

Promoting Good Citizenship in the Social Studies Course at the Secondary School in Indonesia

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Abstract—Globalization is an unstoppable current that has positive and negative impacts. The positive impacts such as cooperation, easy access to information, while the negative impacts refer more to the nature or actions such as the many moral crimes committed by adolescents. It is also due to the lack of optimal education in transferring moral values. One of the subjects that play a role in the formation of good citizens and values is social studies education, but the social studies curriculum still emphasizes mastery of the material, social studies subjects are too material, cognitive and rote. Because it is memorized, social studies learning becomes tedious, unattractive and seen as a burden for students, especially if it is associated with its status as a subject not included in the national exam. The community also considers that social studies lessons are not important, so the values in social studies learning are not well conveyed.

Keywords: *globalization, social studies, good citizenship, values*

I. INTRODUCTION

Advances in technology and information have changed the order of world life by creating a concept called globalization. The presence of globalization in the current era is inevitable and provides all the facilities needed by humans, both positive and negative. Positive impacts of globalization such as integration, competence, and cooperation, while negative impacts such as the birth of an instant generation, moral decadence, consumerism and permissively. The impact of globalization is so quickly penetrated society, especially among young people, the influence of globalization on young people is so strong and has made young people imitating outside cultures that are not by Indonesian culture. Television, the internet, newspapers, mobile phones are information and communication media that run quickly, rolling up the traditional barriers that have been holding strong, morality has become loose. Something that was once considered a taboo now becomes a normal thing. How to dress, interact with the opposite sex, enjoy entertainment in special places and enjoy drugs into the modern world trends that are difficult to overcome

Nowadays there are a lot of bad social facts happening everywhere. Among them is the phenomenon of anarchist attitudes, social conflict, riots, violence, brawl, promiscuity accompanied by pornography and porno-action, sex crime, corruption, socio-economic inequality and so on [23]. These facts indicate a serious threat to the nation's future. There are ten signs of human behavior that indicate the direction of the destruction of a nation, namely: (1) increased violence among adolescents; (2) entrenched dishonesty; (3) increasing

disrespect for parents, teachers, and leader figures; (4) the influence of peer groups on acts of violence; (5) increasing suspicion and hatred; (6) worsening use of language; (7) decreased work ethic; (8) decreased sense of responsibility of individuals and citizens; (9) heightened self-destructive behavior; and (10) the blurring of moral guidelines [15].

Educational institutions, especially formal education, belong to those who are responsible for these social facts because formal education institutions are organized institutions to guide, educate the nation's generation. Schools have an influence and impact on student character. This becomes an entry point to state that schools have duties and responsibilities to conduct moral education and character building [9]. But there is a lack of strengthening of national values and character in education. Informal education, social studies is one of the subjects taught at the junior high school level and one of the objectives of social studies is to form good citizens by fostering the values of citizenship, morals, state ideology and religion. However, at present the Social Sciences curriculum still focuses on the mastery of the material, Social Studies subjects are too heavily laden, cognitive and rote. Because it is oriented towards teaching material, social studies learning is trapped in the process of gathering information and accumulating facts. Because it is memorized, social studies learning becomes tedious, unattractive and seen as a burden for students, especially if it is associated with its status as a subject that does not enter the national exam. The community also considers that social studies lessons are not important, nor are they of much use in daily life. Social studies lessons cannot build houses, cannot build bridges, and so on.

II. EXPLORING THE CONCEPT OF GOOD CITIZENS IN INDONESIA

A. *The Concept of Good Citizens*

Citizenship is considered a set of attitudes towards political objects. The complex attitude consists of four main dimensions, namely the affective dimension which taps the feeling of national freedom, a sense of belonging to a larger community, and love for one's country, the cognitive dimension which measures knowledge about the structure of the political system and individual understanding of their rights and obligations, evaluative dimension which reflects the individual's evaluation of political objects and behavioral dimensions [10]. The figure of a good citizen is the result of a variety of aspirations of social and political forces that exist in society. In other words, in a country with a liberal political system, it certainly has a different conception of an ideal

citizen from a state with a communitarian political system. Likewise, with the State of Indonesia which has a good style of political system typical of Indonesia.

