

The Influence of Guru Bangsa Tjokroaminoto's Film on the Eighth Grade Students' Nationalism

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Abstract. This research based on curiosity the impact of Tjokroaminoto Guru Bangsa Film on nationalism of eighth-grade students at the SMP 17 Nagreg Education. The study aimed to identify nationalist values conveyed in Tjokroaminoto's film, understand students' attitudes towards nationalism, and gauge influence of watching the Guru Bangsa Tjokroaminoto film on their sense of nationalism. A descriptive quantitative research method, the researchers distributed questionnaires directly to eighth-grade students. The data analysis using Microsoft Excel and SPSS version 26, including validity and reliability, simple linear regression, t-tests, and coefficient of determination tests. The results of nationalist values in the film, portraying Tjokroaminoto as a courageous defender of truth and justice, willing to make sacrifices for the nation, prioritizing national interests over personal, and promoting love for the motherland and tolerance. The eighth-grade students at 17 Nagreg junior high school exhibited a positive level of nationalist attitudes with statistical calculations confirmed 57.2% effect.

Keywords: Tjokroaminoto Film, studens, nationalism,

1 Introduction

By entering the era of globalization that continues to grow rapidly, Indonesian began to experience a decline in the spirit of nationalism. The decline in the spirit of nationalism occurred as a result of the increasingly sophisticated technology and information, making the people absorb the culture without filtering the negative impacts. According to Syahira Azima et. al. (2021:5), accepting foreign cultures is allowed as long as taken with some adjustment. The cultures may serve as the reference for innovation. People should leave things that may affect the disappearance of Indonesian culture that has long existed.

The globalization indirectly affected nationalism since it opens the horizons of the society globally. Anything abroad is considered good and able to inspire the community to be applied in our country. Therefore the negative influences of globalization outweigh the positive influences. Thus, steps are needed to anticipate the negative influence of globalization on nationalism.

One of the steps that must be taken to anticipate the influence of globalization is by improving the sense of nationalism of the young generation of Indonesia. It can be done by using formal education such as schools, guidance from parents, the environment and social community life or through other approaches that involve technology. These approaches are considered to greatly affect the norms and values that exist in society. A technological approach that has a major influence on norms, one of which is film.

Movies can have good influences and can even have a bad influence and eliminate the existing values. Systematically the life portrayed through film that are shown with audio-visual support further add to the essence of film as a means of entertainment as well as a medium of learning. Therefore, film is often addressed as an effective means to instill the desired values to the community. According to Kriyantono (2009: 162) Film provides criteria for effective communication, namely when there is understanding, causing pleasure, influence on attitude, better relationships and behavior change.

There are still films that can be used as role models to teach good values, one of which is a film that can foster nationalism in the audience, namely *Guru Bangsa Tjokroaminoto*, the first popular film in Indonesia. *Guru Bangsa Tjokroaminoto* Film, according to Puspitasari and Ambarastuti (2017:2), tells the historical account that reflects one of Indonesia's national figures, namely Tjokroaminoto. In addition to telling the story of Tjokroaminoto as the main motor driving nationalism, this film also depicts the historical journey of the Indonesian nation. The interesting thing in this film is the nationalism values depicted in the character Tjokroaminoto.

One of the films set in the nation's struggle is the Film *Guru Bangsa Tjokroaminoto*. The film, directed by Garin Nugroho, tells the story of persistent and courageous fight of one of the pioneers of the modern Indonesian movement, Haji Oemar Said Tjokroaminoto (played by Reza Rahardian). The film provides an in-depth analysis on the challenges faced by this influential figure in Indonesian history, and provides a fascinating perspective on the country's current political landscape.

In the initial observations conducted in the eight grade classroom of SMP Yayasan Pendidikan 17 Nagreg, it was found that the development of positive attitudes of students was still not optimal, especially nationalism attitudes were still found. Most students have not been able to be orderly during the flag ceremony, have not memorized some national anthems, doodled photos of heroes, do not love the products and culture of the region, and there are still violations of existing regulations in the classroom and at school.

The purpose of this study was to find out the values of nationalism in the Film of *Guru Bangsa Tjokroaminoto*, the nationalism of eight grade students after watching the Film of *Guru Bangsa Tjokroaminoto*, and the influence of the Film of *Guru Bangsa Tjokroaminoto* on the nationalism of students.

Based on the background above, the study attempts to investigate the following research questions are what are the nationalism values contained in the film of *Guru Bangsa Tjokroaminoto*? how is the nationalism of the eight grade students of the Yayasan Pendidikan 17 Nagreg after watching *Guru Bangsa Tjokroaminoto*'s film? and is there any influence of *Guru Bangsa Tjokroaminoto*'s film on students' nationalism?

2 Method

The research method that the author uses was a descriptive quantitative method. The author used a descriptive quantitative method by distributing questionnaires to find out to the predetermined sample. In this case, there were 60 respondents who were selected by using saturated sampling techniques. Data collection techniques carried out are through observation, questionnaires and documentation.

