Local History Learning as a Form of Maintaining Nationalism Education in Indonesia

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Abstract— **Local history reminds us that life is always changing, including changes at the local level, human attitudes towards change are very much influenced by the horizons they have. The uniqueness of the history that exists in the environment can also be considered as part of local wisdom, so that we can also learn from the symbolic aspects which are generally full of local historical events. And in a prophetic dimension, local history that is developed and packaged in a positive thinking dimension can be a means of a healing and self-development process. the research objective is to maintain and arouse a sense of nationalism through local history that exists in each region. This research method uses the literature review method, namely a description of the theory, findings and other research materials obtained from reference materials to be used as the basis for research activities in formulating a clear frame of mind from the formulation of the problems to be compiled and studied. The final goal of a literature review is to get an idea of what other people have done before, literature review or also known as literature review is the first step to gathering relevant information.**

Keywords— **Local history, Nationalism, Indonesia**

I. INTRODUCTION

The very rapid development of science and technology cannot be denied that it will have an impact on the birth of globalization which results in a shift in people's mindset, the fast flow of globalization is a major threat to the erosion of the sense of love and pride as an Indonesian nation. If this is allowed, what will happen is that there will be no sense of love and pride in our own nation, education through our schools is more oriented towards results, learning outcomes and high achievement, local wisdom contained in local history was not introduced to them through formal or non-formal education, (Mufidah,2018). Familiarity with local history has often occurred by chance or by personal effort or by small groups, there is no planning and continuous effort so that our students from childhood know the historical legacy which is full of noble values, thus, they do not have time to take advantage of local wisdom in building national character, because of that, do not be surprised if our development so far has caused us to become a nation that is increasingly characterless, (Cooper, 2017). Therefore, it is necessary to explain local history by integrating it into every learning process, producing human figures who have the skills to live today, in the 21st century and in the future, of course, these skills are not only mastery of subject matter, but also mastery of attitudes and skills, of course this must

be based on the principles of philosophy, society, culture, learning psychology, as well as student growth and development to face future challenges, so as not to erode love for local history and deteriorate nationalist attitudes towards the younger generation nation's next generation, (Rivers,2018). The era of disruption has eroded a culture where nationalism is the spirit, awareness and loyalty that the nation is kinship, and the state emerges on the basis of feeling as a national family, nationalism is very basic for the Indonesian nation because it has guided and equipped the Indonesian nation in managing its life and life, it can be said that the

Indonesian nation is a nation that was born from the spirit of nationalism, (Mardjanova,2016).

If nationalist values continue to be implanted in all corners of the country, it is not surprising that nationalist values are important for the Indonesian nation, nationalist values that need to be instilled include love for the country, willing to sacrifice, proud of multiculturalism, admiring the services of heroes, respect the public interest, and understand nationalist values, this is expected to provide conditions for the community to continue to maintain the spirit of national unity and integrity, (Nguyen, 2018). The national values above can be developed in the learning process in schools and colleges through history courses, history can be used as the basis for the formation of national

identity which is one of the main assets to build a country today and in the future, (Moris,2015). Through history learning, students are able to develop chronological thinking competencies and have past knowledge that can be used to understand and explain the process of development and change in society as well as socio-cultural diversity in order to discover and foster national identity. in the midst of the world community, (Lantolf,2015). Historical studies used to foster national values do not have to focus on nationalist history material, but can also develop local history, because through local history it becomes the basis for the development of students' identity, culture and social, (Macdonald, 2020). A special advantage of teaching local history is the ability to bring students into more real situations in the environment, in other words, just as they can break the boundaries between the school world and the real world around the school, (Wlodkowski,2017). The local history material used to instill the values of nationalism is the material of the physical revolution in order to defend Indonesia's independence, the stories of the people's struggle in each region to fight for Indonesian independence, and to provide students with a new understanding of the importance of this nationalist-based local history education, both at the primary school level and at the university level, (Soske,2017).

