

The Urgency of Hikayat Hang-Tuah's Character Value in Building Young Generation Nationalism

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Abstract— Globalization has reached all aspects of life including the spirit of young generation's nationalism. This generation is the next generation of the nation and the state, because it is considered very important to have a strong nationalism in the midst of an increasingly globalized world. One effort to fortify the spirit of nationalism can be done by integrating character values in learning in schools. This study aims to describe the results of the implementation of learning tools based on the character of the story of Hang Tuah to build nationalism of the younger generation. The subjects in this study were students of class VII-B at SMPN 57 Surabaya. This quantitative study uses the design of "non-equivalent group design pretest-posttest control". The results showed that the pretest and posttest values were significantly different ($P < 0.000$, $df = 28$, $t = -51.470$), with a difference between the two of -6,667. It shows the learning device has been able to increase student nationalism by 8.67 compared to the previous condition. N-gain of student nationalism (0.78) shows that student nationalism has increased very significantly. Therefore, the use of learning tools that integrate the value of Hang-Tuah Character Story is proven to increase student nationalism.

Keywords—component, formatting, style, styling, insert (key words)

I. INTRODUCTION

value of local character in the community is very important because it shows customs, traditions, and cultural values that have taken root in people's lives and are manifested in folklore [1]. Folklore develops in various aspects of history, culture, society, and is an integral part of public life which is one of the identities of a nation [2]. Folklore is a part of cultural heritage that combines historical facts and fiction that can create social identity [3]. In addition, folklore is one of the cultural references that shows the identity of individuals and groups [4]. Folklore is created

as a form of process and behavior that can be learned to be applied in interactions that contain a traditional value [5].

Local character values created then become a source of meaning for the creator himself [6]. The character value possessed by a nation is one of the uniqueness that is not necessarily found in other regions. Folklore is a tangible form of local character values as an important part of culture [7]. The local character value of a region has strong ties with one's nationalism [8]. In the current phase of global competition, character values become a solution to strengthen the nationalism of a nation [9]. Cultivation of nationalism can be done with an analytic approach about cases of national disintegration that can be studied in schools, and examines possible solutions to overcome the fading of nationalism [10].

On the other hand, strengthening nationalism can be done with the approach of religion. The way is done by explaining the concept of nationalism and its origins, goodness and character that is unique from the point of view of the teachings of Religion [11]. Furthermore, sports parties held between nations can actually raise the values of nationalism in the community [12]. The phenomenon of increasing nationalism in recent years is related to the rampant production of goods and services locally [13]. Foreign policy in the form of taking a confrontational position against the strength of other countries and protecting maritime territory is proven to be able to increase nationalism of a nation [14].

Italy applies a new way to relearn national values in order to build an attitude of nationalism through daily interactions [15]. While Michael Bilig points out that the cultivation of nationalism must be carried out through routine daily activities that are realized through the practice of good citizenship [16]. Whereas in the United Arab Emirates (UAE) nationalism is instilled through the celebration of national days through the use of flags, personal space,

objects, clothing to knick knacks with the theme of nationalism of the country. Not only that, the slogans, icons and colors of the country's symbols become decorations as an effort to instill a sense of nationalism [17].

Culture to build nationalism must also be formed early to get children to learn to love the country [18]. Education also plays an important role in building nationalism by teaching the values contained therein easily so as to realize the character of nationalism among students [19]. In implementing character education to instill nationalism in schools, teachers must have nationalism elements embedded in the classroom [20]. The development of nationalism through education must be carried out in a comprehensive and comprehensive manner through various teaching aids so that it influences the formation of nationalism attitudes [21].

The role of education in building a sense of nationalism that has a symbol of identity through folklore is also included in the syllabus in the field of biology, which is beneficial for students and the community because it produces learning benefits that can be applied in everyday life [22]. Increased sense of nationalism through internalization of its values into the education curriculum is able to strengthen the spirit of patriotism of students in schools [23]. The use of music with the rhythm of patriotism in learning can be used as an intermediary for inculcating the values of nationalism, history, and culture of a nation [24]. Furthermore, the application of the rules for implementing civic education has influenced students' sense of nationalism and patriotism [25]. The role of education in developing nationalism is also very influential on the development of national character because it can enhance a high sense of nationalism [26].

II. METHOD

The type of this research used in this study is a quantitative study using a "non-equivalent group design pretest-posttest control research design". Nationalism indicators in this study include; Sense of Pride, Sense of Unity in Diversity, Sense of Struggle, Sense of Unity, Diplomacy, Sense of Love for the Motherland. The subjects in this study were students of class VII-B. The data analysis technique was done by descriptive analysis and inferential analysis using SPSS 16 rocks for windows. Inferential analysis techniques use the Independent t-test and Multivariate Analysis of Variance (Manova). Before the independent t-test and Manova tests were carried out, the prerequisite tests were normality tests and homogeneity tests. The data to be tested for normality and homogeneity are n gain of science process skills and cognitive learning outcomes of students. The formula of n-gain is as follows.

