

The Role of National Character Building in History Learning as a Preventive Control of Violence Case Among Students

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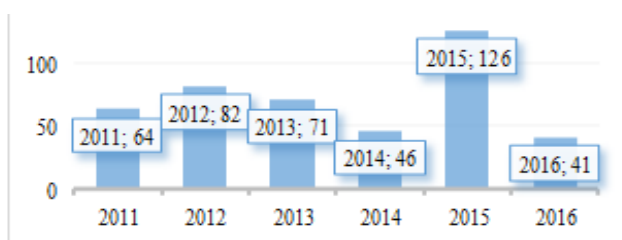
Abstract—Brawl (*tawuran*), or mass street fighting involving students or gang of students, turns as significantly high violence cases among students in Indonesia. Reflecting the case of students' brawl still becoming education issues, this paper is aimed to comprehensively elucidate the significance of national character building in history learning in responding to violence cases occurred among students. As a result, the study shows that there was misunderstanding on solidarity concept, negatively articulated. A history learning had a significant role to form national identity through national character building. Those students understood on national character building would hinder any forms of violence since their understanding was highly related to a person's behavior.

Keywords: history, character, national, brawl, solidarity

I. INTRODUCTION

A trend of violence cases committed by students in Indonesia becomes, indeed, a serious concern and aggrieving education aspect. Indonesia, well-known as a country upholding customs and high culture, has likely various juvenile delinquencies. Based on data investigation derived from the Indonesian Commission of Children Protection (KPAI), within 2011 until 2016, it was recorded that there were hundreds of violence cases committed by under-aged children, typically we found one of it as brawl (*tawuran*) (bankdata.kpai.go.id). Thus, such case is increasing annually, as cited from Tempo.Co, that KPAI reported brawl case in 2018 increased by 1,1 percent from the previous year [1]. The brawl remains a phenomenon of juvenile delinquency, sufficiently high each. From such reality, it represents that half of Indonesian students still have degraded character. In addition, the education program has been planned by either government or private has not been able to profile students having a completely better personality.

Figure 1: Total of Brawl Cases During 2011-2016



Source: bankdata.kpai.go.id/tabulasi-data/data-kasus-per-tahun/rincian-data-kasus-berdasarkan-klaster-perlindungan-anak-2011-2016

Similarly, violence case committed by students continuously passed through to the next generation as violent culture will weaken education's process and achievement [2]. Admittedly, students' orientation having an uncontrol character may not consider achievement to develop a nation. According to the existing discipline of sociology and anthropology, brawl's actor tends to have a sense of solidarity among his/her group [2]. As confirmed by Durkheim, solidarity promoted by certain group is based on similarly emotional experience [4]. Conceptually, the form of solidarity is a word having a positive meaning. The concept of solidarity has drafted in the ideal foundation and Indonesian Constitution, Pancasila and UUD 1945, referring to articulation of unity and oneness.

A teenager experiencing his or her puberty phase is assessed having a higher sense of solidarity, mainly to his or her group. However, the form of unity and oneness among students in the name of solidarity tends to negative tone, only self-considering his or her group. Solidarity in case of students' brawl cannot be tolerated. Whatever the form of violence, if prolonged, will passingly inherent national disintegration. Particularly, as there is no self-control to settle any issue in his or her environment, brawl, mass attacking, and other violence become the fast and only answer.

Providing negative articulation of solidarity, it shows that brawl's actor has not completely understood national character values supposedly embedded within him or herself. Students' solidarity seems negative once there is no national character building involved. National character building, then, is necessarily required by considering the condition of Indonesia comes from diverse background, either from race, religion, customs, language or so forth. Lack of understanding about his or her nation has possibly opportunity in creating inter-groups conflict, especially among students. Further, continuous and unsettled conflict can seriously hamper national unity and oneness.

The national character building has lost its spirit among Indonesian students. Not surprisingly, national character building, then, becomes a luxury thing, hardly found among the young generation. It is not trending center anymore, so, gradually, a deep articulation is narrowly happened. Frankly speaking, fierce and passionate defending national character building in this modern is probably considered as anomaly in expression. Obscure articulation of national character building among youth generation often triggers amoral acts,

such as brawl (*tawuran*). Based on the above issues, the issue of this research is to present the significance of history learning as preventive control of students' behavior in conducting violence action.

II. RESEARCH METHOD

This research was qualitative research relied on existing literature reviews. Literature used was statistic data, research journals, and news of mass media. Then, the purpose was to provide confirmation on the significance of national character building in history learning as preventive action of violence action frequently committed by students, such as brawl (*tawuran*).