II. METHODS

The research and development model uses research and development. Research and development methods are studies used to produce certain products and test the effectiveness of these products. In developing this model, what will be developed is to create an analytical concept that provides a component of the steps that students must have in the learning process. The model to be developed is an analytical conceptual model that provides the product components to be developed as well as the linkages between components. The purpose of this research is to produce a product where the resulting product already exists, and the product is made to be perfected, so that it can be used to support the learning process activities in school (Reiner, 2017).

III. DISCUSSION

Local History

The notion of local history is not always single. Local history has multiple dimensions. It is stated that what is meant by local history is the history of a "place", a "locality", whose boundaries are determined by the "agreement" put forward by the chronicler ", (Taylor, 2016). That "local history is the study of the past events, or people or groups, in a given geographic area, (Lukens, 2018). The

focus of the local history can be the place itself, the people who lived there or events that took place in a particular location", (Schwartz, et,. al 2015). The conceptual understanding above can help us to distinguish local history from regional history, an event, whether that has already happened, is happening, or is going to happen cannot be limited administratively, (Greer, et., al 2017). Every event occurs in a certain context and space, which sometimes makes it difficult to distinguish which aspects

are expected intended result and which aspects are not expected unintended result, (McCann, 2016). In such conditions a "historical imagination" is needed. History as a branch of science, means studying and translating information from records made by individuals, families, and communities, (Gonzalez, 2019). Knowledge of history includes knowledge of past events as well as knowledge of historical thinking, (Goldman, et., al 2016). So based on some of the references above, the researcher concludes that history is a science that functions to study, discover and reveal events related to humans in the past, (Ridder, 2017). Learning local history is important for every intellectual because of the awareness of students' curiosity about the development of their previous life, consciousness is not just curious, but is accompanied by an understanding of a fact of historical events, (Pearl, 2018). The power of history brings the thinking of each student to be more focused and even able to create arguments from the analysis that it is known that local history learning in universities, especially in history education, is a compulsory subject, (DeBoer, 2019). It turns out that this is an inseparable part of the importance of understanding history for students to complete the logic of thinking, even though they are aware that in primary and secondary education they get information or stories about regional history or events around life, but sometimes the story is just a story that is not urgent, (Brophy, et,. al 2016)

Getting an understanding of local history in tertiary institutions has a very significant influence on the awareness of local history understanding for students, (O"Shea, 2016). It can be found that local history is not important due to people's ignorance of the creation of history so that the event becomes meaningless for student life, (Rist, 2019). Basically, history is a dialogue between past events and future developments, an event that occurred in the past will relate to the present and the future, meaning that history lessons learned in elementary and middle school are limited to running the curriculum and not. there is an attempt to deepen it so that it has less impact on awareness and importance for life, (Lo, et,. al 2017). History education plays an important role in the internalization and development of historical awareness, history education is also capable of becoming better future historical differences,

(Hammond, 2016).

The purpose of teaching history in schools refers to the goals of national education as stated in article 3 of the Republic of Indonesia Law No. 20 of 2003 concerning the national education system, namely to develop the potential of peseta students to become human beings who believe and fear god almighty, noble, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens, (Cuga,2018). The purpose of teaching history is so that the next generation of young people can take lessons and lessons from the experiences of their ancestors, (Farhodjonovna,2017). This becomes the basis and foundation when a generation that should understand and understand the importance of teaching history must be carried out by anyone who is committed to continuing to have the goal of providing meaningful experiences for the next generation, (Tennant, 2019). Of course the importance of teaching history is homework by teachers in primary and secondary schools so that they are more focused and serious in conveying information about history, related to local history, is an inseparable part of national history, (Ayers, 2015). If history teaching in schools is given a didactic understanding of scientific development, then there is no reason for students not to understand the history of their respective locales or regions, (Schneuwly,2018).