$$G = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} \times 100\%$$

Table 1
Criteria Normalized Gain

Interval Value	Description
0.70 < n-gain	High

0.30 ≤ n-gain 0.70	Medium
n-gain < 0.30	Low

(Source: Hake, 1999)

III. RESULTS AND DISCUSSION

A. Presentation and Analysis of The Data

This part will describe the following results of research and statistical analysis used in this research. The use of the hikayat hang tuah character values to build nationalism is carried out for students in class VII-B of SMPN 57 Surabaya. Trial activities for 2 meetings with each time allocation of 2x40 minutes. The following are the results of the pretest and posttest;

No.	Students	Pretest	Posttest
1	VII-B-1	55	81
2	VII-B-2	50	76
3	VII-B-3	65	91
4	VII-B-4	55	81
5	VII-B-5	55	81
6	VII-B-6	50	76
7	VII-B-7	60	86
8	VII-B-8	55	81
9	VII-B-9	60	86
10	VII-B-10	50	76
11	VII-B-11	50	76
12	VII-B-12	55	81
13	VII-B-13	55	81
14	VII-B-14	60	86
15	VII-B-15	60	86
16	VII-B-16	50	76
17	VII-B-17	65	91
18	VII-B-18	55	81
19	VII-B-19	55	81
20	VII-B-20	50	76
21	VII-B-21	60	86
22	VII-B-22	55	81
23	VII-B-23	60	86
24	VII-B-24	65	91
25	VII-B-25	55	81
26	VII-B-26	55	81
27	VII-B-27	50	76
28	VII-B-28	60	86
29	VII-B-29	50	76
30	VII-B-30	55	81
31	VII-B-31	50	76
32	VII-B-32	60	86
33	VII-B-33	60	86
34	VII-B-34	55	81
35	VII-B-35	65	91
36	VII-B-36	65	91

Table 2

Mean Value, Standard Deviation & Standard Error of Pretest and Posttest

	Mean	N	Std. Deviation	Test Prop.
Pair pretest	29.50	32	2,354	.430
Pair posttest	38.19	32	2,373	.520

Source: Pretest and Posttest Students

All proceeds nationalism indicators obtained through pretest and posttest then do two sample paired t test (Paired Samples Test) with SPSS.

Table 3

T-test results show differences in the results of the pretest and posttest

Paired Differences		t	df	Sig. (2-tailed)
Mean	Std. Deviation			
Pair 1 pretest	-8			
posttest	667	.922	-51 470	.000

The results analysis in Table show that between pretest and posttest differed significantly ($P < 0.000$, $df = 28$, $t = -51,470$), by a margin of difference between the two by -8.67. A negative value indicates the difference between the two shows that the pretest is lower than the posttest. This means that the presence of learning devices has been able to increase student nationalism by 8.67 compared to the previous condition. Based on the results of the analysis it can be concluded that the learning device is proven effective in increasing student nationalism. Next, the results of the will be elaborated *n-gain* pretest and posttest implementation of learning tools that integrate the value of the character of good luck in the learning process.

Table 4

The *n gain* Results Analysis Description

Description	Pretest (N = 36)	Posttest (N = 36)	<i>N Gain</i>
Mean	65	85	
Median	65	85	
Mode	68	84	
Standard Deviation	2.6	3.9	0.78
Variance	6	6	
Maximum Score	74	93	
Minimum Score	57	68	

Overall, the results of *n gain* analysis described in the Table above shows that the *n gain* of student nationalism is (0.78). This point shows that the *n gain* pretest and posttest results increased very significantly. Therefore, the use of learning tools that integrate the value of Hang-Tuah Character Story is proven to increase student nationalism.

Vygotsky's opinion about competence in socio-cultural learning is contained in the concept of the zone of proximal development (zone of proximal development) or more easily ZPD. ZPD is an area between the level of current development (actual) with the level of potential development. The level of real development is the ability to be developed independently, while the potential development

concerns the skills provided as a result of the guidance of more mature people through collaboration with more competent peers. The Vygotsky proximal development zone outlines social challenges for learning to build pedagogical structures [27]. The local character values integrated in social studies learning as a product of this research development apply the concept of ZPD in them. The availability of various independent question and answer activities gives students the actual development they have.

Furthermore, Skinner provides the concept of operant behavior (operant behavior) which is an ability formed through the learning process, as well as interactions with the environment [28]. In the use of local character values that interact with students with the environment associated with activities that facilitate students who use knowledge by translating the concept of nationalism into tangible forms in the field. The activity is intended so that students more intensively learn from the environment to obtain the initial knowledge they have.

IV. CONCLUSION

The results showed that the pretest and posttest values were significantly different ($P < 0.000$, $df = 28$, $t = -51,470$), with a difference between the two of -6,667. It shows the learning device has been able to increase student nationalism by 8.67 compared to the previous condition. *N-gain* of student nationalism (0.78) shows that student nationalism has increased very significantly. Therefore, the use of learning tools that integrate the value of Hang-Tuah Character Story is proven to increase student nationalism.

ACKNOWLEDGMENT

Thank you to the Directorate of Research and Community Service, Ministry of Research and Higher Education Technology for supporting this research with the Contract Code -----.

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