The concept of good citizenship and efforts to realize it has become a matter of considerable debate. Broadly speaking, there are three dimensions namely "knowledge and understanding about becoming informed citizens, developing skills of inquiry and approach, developing skills of participation and responsible action" [2]. The term good citizens are different from good human beings. Citizens are human beings with certain attributes that are identity, ownership of rights and obligations, involvement in public matters and acceptance of social values [3]. Aristotle distinguishes between the good man and good citizen. It is said, "we must note that different constitutions require different types of good citizens, while the good man is always the same" [7]. A good citizen of that size is the constitution of the country concerned. If the citizens' attitudes and behavior do not conflict and comply with the constitution, he is categorized as a good citizen, while good human beings are the same in all countries because he is determined by his conscience. So, a good citizen is not necessarily a "good" human being. We may hear that there are State officials who are obedient in paying taxes, reporting their wealth, fulfilling siding calls, and will obey traffic regulations. However, he also behaved immorally, such as having an affair, like being angry and so on. He is a good citizen but not necessarily as a human being he has a "good" character [24].

Identification of good citizens is citizens who have the following criteria: a) understand and be able to exercise their rights and obligations properly; b) as individuals who have social sensitivity and responsibility; c) able to solve social problems intelligently; d) has a personal discipline attitude; e) able to think critically, creatively and innovatively. According to other experts, good citizens are citizens who have civic knowledge, have civic skills and have civic disposition [6]. Good citizens are also able to involve themselves or participate in various aspects of community, nation and state life. Participative citizens are citizens who always involve themselves or participate in various activities of community life, nation, and state in various aspects of national life which include participation in political, economic, social, cultural and participation aspects in other aspects.

The above is a good quality of citizens who can be relied on and can understand their rights and obligations as citizens about or relations with the State and its environment. Reliable citizens are citizens who have the competence of civic knowledge, civic skills, and civic disposition as well as citizens who have moral intelligence, those who have moral knowing, moral feeling, and moral behavior. The dimensions included in moral intelligence in the form of moral knowledge that will fill the cognitive domain are moral awareness, moral knowledge (knowing moral values), determination of perspective (perspective taking), moral logic, moral reasoning), courage to take a stand (decision making), and self-knowledge. The moral feeling dimension is the strengthening of emotional aspects to become human with character. This reinforcement relates to the forms of attitude that must be felt by students, namely awareness of identity (conscience), self-confidence (self-esteem),

sensitivity to the suffering of others (empathy), love of truth (loving the good), self-control, humility. And the moral dimension of action is moral action which is the result of two other character components. To understand what drives a person is a good act (act morally), it must be seen from three other aspects of character, namely competence, will (desire) and habit [12].

B. Elements of Good Citizens in Indonesia

1) Love the Motherland

The love of the motherland is reflected in the pride of having sources of wealth, fertility and natural beauty so that it always maintains and preserves it for all time. This love for the motherland is expected that every citizen will know and understand the archipelago that stretches from Sabang to Merauke, from Miangas Island to Rote Island well. About 17,500 islands are stretching from Sumatra to Papua, there are hundreds of ethnic groups and regional languages in the archipelago, preserving the environment, preserving and loving it, always maintaining the good name and making Indonesia proud in the eyes of the world and at any time ready to sacrifice to defend it.

2) National and State Awareness

State awareness means understanding, living and carrying out what are their rights and obligations as citizens. For this reason, national and state awareness needs to be instilled early, continuously and continuously. The hope is to make every citizen grow aware that the sense of unity and unity of the nation and state of Indonesia is absolute in relation to the condition of the nation and the state that is diverse in various dimensions, has a great spirit and patriotism, obeys existing regulations, both as individuals, groups or community members, have an awareness of their duties and responsibilities as citizens and citizens.

