

# Instilling Values of Nation Character Education through Multicultural History Learning

A Amanda<sup>1</sup>, S Rochmat<sup>2</sup>

<sup>1,2</sup>Graduate School Universitas Negeri Yogyakarta, Yogyakarta Indonesia

arizkaamanda.2018@student.uny.ac.id<sup>1</sup>, rochmat@yahoo.com<sup>2</sup>

**Abstract.** This research aims to develop the concept of planting character education values in a history lesson through the approach of multiculturalism. The methods used in this study are library research. The resources used include books, scientific journals, newspapers, etc. The fundamental problem in this research is the rise of social phenomena that show the success of education in Indonesia to actualize the values of character education. This is demonstrated by the moral slump experienced by the young generation of Indonesia who tends to be very asocial and Ahistoris. In addressing such problems can be done through the actualization of the educational values of the nation's characters can be in the history lesson with the approach of multiculturalism. A history lesson that has elements of character values and multicultural education, is very relevant to serve as an alternative way out of the current education problem. The historical lesson that contains character values is done by focusing on the development of thinking, reasoned, emotional and social maturation. The learning of history through the approach of multiculturalism is done by prioritizing the planting way of living respect, genuine, and tolerant of cultural diversity that lives in a plural society.

**Keywords:** Character Education, Multiculturalism, History Learning

## 1 Introduction

Indonesia is a multicultural nation and in its society has high complexity. This is motivated by the geographical-social of Indonesia as a country consisting of island regions. Each archipelago in Indonesia generally has different community characteristics from one another. However, the diversity in Indonesian society often has a negative impact, even diversity is not uncommon to be one of the triggers of conflict. In Indonesian society, interethnic conflict is one of the most vulnerable types of conflict. In one case, for example, in Kalimantan, there was an inter-ethnic conflict between Madura and Dayak. Besides religious differences can also be a trigger for conflicts such as the cases that occurred in Ambon and Sulawesi [1]. Based on the two types of conflict, showing that differences if not responded positively can have a negative impact. To overcome this, Aman [2] explained that the condition of Indonesia's pluralistic society must be responded positively, the differences that exist are capital to instill a sense of national unity and integrity, as well as an effort to strengthen the integrity and personality of the nation based on the values of religious and moral values. On the other hand, pluralism in Indonesia if not responded positively will cause divisions accompanied by a decline in national integration.

The problem of education in Indonesia that is interesting to be talked about is about character education. Education in Indonesia needs to be strengthened by the nation's character education values through school learning. During this time, education in Indonesia focuses solely on the achievement of cognitive aspects of mere knowledge. This makes education in

Indonesia a sharp highlight and polemic about the extent to which the values in the character education are successfully applied in Indonesian education. Education in Indonesia that focuses on strengthening the values of the character is still experiencing problems, causing a lot of criticism from education practitioners. For example, Kumalasari said that Indonesia's eastern culture is in the irony of character education that has been more inclined to adopt Western ideas[3]. The opinion is further explained by Rochmat, he argues that the failure of education in Indonesia is currently rooted in his educational system that follows the Western education system and without the critical sense of him. Furthermore, he explained, the example of Western education is very dangerous because the Western education system only to prioritize the aspect of reason and empirical whose primary purpose is to have power over nature. The adoption of Western education values into Indonesian education will negatively impact because it can make Indonesia experiencing a crisis of civilization as experienced by the West, more so it will make Indonesia out of its traditional roots [4]. The above opinion has explained that the Indonesian education system should be able to get out of the shackle of Western education because the value base of the character development between West and East is very different. The thing that is considered good by Westerners, is not necessarily good and can be accepted by the Eastern people especially the nation of Indonesia.

In addition to the above problems, Indonesia also has a problem of education that is not separated from the young generation as an object of national education. Problema that happened to the young generation of Indonesia is very related to the problem of declining the national values and moral in themselves. One factor of the cause of this problem is the rapid development of the current globalization that spawned modern technology and information. This factor directly impacts the world of education in general, and in particular, has impacted the younger generation. In the educational world, the development of technology and information requires education in Indonesia to adapt to the current globalization. But the process of this change is accompanied by starting Theravada characters in the young generation that are reflected in their social behavior. Social behavior is shown. The fading of national values, personality, religious prowess, historical consciousness, nationalism, inter-student brawl, lack of discipline, individualistic attitudes that want to win themselves, and other asocial attitudes. The sequence of problems is certainly threatening the integrity of the Indonesian nation, therefore education in Indonesia should be able to find a way to overcome the problem [5].