Nationalism

Nationalism is often interpreted as a love for the motherland without reservation, which is a symbol of heroic patriotism only as a form of struggle that seems to justify any means for the sake of a beloved country, (Zwick, 2019). This definition causes the meaning of nationalism to become obsolete and irrelevant to problems related to the present, which no

longer wrestles with the problem of colonialism and seizes independence from the hands of the colonialists, (Coward, et,. al 2016). Nationalism includes a broader context, namely equal membership and citizenship of all ethnic and cultural groups within a nation, (Ozkirimli,2017). Within the framework of nationalism, a pride is also needed to present its identity as a nation, pride itself is a process that is born because it is learned and not an inheritance from one generation to the next, (Armstrong, 2017). The consequence of the shift in the context of nationalism causes people to no longer depend solely on national identity, which is an abstract macrocosm, but rather emphasizes more concrete identities such as a modern state, clean government, democracy and protection of human rights, (Zhang, et,. al 2017). Therefore, pride in the identity of a nation is impossible if a citizen does not find pride in his

country, society is not only ashamed of his identity, even that person does not recognize his citizenship, (Wimmer,2017).

Various definitions of nationalism put forward by national experts, which in essence lead to a concept of national identity which functions in determining individual identity among the world community, (Ichijo,2016). The concept of nationalism is also often associated with political activities because it relates to government and state policies, (Perry, 2016). Nationalism has been prominent since the French revolution, as a response to Western imperial powers that have succeeded in expanding their penetration of power to various parts of the world with the slogan "liberte, egalite, fraternite", nationalism has become a new ideology which is very important and aligned with democracy, because without a national state. democracy will be difficult to materialize, (Soheil,2018). The birth of nationalism in Indonesia was not only caused by long suffering in the economic, social, educational, legal and political fields, but also by the increased enthusiasm of other colonized nations in gaining independence, including from the Philippines and India, (Anderson, 2016). The history of the formation of nationalism in Indonesia was due to a feeling of common sense which was a subjective reaction, and then the geographically objective conditions found connectivity, (Rother,2017).

He added that there was a causal difference between nationalism in Indonesia and nationalism in Europe, namely if nationalism in Indonesia emerged as a reaction to colonial rule, but in Europe, nationalism was born as a result of a shift from an agrarian society to an industrial society as a result of the industrial revolution, (Scherrer,2017). Nationalism is essentially a modern state ideology, just like democracy and communism, even colonialism and imperialism are forms of expansive nationalism, the most basic national question, according to the Marxist school, is the meeting point between politics, technology and social transformation. (Kung, 2018). An expert on state administration defines the nation as the desire of the members of the nationality to be under the same government and the government which is established to come from themselves or part of them exclusively, (Fung, 2015). Nation can also be interpreted as a group of citizens, where there are political expressions shown through collective sovereignty to form a state, (Clarke, 2017). Mention that a nation is the fruit of life in history, so that it is always bumpy and never freezes (dynamic) nationalism can be defined as the ability to love the nation and state, (May, 2017). Furthermore, defining nationalism with state consciousness or national spirit, nationalism or nationality is not just an instrument that serves as an external adhesive for

pluralism, but also a forum that emphasizes Indonesia's pluralistic identity in its various cultural dimensions, (Sorrels, 2016).

Nationalism demands the realization of basic values that are oriented towards common interests and avoids all legalization of personal interests that destroy the order of life together, a nation can only emerge if there is a desire to live together, a soul and a spiritual standpoint, a feeling of loyalty from a great friend. formed not because of the equality of race, language, religion or national boundaries, but formed because of historical experiences

that bridge the willingness to sacrifice together, (Piercy, 2016). A nation is a group of people with the same character or character that grows because of the same fate or experience that has been lived, nationalism is an awareness or conviction of the people as a nation, that nationalism is a belief that is upheld by a large number of people, which is a nationality, (Handelman,2020).

Nationalism, the attitudes and behavior of students that measure loyalty and devotion to the nation and state, the value of nationalism is a value that comes from the spirit of nationality which is expected to become the standard of behavior of citizens in society, nation and state, instilling the values of nationalism through learning history, instilling the values of nationalism in history learning based on the 2013 curriculum (Munifah,2019). With the inculcation of the value of nationalism in the curriculum, students will more easily understand the objectives of learning history, this is because the essence of the material presented contains the values of the character of nationalism in it. The inculcation of the values of nationalism can be achieved through the implementation of historical learning, events of the people's struggle to defend independence such as love for the country and the nation, being willing to sacrifice for the nation, being proud to be a nation. The Indonesian nation, appreciating the services of heroes, and accepting diversity

can be explored through the learning process of local history before it is developed (Chingombe,2018).