3) Willing to sacrifice for the nation and state

Willing to sacrifice for the nation and state that is willing to sacrifice time, energy, mind and property for the public interest so that in time ready to sacrifice body and soul for the interests of the country. This is selfless evidence given by citizens of their homeland with full awareness, expertise, and responsibility in maintaining the nation and state. Embodiments of attitudes and behaviors that are willing to sacrifice, among others, devoting all attention to sincerity, energy and thought in completing an obligation that must be carried out to achieve goals for the progress of the nation and the State, prioritizing the public interest rather than personal or group interests, as social beings living in one environment different, in the standard of living social status and customs, but as citizens have the same position, therefore in social activities must be followed by all citizens [8].

III. URGENCY OF SOCIAL STUDIES EDUCATION IN FORMING GOOD CITIZEN

A. The Concept of Social Studies Learning

The formation of good citizens is one of the main missions of Indonesian national education. One of the subjects carrying the mission is Social Studies Education. Social studies subjects are subjects aimed at educating students to become good citizens, namely citizens who can live democratically, interact and interact positively with

others, this is by the objectives of social studies according to the National Council of Social Studies (NCSS) namely "... help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" [5].

The main mission of social studies education, as: "The major mission of social studies education is to help children learn about the social world in which they live and how it got that way; to learn to cope with social realities; and to develop the knowledge, attitudes, and skills needed to help shape an enlightened humanity ". In this Social Studies Education accommodate three domains of education, namely; knowledge, skills, and attitudes or values especially those that lead to the formation of good citizenship [18].

Through social studies and social studies students are directed, guided and taught so that they become citizens who have sensitivity, and the ability to understand, examine and participate in solving social and national social problems, as well as inheriting and developing noble values of the nation's culture. Related to this, the purpose of social studies and learning is that students can: (1) develop thinking skills to be able to understand, respond, adapt and solve social problems; (2) as well as understanding, memorial, and continuing national culture. With this direction and purpose, citizens are expected to create good and wise citizens, critical and creative, democratic and responsible, foster a national spirit and strengthen national identity, and build awareness and foster environmental awareness [17].

The role of social science education in schools as the needs of a growing community towards a prosperous society. Social Sciences (IPS) as an integral part of the curriculum of learning in schools, should be delivered in an interesting and meaningful way by integrating all components of learning effectively. IPS as a discipline that has a high sensitivity to the dynamics of community development. Social studies at school are a simplification of the discipline of social sciences, psychology, philosophy, state ideology and religion which are organized and presented scientifically and psychologically for educational purposes. Social study is a subject that combines the basic concepts of various social sciences arranged through education and psychology and their worth and meaningfulness for students and their lives [19].

Character values in Social Studies include core character values and main character values. The main character values of PIPS subjects are religiousness, honesty, intelligence, toughness, democratic and caring. While the main character values of PIPS subjects are nationalism, obedience to social rules, respect for diversity, awareness of the rights and obligations of self and others, responsibility, logical thinking, critical, creative, and innovative, and independence. These character values can be developed more broadly, to strengthen the function of Social Studies as character education as well [21].

B. The Role of Social Studies Informing Students into Good Citizens

Social studies education as a condition of value-based education has scientific duties and responsibilities in building the nation's character going forward. Other missions are

political education or democratic education, legal education, human rights education, and even anti-corruption education. Compared to other subjects, social studies subjects have a position as the spearhead in character education. This means that in these subject's character education must be a learning goal. Changes in the character of students is a planned effort (instructional effect), not just a follow-up effect/accompaniment (nurturant effect). This can be shown that the component of social studies education is the knowledge, skills, and character of citizenship (to be good citizenship) or citizenship transmission. Therefore, social studies learning has an important role in shaping the nation's character. Because social studies learning has similarities with value education or character education, each of which aims to make students as good citizens, then also care about social and environmental problems, and have a high sense of nationality [14].