Planting the values of the nation's character through educational media is very necessary, especially to overcome the social problems that occur in the young generation of Indonesia. One of the education that has been in the instilling of character education values is a history lesson. Susrianto [6]explains the study of history can have an impact on the establishment of a multicultural nation's consciousness and character. Furthermore, according to Kartodirdjo [7], historical education is essentially the process of actualization of positive values in society, such as the Nila-heritage values of ancestors, the values of heroism and the love of homeland, the values of industrial society, and the values of the nation's ideology. Historical education has a position in overcoming the social problems experienced by the young generation of Indonesia. Studying history provides many benefits in everyday life. Greek Sage said the *Historia vitae Magistra*, this phrase has the meaning of history is the teacher of life. Making history as a living guideline will lead human life toward future developments. History plays a role in instilling the consciousness of human history that, present-day life is a continuation of the past. Some descriptions of the benefits of studying history at least make us realize the importance of taking lessons from the past for future lives. History as a teacher of life such as

classical Greek phrases, explaining history will avoid people repeating the occurrence of the same events for the second time [8].

Based on the above exposure, it has shown how important a history lesson in national education is. The history lesson has a strategic and influential role in actualizing the educational values of the nation's character which is based on religious morals. This is so that the young generation of Indonesia who is currently forging education at various levels, is not hit by the situation that is ahistorical and asocial in the social environment. Furthermore in this article will be discussed how the concept of history lessons in schools can be used as a means to achieve national educational objectives, especially in instilling character education values, through the historical content of peoples based on the concept of diversity or multiculturalism. This article also try to develop a concept of the implementation of historical lessons in the middle of Indonesian people who are so compounds. This effort is done so that the young generation of Indonesia has a multicultural consciousness so that it can respond positively to all differences that exist in the middle of Indonesian society that is compound.

## **2 Research Method**

The methods used in this study are library research. According to Mestika Zed, in the literature method, there are at least four (library research) tools that provide needed equipment, prepare a working bibliography, organize time and read and record research materials[9]. Based on the opinion, library research is judged relevant for use in this study.

In this study, the data collection was done by reconstructing theories related to the research object. The resources used include books, scientific journals, newspapers, and so on. Data sources that have been acquired are then analyzed through content analysis and descriptive analysis. The two types of analysis are used as a way of putting the research results that have been obtained through the literature method. The materials acquired before the narrated were first analyzed critically and in-depth so that the research in this article judged the proposition and supported the research idea. In this research the authors strive to as much as possible referring to the scientific rules of the library method, this is done to facilitate researchers in obtaining accurate and accountable data.

## **3 Result and Discussion**

### **3.1 Values of Nation Character Education in Historical Learning**

Based on the definition of national character education is strategic learning that develops social and personal responsibilities, manifested through the development of good character and based on moral virtues [10]. The nation's character education has its scope, according to Lickona, the scope of the nation's character education is very broad covering the cognitive aspects, affective, and good character behavior consisting of morality. Besides, the planting of national character education in education is useful as an effort to create a moral young generation. As for the problem so it is necessary to plant the educational values of the nation character namely; (1) The weak awareness of the moral values of the young generation so that they injure each other, (2) The main function of civilization is to provide moral values to the younger generation, (3) The school is a means of character education because it is very useful

when many children who have limited knowledge of moral values taught by parents, society, and religious institutions.

The establishment and planting values of the nation's character is a very fundamental thing in nation and state. Likewise, education in Indonesia is required to strengthen the national character education, considering the phenomenon of deterioration of the values of the national character that is ongoing in the country. The deterioration can be improved through strengthening and planting the values of character education through educational institutions. Winataputra according to the development of the national character has 3 main functions, namely; (1) The function of formation and development of potential, forming and developing the potential of human or Indonesian citizen to have a good mind, be noble, and behave by the philosophy of living Pancasila that uphold the value of the Glory, (2) the function of repair and strengthening, improve and strengthen the role of the family, education units, independent and prosperous; and (3) filter function, sorting the nation's own culture and critical to the foreign culture that does not conform to the cultural values and characters of the Indonesian nation.

One of the educational subjects in the school that can be used to embed and reinforce the character values of the nation is a history lesson. The lesson of history as a means of education has a strategic role that is, in the implementation of the learning is very full of the delivery of historical events that provide many character education values. Through a history lesson that contains the values of character education, it will be useful in developing the personality of students, both their position as a member of the community and citizens who has a national spirit and loves the homeland. Historical lessons are judged to encourage learners to get used to analyzing matters relating to the life of the community and their people not just as a matter of memorizing historical facts or events. Furthermore, the course of history in its implementation is not only limited to instill the understanding of past to present, developments experienced by a certain community, or to expand the insight of public relations between nations in the world. The very important thing to highlight in the history lesson is the activity that gives the experience to cultivate the national flavor and love in the human being universally. Historical learning should also emphasize the way of thinking, reason, emotional and social maturation and improve their ability to understand and understand and appreciate differences.

