



PESTABLISHING NATIONAL CHARACTER THROUGH HISTORY LEARNING IN GLOBALIZATION VILLAGE

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Abstract

This research is based on the occurrence of the COVID-19 pandemic. The purpose of Character education is an important part that cannot be ignored, it needs a serious and systematic approach as an effort to maintain the values of national nationalism which of course are increasingly fading due to the swift currents of globalization. Through history education, national values are instilled in every process of learning history so that history is taught not only as a lesson about the past and stops in the past but is also able to provide inspiration, ideas for the younger generation to realize the importance of nationalism and a sense of pride in their homeland. and work according to the times for the progress of the Indonesian nation. Globalization has penetrated into various aspects of life, political, economic, social and cultural as well as increasingly sophisticated technology is a necessity that must be accepted.

Keywords: *Character Education, History, Globalization*

A. Introduction

Education that humanizes humans is education that is expected to produce complete human beings within the framework of common sense (Science), Spirit (Faith), and Humanity. "Education that liberates", education that is able to rebuild people's self-confidence, free from the shackles of feudalism, colonialism, imperialism, remnants of a long dark history hundreds of years ago. Education that gives birth to Indonesian character, has an attitude of defending its people and the country's natural resources. Such character education has not been completely built, homework for educators has not been completed. The foundation of a fragile character must face the increasingly gripping vortex of global penetration, this is truly terrible.

(Wells & Boyd, 2019)The character that is expected by the global community is industrial character who is strong, he who wins in all areas of life. Industrialization is now armed with cyber technology that is increasingly agile, smarter, and sharper to target various aspects of human life, including Indonesians. Matrix-based industries like it or not, like it or not, ready or not ready must be accepted, because this nation has no power to reject it. This is globalization whose presence can be beneficial or vice versa if one is not ready to face it. It's terrible if the country is helpless because its leaders are deceived by the double face of the global agenda. This nation needs a strong generation, strong in idealism, nationalism and strong in science and technology.

There is a fundamental question that requires a fundamental answer as well, that has globalization manifested in the creation of science and technology changed from its old agenda? Namely Liberalism and Capitalism. If not, capital becomes the principal or main pillar. It is the owners of large capital who will benefit from all these advances, all

starting from the first industrial revolution in the 18th century, continuing until now, the 4.0th generation of technology. Extra vigilance is needed if we do not want the fate of this country to be swallowed up by global ideology of being exploited by natural resources and even human resources for the benefit of the rulers who own global capital.

B. Results and Discussion The Formation of National Character

Indonesia has been independent for 72 years, and have its aspirations been realized to educate the nation's life, realize justice and people's welfare? Efforts have been made to make it happen but not optimal. If we pay attention to article 4 paragraph 1 of the National Education System Law that "Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism." This implies that the values of Pancasila democracy, justice, human rights, religion, culture and pluralism are an integral part that cannot be separated in the administration of education (Scherer & Teo, 2019). But let's see what percentage of education is currently provided by education providers for the growth of Pancasila democratic values, justice, human rights, religion, culture and pluralism. From elementary level to university level?

At the ideal level of formal education, schools and universities are expected to play a major role in building the nation's character. Formal educational institutions are expected to educate the life of the nation. However, Indonesia's experience over the past four decades shows that schools and universities with the methods of education they are currently carrying out have not contributed much in this regard (Cheong Cheng, 2004).

It must be admitted that formal education in schools in Indonesia, from elementary schools to tertiary institutions, generally spends the greater part of its time on training than on education. Educational activities have been driven out of being activities of "filling the brain" of as many students as possible, and less attention to development

their 'heart'. The success of a teacher is measured by the speed with which he fills the brains of his students. Schools become factories to produce people who are trained, but not necessarily educated.

However, this does not mean that in practice education is totally separate from training. In education, various skills are also developed. However, skills development alone does not necessarily mean education, even though this is done in institutions that are officially named educational institutions, such as universities, institutes of technology, and others (Kusuma et al., 2017). Because of mistakes, whether intentional or not, the education that has been carried out so far has not resulted in enlightenment. Even though expectations are very high, it is hoped that education will make a positive contribution to the development of the whole human being. Seeing the existing reality it seems that the government is not staying silent in the face of the disappearance of the Indonesian national character among Indonesian people,

Character education is carried out in order to achieve national education goals, namely to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. . The goal of national character education is of course the basis for each element of the nation to jointly make it happen(Setiawan, 2017).

C. History Lessons in the Swirl of Globalization

To form a generation that is intelligent in science and technology and still has strong national values and character so that it is not swallowed up by global capitalist currents is indeed not easy (Timmermans et al., 2019). One of them is through character education which can be instilled in historical education which is taught in schools and even in universities. Living space for the flourishing of the national character must be prepared if you do not want the national character to become nil in the future. The flow of globalization sometimes does not provide access for national character to live in the midst of the loss of national boundaries as a result of globalization (Monkman, 2006).

Education today, although it cannot be said to be successful in accordance with the mandate of the 1945 Constitution and Pancasila in its implementation, has produced many intelligent young Indonesian generations. His intelligence is not inferior to the younger generation of other nations in the world. However, it is a pity that not many of them have character, so they hardly care about the fate of this Indonesian nation.

This small opportunity to get modern education was not wasted by the younger generation of Indonesia in the past, so it was truly beyond the expectations of the Dutch colonial government that opening education for Indonesians was able to produce a handful of young people who were smart, broad minded and at the same time had national character the strong one(Cheong Cheng, 2004).