Social studies learning generally aims at students having the ability to introduce concepts related to community life so students can think logically, critically, have a curiosity in solving problems. Students are expected to be wise, polite and not emotional in understanding, responding and participating in solving various social problems, having social sensitivity and a sense of empathy. Social studies learning is also expected to train students to develop abilities and skills such as communicating, adapting, synergizing, working together, and even competing following existing norms and norms [1].

Social studies learning is built as a cultural transaction process that must develop character. Social studies learning needs to be directed as a vehicle for the development of national character education, as a process of building intelligence, character, and personality of students following the objectives of national education. Social studies learning must be returned following its conceptual nature which emphasizes interdisciplinary and transdisciplinary, with contextual and transformative learning, active and participatory in the perspective of social values following the development of community life. Social studies learning must also focus its role in efforts to develop student character to ensure survival in society and the environment

There are nine pillars of character in social studies learning that comes from universal noble values, namely: the character of God's love and all of God's creation, being independent and responsible, honesty and diplomatic, respectful and polite, generous, like helping and helping and cooperation, confident and hard worker, leadership and justice, kind and humble, and character of tolerance, peace, and unity. The nine pillars of character, in social studies learning, are taught systematically in a holistic education model using the methods of knowing the good, feeling the good, and acting the good. Knowing the good can be easily taught because knowledge is cognitive. After knowing the good, feeling loving the good must be grown, that is, how to feel and love the virtue of being an engine that can make people always want to do something good. So that the awareness grows, people want to do benevolent behavior because they love the benevolent behavior. Once accustomed to doing good, acting the good turns into a habit.

Social studies as a study have an interest in education, there are three categories in education that are characteristic of the objectives of Social Sciences, namely:

1. Humanitarian education.
2. Citizenship education.
3. Intellectual education [11].

Humanitarian education means that social studies must help students understand their experiences and find meaning in their lives. In this first objective contained the element of value education. Teachers can present social studies material in this goal, for example in the material of a humanitarian crisis caused by the occurrence of natural phenomena of flooding. Flooding can cause casualties. What attitude should be taken towards flood victims? On this theme can talk about the relationship between social phenomena and natural phenomena. Students are required to have an empathy attitude towards humanitarian issues. Education implies that students must be prepared to participate effectively in the dynamics of community life. Students have the awareness to improve their achievements as a form of responsibility of citizens who are loyal to the state. Educational values in this aim are more emphasized on citizenship. The material presented is more themes related to life as citizens. For example, the theme of driving ethics on the highway.

Intellectual education implies that children need to obtain analytical ideas and tools to solve problems developed from social science concepts. In solving problems children will be faced with efforts to make their own decisions. With increasing maturity, children must learn to answer questions correctly and test critical ideas in social situations. In this learning, students are asked to think critically about studying the themes raised in real life. Students are asked to be asked to provide an analysis with the concepts of social science or other sciences to the facts that occur. For example, the occurrence of unemployment, how unemployment is seen from aspects of history, economics, geography, sociology, and others [4].

From the above explanation, it can be said that social education is very closely related to character education. Character education can be interpreted as value education, moral education or character education. The interpretation has the same direction and goals as the goal of social studies education, which is to build good citizens [16]. But the success of social studies education depends very much on the role of the teacher and the school environment. The effectiveness of these subjects depends on the level of curriculum mastery, work ethic and teacher performance in managing social studies learning and the creation of conducive situations in the school environment [22].

IV. SOCIAL EDUCATION EFFORTS IN PROMOTING / ENCOURAGING VIRTUES VALUES

As a subject in school, social studies must be educational rather than academic. there are 3 pedagogical traditions in social studies, namely (1) Tradition of Social Studies Taught as Citizenship Transmission, this tradition aims to develop good citizens in accordance with the values and norms that exist in a society, nation or state; (2) The tradition of Social Studies Taught at as Social Science, this tradition is related to the formation of good citizens who are characterized by the ability to see and overcome social and personal problems using the workings of social scientists; (3) the tradition of

Social Studies Taught as Reflective Inquiry, is a tradition characterized by the formation of good citizens with its main characteristic being the ability to make decisions in an effort to find added value and solve social problems [13].

