Japanese troops who were still in Indonesia to control Indonesian territory again or the Allied troops who had succeeded in defeating the Japanese.

There was a difference of opinion between the old and the young regarding the timing of the Proclamation. Because there was no agreement, the young group finally kidnapped the representatives of the old group, namely Soekarno and Hatta.

The kidnapping was aimed at securing Soekarno and Hatta from Japanese influence which was feared could delay the implementation of the proclamation of Indonesian independence.

After a long negotiation, finally the elders agreed to carry out the proclamation of Indonesian independence on August 17, 1945 which was planned to be read at Ikada Field.

Due to the situation in the Ikada field which had been filled with Japanese troops since hearing the news that the Proclamation of Indonesian Independence would be carried out, to anticipate resistance from the Japanese army, the implementation of the

Proclamation of Indonesian Independence was moved to Jalan Pegangsaan no. 56 East Jakarta.

Tracing the history of the Indonesian nation in achieving independence, which has had such a long journey, we should be grateful for what the heroes have done, who have struggled to sacrifice their souls, property and everything.

Their struggle and sacrifice should be emulated in everyday life by always instilling a high spirit of nationalism. Especially for teachers who are involved in the world of education in their daily life.

By always conveying the history of the nation in learning activities, it is hoped that students will have a high spirit or character of nationalism so that the independence achieved with various sacrifices will not be in vain.

### **3. Boosting Student Nationalism Character through National History**

The history of the nation is one of the very important subject matter to boost the character of student nationalism. In national history, students will learn about the struggle of the Indonesian nation in fighting for independence and maintaining its existence as an independent and sovereign nation.

Here are some ways to boost the character of student nationalism through the nation's history:

first, explaining the importance of upholding national values. Teachers can explain to students about the importance of upholding national values such as togetherness, cooperation, unity, and mutual cooperation. This will help students understand how important it is to build a strong nationalist character.

second, teaching about heroes. Teachers can teach about hero figures who have fought for Indonesian independence such as Soekarno, Hatta, Diponegoro, Kartini, and others. In learning about these heroes, students can learn about the fighting spirit and strong

determination to achieve the independence of the Indonesian nation.

third, teaching about the struggle of the Indonesian nation. Teachers can teach about the struggle of the Indonesian nation in fighting for independence and maintaining its existence as an independent and sovereign nation. In learning about the struggle of the Indonesian nation, students will learn about the history of the Indonesian nation's struggle, starting from the national movement, the struggle for independence, to the present.

fourth, Giving assignments related to the history of the nation. Teachers can give assignments related to the nation's history such as writing papers about heroes, writing stories about the struggle of the Indonesian people, or making projects about the history of the Indonesian people. This will help students understand the history of the Indonesian nation better and stimulate students' creativity in developing the character of nationalism.

lastly, Conducting visits to historical places. Teachers can make visits to historical places such as the National Monument, the National Museum, and other places related to the history of the Indonesian people. This will help students understand the history of the Indonesian nation better and provide valuable experience in building the character of nationalism.

### **CONCLUSIONS AND SUGGESTIONS**

Exploring the lives of national historical characters: Invite students to study the lives and achievements of national historical characters in greater depth. That way, students can understand the values and character emphasized by these characters.

Using narratives and stories: Students can more easily connect with national historical characters through stories and narratives. Engaging stories can help students understand more

abstract concepts, such as courage, perseverance and determination.

Give concrete examples: Invite students to look for concrete examples of national historical characters in their daily lives. This can help students to understand and internalize the values taught by historical figures.

By applying the methods above, students are expected to have a better understanding of the history of the Indonesian nation and build a strong nationalist character as Indonesian citizens.

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