3 Results And Discussion

1. The Value of Nationalism Contained in Guru Bangsa Tjokroaminoto's Film

Based on the results of observations and questionnaire results, it shows that the values of nationalism contained in the film Guru Bangsa Tjokroaminoto depicted by the eighth grade students of Yayasan Pendidikan 17 Nagreg are (1) dare to defend truth and justice implemented in the scene shown by the character Tjokroaminoto, where he was arrested by the Dutch East Indies for the riots that occurred and opposed the Dutch. (2) Willing to sacrifice for the sake of the nation and the State, implemented in the scene shown in the mass shooting carried out by the Dutch against the people who rebelled in Garut and from the Sarekat Islam side resisted. (3) Prioritizing the interests of the nation above personal and group interests which was visible in the scene of preferring to migrate and being expelled from home for contradicting the Dutch East Indies government. (4) Love of the homeland which was seen in the scene where Tjokroaminoto defends the rebellion carried out by the people against the Dutch East Indies government. That is a form of achieving freedom of rights and forming a state with self-government.

(5) Tolerance, implemented in the scene of the Central Sarekat Islam congress in Bandung and meetings with the people attended by the Dutch government. In the text of the speech delivered by Tjokroaminoto emphasized the importance of building unity and togetherness in every difference owned by the people in order to establish an independent country. The differences in question include differences in language, religion and ethnicity, as well as ideas or ideas, such as nationalism, communism and socialism.

In line with the value of nationalism mentioned in the findings, according to Sindung (2010: 141) the other value of nationalism includes being proud as an Indonesian nation and having the homeland of Indonesia and not feeling inferior, daring to defend truth and justice, fond of carrying out humanitarian activities, placing unity and unity, above personal interests or group interests, showing an attitude of willingness to sacrifice for the interests of the nation and state, recognizing equality, equal rights and obligations between fellow humans and fellow nations, fostering mutual love for fellow humans, developing tolerance, feeling that the Indonesian nation is part of all mankind, the importance of mutual respect and cooperation with other nations, respecting the lives of others, always upholding human values.

2. The Nationalism of Students After Watching the Film of Guru Bangsa Tjokroaminoto

Based on the results of the study, it shows that the nationalism of grade VIII students of SMP Yayasan Pendidikan 17 Nagreg after watching Guru Bangsa Tjokroaminoto is classified as a good category, this can be proven by the percentage of Most (51%) agree and strongly agree (45%) are proud to be Indonesian citizens with a total of 60 respondents. Accepting different tribes and cultures, 27 respondents agreed (45%) and 31 respondents (51%) strongly agreed. Loving the Indonesian homeland, 31 respondents (51%) agreed and 29 respondents strongly agreed (48%). Appreciating the struggle of heroes, 24 respondents agreed (40%) and 31 respondents strongly agreed (51%). Prioritizing common interests over personal interests, 30 respondents strongly agreed (50%) and 25 respondents agreed. Defending truth and justice for the Indonesian people, 25 respondents agreed (41%) and 30 respondents said (50%). Tolerance towards people of different religions, thoughts and cultures, 30 respondents agreed (50%) and 25 people strongly agreed (42%). Seriously participating in the ceremony, interested in exploring and memorizing the national anthem as a form of appreciating the heroes who have struggled, 28 respondents (46%) expressed strong agreement and 27 respondents (43%).

From the explanation above that the nationalism attitude shown by students after watching Guru Bangsa Tjokroaminoto's film in the good category is in line with Kriyantono (2009: 162) the film provides effective communication criteria, namely when there is understanding, causing pleasure, influence on attitudes, better relationships and behavior change. In accordance with the theory above, the influence on nationalism attitudes that occurred after watching the film Guru Bangsa Tjokroaminoto included being proud to be an Indonesian citizen, accepting various tribes and cultures, loving the Indonesian homeland, common interests above personal interests, defending truth and justice for the Indonesian people, tolerance of people of different religions, thoughts and cultures and seriously participating in ceremonies interested in exploring and memorizing songs Nationality as a form of appreciating heroes who have fought.

Thus, it can use the Film Guru Bangsa Tjokroaminoto as an educational medium for students' nationalism attitudes at least affecting nationalism attitudes. However, nationalism must still need to be improved. Ana Irhandyaningsih (2012: 9) The Indonesian nation still needs to improve nationalism and love for the homeland because nationalism and love for the homeland are very necessary for a better future for the Indonesian nation. Nurturing the nationalism of the younger generation can be done from an early age, so that gradually along with age it is hoped that a sense of nationalism will persist in the Indonesian nation.

So that nationalism in students is very important for the life of the nation and state because it is a form of love and honor for their own nation. With that, it is important for students to be able to do something best for their nation, maintain the integrity of national unity, and increase the dignity of the nation before the world. The importance of this nationalism attitude is that we as a society of the Indonesian nation must instill this attitude in students, how to instill nationalism attitudes generally come from within ourselves as citizens who have cultural and regional harmony. Nationalism can also be instilled through Pancasila and Civic education obtained through school learning such as watching the film of the national teacher

Tjokroaminoto conducted at SMP Yayasan Pendidikan 17 Nagreg In addition, it can also be done by habituating singing the national anthem, respecting the red and white flag, using good and correct Indonesian. There are many more efforts that can be done through education in schools.