To achieve this, the following efforts are needed:

- 1) In social studies learning, time is given through outdoor activities. This activity can be done by visiting certain objects, such as monuments, museums, traditional markets, supermarkets, and others. Learning by using outdoor activities has several advantages, such as:
 - a. Students can ask questions directly to the resource person, so they get a variety of knowledge and regardless of an integrated experience.
 - b. Students can see pictures, statues, dioramas or even human activities so they can capture information and combine them.
 - c. Students can match the theories obtained during learning into objects
- 2) Social studies education needs to integrate the values of Pancasila and the values of local wisdom /cultural values/ character education. Social studies education needs to examine the behavior of citizens about other citizens and their natural surroundings. Included in the object of the study of cavities are behavior, type of thought growth, the potential that exists in every citizen, rights and obligations, ideals and aspirations, awareness (patriotism, nationalism, international understanding, moral Pancasila), business or activity and participation and responsibility. In terms of teaching preparation, all administrative needs are needed that are used as a reference in the learning process. These administrative needs including preparing an academic calendar, an annual semester program, syllabus, maximum completeness criteria, and Learning Process Plan. The learning steps made include an introduction to apperception and motivating. The main activities are exploration, elaboration, and confirmation. At the end of the lesson, the closing activity is carried out. Teaching Social Studies aims to provide knowledge about the importance of Pancasila values. It also develops student participation so that they are responsible as citizens, as well as building social and cultural communication for students [20].
- 3) Social studies learning which so far has only been carried out verbally has no meaning, so social studies learning does not provide concrete experience for students as perpetrators and part of the national social community that arises is inseparable from the achievement of social studies learning objectives including social national issues that arise inseparable from the achievement of social studies learning objectives, including the problems of corruption, collusion, nepotism, anarchism, the fading of moral values and so forth. So that students can solve these problems, what needs to be done is to train students to get accustomed to seeing a problem from various points of view. If social studies learning is only given in one

direction, students are not accustomed to thinking then social studies will not be able to realize their goals. Therefore, students must be faced with various facts that in the surrounding environment is full of various problems of life. Learners see the phenomenon of life in complex and various perspectives that are included in it. Learning techniques can be used to instill moral values in students, such as discussion, problem-solving, inquiry and teaching with interdisciplinary principles [25].

- 4) Modeling is one of the ways teachers use when instilling nationalism values through social studies learning. One way is through action. Implanting moral values through action is by the teacher telling students to do something indirectly that will teach students about certain values. The value that appears in this action is the value of discipline.
- 5) The teacher invites students to pray before and after learning, and this can directly instill the value of the first precepts of Pancasila namely Godhead. By praying before and after learning, the teacher teaches that every action must involve God as the creator.

V. CONCLUSION

Social studies education is a subject that aims to educate students to be good citizens, namely citizens who can live democratically, interact and interact positively with others. Compared to other subjects, social studies subjects have a position as the spearhead in character education. The main character values of social studies subjects are nationalism, obedience to social rules, respect for diversity, awareness of the rights and obligations of self and others, responsibility, logical thinking, critical, creative, and innovative, and independence. Therefore, Social Studies Education is taught as a provision to face globalization because globalization not only has a positive impact but has a negative impact. For example, the increasingly widespread brawl between students, violence, bullying, pornography, alcohol, and others. Social studies education is taught so that students can have good character by religious and state norms. Therefore, so that the values in Social Sciences Education are delivered optimally, various methods are needed so that Social Sciences Education is not underestimated because so far students assume that Social Sciences Education is cognitive and rote, so it becomes boring. These methods include social studies learning provided through outdoor activities, social studies education needs to integrate Pancasila values and local wisdom values/ cultural values/ character education, varied and fun learning methods, and modeling or modeling, that is, the way through good actions by the teacher.

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