The lesson of history in the purpose of its implementation is not only to train learners to be able to think critically but also because of its pragmatical functions as the identity and existence of the nation. According to Kartodirdjo [11], historical education not only provides knowledge but also has an affection that affects the level of emotion. National Historical function is as a national cultural grower. Young generations get inspiration and aspirations. They get a model of heroism and heroic role, the younger generation is gaining inspiration on how the great leaders devote themselves to society and the country. As such, Susrianto stated, in addition to extensive historical insight, in the lessons of history contains educational values that are useful as a personage of national personality and a sublime attitude. The values in question include nationalism, heroism, unity and unity, unyielding, resilient, responsibility, the attitude of wisdom, religion, and nobility. The main goal of historical learning is to socialize and internalize these values to learners.

Development of historical education based on the values of national character education is a prosecution to give birth to a wise generation in solving a problem. Taking lessons from the past can make people wiser in gaining knowledge of truth and error in the Pristiwa of human life. Historical knowledge is fundamental to the establishment of national identity, historical consciousness is a source of inspiration to generate national sense and responsibility. The role

of historical consciousness for a nation is a pathway that guides mankind as a nation in the intrinsic sense. Historical consciousness is an intellectual orientation, a soul attitude that is useful to understand the national personality. Historical consciousness can guide man to realize himself as a member of a nation.

### **3.2 Actualization of National Character Education Values in History Lessons Based on Multiculturalism Approaches**

The application of multiculturalism is believed to contribute to the realization of awareness and diversity in the environment of a society. Therefore, in school learning, the educational values of multiculturalism are important to apply, since there are not many subjects that are especially discussed about multiculturalism at various levels of education. In line with the issue of very relevant historical learning is organized by taking a multiculturalism approach. Multicultural education is the process of planting a living way of respect, sincerity, and tolerance of cultural diversity that lives in a plural society. With multicultural education, it is hoped that the nation's mental looseness and flexibility in the face of a conflict of social conflicts, so that the unity and unity of the nation are not easily broken and cracked. From the opinion that the concept of multiculturalism is useful to avoid the conflict of conflicts in the society that have cultural differences, this is true in Indonesia whose society is so plural.

Referring to what is currently developing, researchers agree on the concept of multiculturalism submitted by Banks & Banks. As for the concept of education multiculturalism expressed from the experts are [12]:

- a) Conducting learning activities through a study group consisting of some learners who have cultural differences.
- b) Human relations, assisting students in mixing between groups.
- c) Single group Studies, a program that teaches things that promote pluralism but does not emphasize the existence of social stratification in society.
- d) Multicultural education, education reform that provides curriculum, well as subject matter that emphasizes the diversity of students in the language, as a whole to promote cultural pluralism and social quality.
- e) Multicultural Education of social reconstruction, to unify diversity and challenge social inequality in society.

Meanwhile, researchers also agreed with the concept of multiculturalism education described by Tilaar, according to the researcher that the concept is ideal to be adopted for education in Indonesia. The following will be described by Tilaar:

- a) "Right to Culture" and the identity of the local culture, as the manifestation of globalization answers. It is intended to safeguard and demonstrate cultural identity.
- b) Indonesian culture, namely to create a system of value for Indonesia in a diversity system.
- c) Normative multicultural education concept, not merely descriptive. Normative multicultural education Not only describes a plurality but a mission to realize the Indonesian culture that is owned by a nation-state.
- d) Multicultural education is a social reconstruction, namely as a tool to look back on the social life that exists today.
- e) Multicultural education in Indonesia requires a new pedagogic, which is not only limited to school education. New pedagogics have developed the empowerment and equality of human beings with cultural diversity.

- f) Multicultural education aims to realize the future vision of Indonesia and the ethics of the nation.

In an effort to support the realization of this concept, it is necessary to carry out several main multicultural education programs that are based on the values of character education. The development carried out is to make educational institutions as centers of joint activities between schools, the government (Diknas), and universities in developing multicultural education curriculum, book procurement, and teacher education. In primary and secondary education there are no Multiculturalism Education subjects, so the concepts of multicultural education can be inserted in several subjects that have relevance. For this reason, the lessons of history can be inserted with the values of multicultural education and national character education. The purpose of teaching history in schools refers to the national educational goals listed in article 3 of RI Law No. 20 Th. 2003 on SISDIKNAS, that the aim of national education is "... to develop the potential of students to become human beings who believe and have faith in God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens, as well as democratic citizens, and to be responsible. Based on this explanation, it is reinforcing that history lessons are an integral part of multicultural education and include the values of national character [11].