The learning process, especially history learning, is a teaching and learning process carried out by teachers and students in history subjects in the classroom, while the implementation of nationalism values in local history learning is the teacher's effort to instill the values of nationalism that exist in the struggles of the people around the environment. students with the aim of being able to be implemented in real life in the community and in their daily lives, when viewed in the process, the implementation of nationalism values in local history learning includes three stages of activity, namely, the planning stage, the implementation stage, and the evaluation stage, in the planning stage. , the teacher makes learning tools which include an annual program, semester programs, syllabus and lesson plans, learning implementation plans are made by the teacher with the hope that the implementation of learning can run systematically and can achieve goals. n lessons that have been compiled (Kim, 2020).

Historical Learning Model

The concept of historical learning is "a process in which a person's environment is deliberately managed to support him in certain behaviors under special conditions or generate responses to certain situations, learning is a special part of education" (Benton, 2017). The learning environment must be well managed because learning has an important role in education, that learning is "teaching students using educational principles and learning theory is a major determinant in education", (Cidral, et, al. 2018). The following is a historical learning model that will be developed so that teachers can use it in the history learning process for students. This development process is a basic design so that readers of this paper are not too confused.
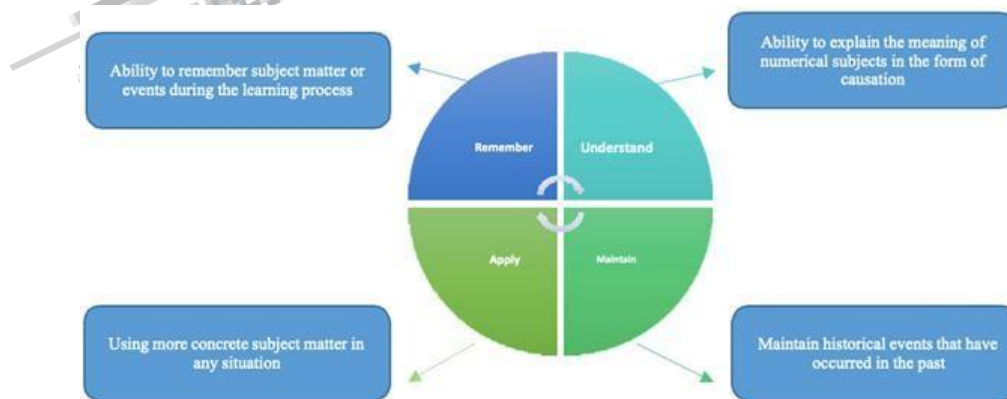

Figure 3.1: The author offers a local history learning model with the scheme as above

IV. CONCLUSION

The results of current research on local history make us aware that life is always changing, including changes at the local level. The human attitude towards change is very much influenced by the horizons they have. The uniqueness of history that exists in the environment can also be considered as part of local wisdom, so that we can also learn from the symbolic aspects which are generally full of local historical events. And in the prophetic dimension, local history that is developed and packaged in the dimension of positive thinking can become a means for the healing and self-development process. Local history is an interesting historical theme in both the research and learning processes at the primary, secondary and tertiary education levels. Likewise, research on local history at the academic level to the fulfillment of practical needs to popular history requires seriousness and deepening from all of us to package and develop it professionally. At the same time, students can also be trained to research local history. By knowing and experiencing the research process, students are trained from the start to find and manage information. Then also trained to think critically. Should not just accept existing information. Every information needs to be verified. As a consequence, they are not easily fooled by false news or information, including hoax news. From the data that has been collected and verified, the person is trained to reconstruct a story. Here the practice of using logical reasoning and arguing with the support of empirical data makes the mindset or mindset develop positively. Of course, as a learning process, we need to remind them not to jump to conclusions too quickly, especially those related to the prognostic dimension. The caution against bias to see the past (hindsight bias) needs to be expressed. It means they have to be careful about the effect "I know for sure what this will be like" so that they are too quick to predict the future.

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