3. The Influence of Guru Bangsa Tjokroaminoto's Film on the Nationalism of Class VIII Students of SMP Yayasan Pendidikan 17 Nagreg.

Based on the results of the data using the help of the SPSS application version 26, the following results were obtained, from a total of 15 statements on variable X which became the category of answer choices the most were the agree category (SS) which was 447, then the strongly agree answer category (S) as many as 396, the disagree answer category (TS) as many as 57 people. In variable Y, which also has a total of 15 statements and the highest answer category, the affirmative answer (SS) category is 443, followed by the affirmative answer choice (S) category of 402, then the disagree answer choice (TS) as many as 55.

Then, the author conducted a linear regression test also using the SPSS application to find out whether there was an influence between variable X, namely watching the film Guru Bangsa Tjokroaminoto, and variable Y, namely student nationalism. From the test, it was found that the significance value was 0.000 or < 0.05 , which means that there is an influence between variable X and variable Y so that H_a is accepted and H_o is rejected. Furthermore, the researcher also conducted a t test to find out whether variable X had a significant effect on variable Y, from the test results obtained a calculated value greater than t_{table} or $8.941 > 3.232$ which means variable X has a significant effect on variable Y. Then it was found that 57.2% of students' nationalism was influenced by Tjokroaminoto's film, while the remaining 42.8% was influenced by other factors that were not studied.

From the exposure of all these results, it shows that the values of love for the motherland, appreciating the services of heroes and advancing the nation in films affect students. This is in line with the expectations of those behind the scenes of making the film, such as director Garin Nugroho who hopes that the public can care about advancing Indonesia through the message of this film about how Tjokroaminoto's struggle to defend the country. In addition to Garin, the PPKn teacher of SMP Yayasan Pendidikan 17 Nagreg also hopes that this film will arouse the spirit of nationalism to create a society that understands nationalism So it can be said that the hope of these people was answered by 57.2%, while 42.8% was influenced by other things that were not studied.

According to Effendy (2003: 209) Film is a very powerful communication medium. Not only for entertainment, but also for lighting and education. Meanwhile, according to William L. Rivers (2004: 252) Film actually has great persuasion or persuasion power. And with various criticisms from the public and the existence of film censorship institutions, it shows that films actually have a very big influence.

From the statement above that the film is a concept that has education for the audience, we can know that at least students are influenced by the film Guru Bangsa Tjokroaminoto, it is

in line with William L. Rivers, that the film Tjokroaminoto has the power of persuasion, with this the nationalism attitude of students has increased.

According to Modern Edward Barneys in Nanda Putri (2020: 6) Films can affect life directly through the presentation of information and education with facts instantly, interesting and easy to understand.

So, just like Guru Bangsa Tjokroaminoto's film, which can be said to have succeeded in influencing student nationalism, it presents a story based on the true story of a national struggle figure in the era of national awakening from one of the most influential people in Indonesia which is packaged quite interestingly and can be understood well by the audience. In this case, the theme emphasized is nationalism or love of the homeland that tells, the spirit of struggle and can appreciate the services of heroes. Students who more or less already understand the values and attitudes of nationalism and are also things that are being taught so that nationalism attitudes will be embedded in themselves.

4 Conclusion

Based on the results of the study, it can be concluded as follows: (1) The values of nationalism contained in Guru Bangsa Tjokroaminoto's film, namely Dare to defend truth and justice, Willing to sacrifice for the sake of the nation and State, Prioritizing the interests of the nation above personal interests and groups, love for the homeland and tolerance. (2) The nationalism attitude of students in grade VIII at SMP Yayasan Pendidikan 17 Nagreg after watching Guru Tjokroaminoto's film is very good. This can be seen from the results of the questionnaire that has been distributed and the results have a nationalism attitude with a high category. (3) There is an influence of Guru Bangsa Tjokroaminoto's film on the nationalism of grade VIII students of SMP Yayasan Pendidikan 17 nagreg from the results of a simple linear regression test. This is evidenced by the results of questionnaires that have been tested and get regression results. The effect is significant where the regression results show a greater Tcount value Ttabel which means H_0 is rejected and H_a is accepted. This shows that there is a significant influence between watching Guru Bangsa Tjokroaminoto's film on the nationalism of Class VIII students at SMP Yayasan Pendidikan 17 Nagreg. Thus also the results of this study are accepted.

After concluding the results of the study, suggestions were then given, namely: (1) It is hoped that students can absorb moral values about love for the homeland and appreciate the services of heroes after watching the Film Guru Bangsa Tjokroaminoto. The love of the homeland and the spirit to advance the nation are expected not only to be felt shortly after watching, but can be applied sustainably in everyday life such as with the spirit of learning, obeying regulations well, maintaining religious values, and applying an attitude of tolerance or mutual respect. (2) Film teachers Guru Bangsa Tjokroaminoto can be a guideline for teachers and educators so that they can consider making film as one of the creative teaching materials. (3) To further researchers to focus more on the value of patriotism embedded in students.

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