History learning in Indonesia must use a multicultural approach and be accompanied by the values of national character education. The teaching of history should be held as a joint dialogue between the instructor and the instructor. In this concept, according to Supardi the history lesson does not focus on memorizing facts, but rather joint research between teachers and students is the main method. In this way the student is immediately confronted with an intellectual challenge which is indeed a characteristic of history as a science, in which students become participants, actors in the 'self-discovery' of our own nation. Implementation of history lessons based on a multicultural approach can be done by developing local history writing and teaching. Writing about a variety of local phenomena, will clearly enrich the treasure of national heterogeneity, as well as an effective multiculturalism foothold. Although this method will find a problem because some local communities have a historical path that is considered negative, or maybe the intersection of conflict with other communities. For example, the Bubad war between the kingdoms of Majapahit and Pajajaran. Another example is the Dutch success in quelling the Padri War in West Sumatra with much assistance from the Yogyakarta forces. Historical events in the past must be addressed with wisdom, and in describing these events, freedom is adjusted to their locality.

## **4 Conclusion**

Nation character education is a very important part of Indonesian education today. Social phenomena show that in Indonesia experiencing a moral crisis, this is indicated by the number of deviant behavior carried out by students who are educated individuals. Besides, multicultural education is also felt to be needed. Multicultural education that focuses on the acceptance of diversity, becomes important because of the vulnerability of the Indonesian nation whose plural society is faced with the clash of differences that triggers conflict. These two problems are the accumulation of the failure of national character education and multiculturalism in Indonesia. As a way out is to instill and strengthen the nation's character values through history lessons. Through history lessons that contain the values of character

education, will have a positive impact on developing the personal learners, both their position as members of the community and citizens who have the spirit of nationalism and love for the motherland. Learning history must be held by emphasizing the way of thinking, reasoning, emotional and social maturation, and increasing their ability to understand and understand and appreciate differences. With this history lesson that prioritizes the delivery of the concept of multiculturalism and strengthening the character of the nation, can make students and young people respect the noble values upheld by the Indonesian people, and appreciate differences in a pluralistic society.

## References

- [1] Supardi., "Pendidikan sejarah lokal dalam konteks multikulturalisme," *Cakrawala Pendidikan*, vol. No 1, 2014, doi: 10.21831/jppfa.v2i1.2621.
- [2] Aman, "Aktualisasi nilai-nilai kesadaran sejarah dan nasionalisme dalam pembelajaran sejarah di SMA," *J. Pendidik. Karakter*, vol. no 1, pp. 24–34, 2014, doi: 10.21831/jpk.v0i2.2174.
- [3] K. Dyah, *Agama dan Budaya Sebagai Basis Pendidikan Karakter di Sekolah*. Suluh Media, 2018.
- [4] S. Rochmat, "Pendidikan kecakapan hidup dalam bingkai moral sebagai strategi broad based education," *Cakrawala Pendidik.*, vol. no 1, pp. 35–51, 2005, doi: <https://doi.org/10.21831/cp.v0i1.4688>.
- [5] S. Winataputra, *Implementasi kebijakan nasional pembangunan karakter bangsa melalui pendidikan karakter*. Jakarta: Universitas Terbuka, 2010.
- [6] E. Susrianto, "Peranan Pendidikan Sejarah dalam Membangun Karakter Bangsa," *Lentera*, 2012, [Online]. Available: <https://www.neliti.com/publications/22974/peranan-pendidikan-sejarah-dalam-membangun-karakter-bangsa>.
- [7] S. Kartodirdjo, *Pendekatan Ilmu Sosial dalam Metodologi Sejarah*. Jakarta: Gramedia Pustaka Utama, 2002.
- [8] S. Kartodirdjo, *Ideologi Bangsa dan Pendidikan Sejarah*. Jakarta: MSI dan Pusat Arsip RI, 1999.
- [9] Z. Mestika, *Metode penelitian kepustakaan*. Jakarta: Perpustakaan Obor, 2004.
- [10] Dyah Kumalasari, "Pendidikan Karakter Berbasis Agama," *Home Healthc. Nurse*, 1988, doi: 10.1097/00004045-198805000-00015.
- [11] SH Hasan, "Pendidikan sejarah untuk memperkuat pendidikan karakter," *Paramita Hist. Stud. J.*, vol. 22 No 1, p. 85, 2012, doi: 10.15294/paramita.v22i1.1875.
- [12] H. A. . Tilaar, *Multikulturalisme Tantangan-Tantangan Global Masa Depan dalam Transformasi Pendidikan Nasional*. Jakarta: Grassindo, 2004.