Generation of Western-educated young people emerged, such as Wahidin Sudirohusodo, Cipto Mangun Kusumo, Soekarno, Hatta, Syahrir, and several young figures from that era. But they don't necessarily

become westernized, with education it actually makes their minds and hearts open and experience enlightenment so that in looking at all problems not only from one side (personal interests, or even the interests of those in power: Imperialism, Colonialism). They are able to articulate or analyze with the depth of their thoughts and inner depths about the true meaning of education. It could be that they don't care about their oppressed people, they could work for colonial interests so that they get rich quickly, prosper, and the opportunity is right in front of their eyes,

The birth of the Youth Pledge is concrete evidence as an important historical record of the Indonesian nation that the National Character has been born from the younger generation. What is stated and implied in the contents of the Youth Pledge is really very deep meaning. They are capable of thinking, behaving and acting on the basis of awareness of morality, justice, honesty, responsibility, togetherness converging on one goal, making the initial foundation in the life of the nation and state. They really understand that Indonesia is very diverse, be it religion, ethnicity, language, and customs. So unity in diversity in multicultural colors by cultivating the character of mutual respect and respect for each other is the basic capital towards the unity of the Indonesian nation.

The history taught in schools from elementary to secondary level is factually not yet on target with regard to the real purpose of learning history itself. Meanwhile the teacher has the perception that the main obligation is to convey history lesson materials to students, there is a term pursuing targets for achieving material which ultimately ignores the methodology in teaching history so that the goals of learning history are not achieved. The purpose of teaching history is not only to study past events, more than that teaching history is taught to students so that they are able to build their minds and minds to become critical students and

have a better perspective of future analysis.

The philosophical foundations of historical education should be focused on how history reveals where culture underlies human ways of thinking, how human imagination develops without limits, crossing the boundaries of space and time between generations. In this perspective, history is a transmission of behavior and a source of dynamics for change, creativity, independence and awakening to take advantage of every opportunity that exists innovatively. Likewise efforts to build peace embodiment of democratic values, human rights, historical education cannot be separated from the socio-economic and political dimensions, the role of history elevates universal values contained in every form of human culture.

The teacher's understanding of the curriculum is very important so that the teacher can plan properly according to the goals of national education. The 2013 curriculum which has a characteristic in its core competencies is to develop a complete human being. Spiritual, emotional, social intelligence is reflected in the pattern of attitudes and behavior. Building a complete Indonesian human being who has a complete understanding of the nation's history and embedded nationalist values is not an easy matter. But teachers are required to be able to apply it in the process of learning history. Teacher autonomy is absolutely necessary in designing and implementing the curriculum because only the teacher has a factual understanding of the situation and conditions of the school environment and their students. The methodical didactic concept is an important part of the basic basis of the history teaching process.

History teachers must be able to master the complete framework of the policy directions for national education goals by paying attention to the stages of development of the students' subjects and their suitability

with the environment, the needs of national development, the development of science and technology and culture, according to the type and level of each educational unit. Therefore, the curriculum must always be adjusted to current developments to be prepared, planned and re-evaluated so that it can achieve goals that are more effective and efficient in implementation and application, because the curriculum will affect the form and process of learning both in determining material, methods, media and evaluation tool, it must also contain elements such as aspects of knowledge development.

The results that are felt in the near future can be said to be a direct impact or. While the results that are felt in a relatively long time are said to be side effects. The direct impact is the goal that will be directly achieved through the implementation of the teaching program carried out by the teacher after completing an educational interaction event meeting. The results to be achieved are usually related to knowledge and skills. The two domains can be measured concretely, definitely, and therefore can be directly achieved. Accompaniment effects are teaching results that cannot be directly measured and do not have to be achieved when an educational interaction event ends, but the results are expected to affect students and will accompany or follow later it takes time.

Related to the meaning of learning in humans is mental or psychological activity that takes place in an active interaction in the environment, which results in changes in knowledge, skills, and attitude values. The changes are relatively constant and lasting. learning is a process in which an organism changes its behavior as a result of experience. Changes as a result of learning history can be shown in various forms such as increasing knowledge and abilities, attitudes and behavior, skills, abilities and changes in other aspects that exist in

individuals who learn (Poude et al., 2011).

Teaching history has the aim of introducing the characteristics and identity of the nation within the framework of forming and becoming a source of inspiration and a base for growth (a sense of pride) and (a sense of obligation) towards the nation and its country. By teaching history, it is hoped that it will give birth to nationalism towards the nation. In essence the existence of history teaching is a process of systematic and systemic activity which consists of many components. Each component of teaching history is not partial or separate but must run regularly and continuously.

Because history education and teaching as part of the education system certainly has a clear orientation where the main orientation is contained in the curriculum and operationalized in the form of history teaching programs. So that a history teacher must be able to master methodical didactic concepts to become an important part as the basic basis of the history teaching process. This means how history can be placed as a science that contains educational content so that it can be understood by students within the scope of their psychological development.

D. Conclusion

National character cannot be underestimated because the sustainability of the Indonesian nation is determined by how strong the belief and strength of its people is to maintain the integrity of the unitary state of the Republic of Indonesia (NKRI). Grow character nationalisme, nationalism or the ideals of the homeland are not easy, need a process and of course must be prepared seriously and systematically because the current younger generation does not experience directly how Indonesia struggles to achieve independence from colonialism. They can only know

through the history that is taught in schools and of course through the various references they read.

Historical education is important to be taught in schools so that it becomes an inspiration for the younger generation to realize the ideals of independence. Realizing a just and prosperous society, through the ability of science and technology they master, to think critically and be able to face the future of the globalization era, the sophistication of science and technology by being more prepared and continuing to defend the interests of the nation and the state above the interests of themselves and their groups.

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