III. THEORETICAL FRAMEWORK

Related to the significant understanding of national character building in history learning as students' behavior control, this research was based on history's position having large coverage of national character building. Conceptual thinking of this research, thus, used ideas stemmed from some figures on history's function and position. Sartono Kartodirdjo stated that history learning is not merely to provide formative knowledge containing a series of information on historical facts [5]. However, history plays a role in terms of national development aimed to consider historical awareness. It is required for students to take lessons and imitate such role as expected by the Founding Fathers.

In the same tone, Collingwood was an England philosopher and historian having similar ideas on history's position [6]. Concerning history, Collinwood placed this discipline as a constructor of national identity. Instead of being fundamental for national identity building, history had an inspirational source in developing historical awareness largely containing national character building, where it was essential for the young generation. From statement articulated by Collingwood on history's position, it provided conceptual thinking for the researcher that national character building contained in history knowledge is significantly fundamental in developing national character building. National identity has a high role for students' awareness concerning their role as Indonesian. Students, henceforth, is hoped understanding their responsibility as future leader and realizing that such action, brawl (*tawuran*), is inappropriately unsuitable for Indonesian young generation.

Regarding national identity, Hunt reaffirmed that history learning is established as a learning subject in remembering and providing national identity for students [7]. Moreover, it is a means of introducing their national culture. The history learning is important to be comprehended mainly related to national character building in order to introduce what sort of character should be established. In addition, the existence of national character building is necessarily required to change the mindset and attitude of students in terms of cutting off or eliminating life cycle of students' violence.

IV. FINDINGS AND DISCUSSION

A. History Learning in the 2013 Curriculum

A nation having strong character is an ideal of all nations, since it will strengthen a nation from any form of threat. Therefore, Character Education, a subject matter, was drafted in the 2013 Curriculum officially prevailed by

Ministry of National Education dated on January 14th, 2010, on "Cultural Education and National Character" as national movement. Under its implementation of the 2013 Curriculum, history learning included as considerably prospective learning subject in tackling down students' moral degradation. The position of history learning in each level had then different portion. In the Elementary until Junior High School, history was integrated with Social Sciences. While, in Senior High School, history started as an independent learning subject.

The 2013 Curriculum as reference of history learning applied scientific approach, comprising of questioning, observing, information gathering, associating, and communicating. By scientific approach, history had been able to create students more productive and diligent, as stipulated in the target of the 2013 Curriculum, to prepare Indonesia to have a better life capability and personality, faith in God, and ability to contribute in Indonesian advancement. Also, Sardiman stated that history's position has a highly strategic role and supplemented with an additional allocation of its learning hour, more hours than other learning subjects [8]. The allocation of this subject, specifically, was increased from 1 Learning Hour of once meeting into 2 until 3 Learning Hours. In the 2013 Curriculum, history became an important subject matter, mainly to improve national character building.

B. Significant Role of National Character Building in History Learning

History is a branch of disciplines focusing on past events. Commonly, history learning concerns about war, struggle, colonialization, changes of lifestyle within certain periods, and established organizations. Cultural heritage can be transferred as well to the new generation (students) as one of the objectives set in education [8]. History teaches to someone how the past situation was and introducing former generations so that we can reflect noble culture necessarily passed on in the future. Similarly, learning from past mistakes is a means of avoiding the same mistake going to happen in the future.

The significance of history is a way to look out cultural ideas. Learning history, therefore, can prepare any individual being a generation possibly accepting and understanding various types of society's habits [9]. History then provides outlook for humans that life is hard, bitter and sweet. It is as same as with the history of a nation, wherever in the past or future. At least, once students understand his or her nation's history, they may acknowledge numerous life dynamics in order to make someone mentally ready to face it.

As articulated in the Javanese philosophy the principle of "*Ojo Gumunan, Ojo Kagetan, lan Ojo Dumeh*" (Not Wonder, Not Surprise, and Not Extravagant) is a key in responding to any issues. A generation understanding its nation will not easily surprised and act extravagantly any time dealing with any circumstance out of prediction. The role of history learning here is highly expected so that students can obtain national character building and create wise character, not easily triggered to overact.

National character building as part of history learning is heavily related to students' behavior. Some researches,

result of the researcher's investigation, found that history understanding was apparently significant to shape students' character in terms of avoiding violence action, often happened. History learning is expressed to give past's life learning turned as a lesson.

A research conducted by Yadi Kusmayadi in the Students of History Learning in FKIP, Universitas Galuh Ciamis, showed that there was a significantly positive relation between national character building and students' character, being object of the research [10]. This interrelatedness of national character building and students' character was seen from the calculation result of the correlation coefficient of 0,604. Correspondingly, it was equal with the measurement of the regression coefficient, which value of every unit of students' national character building was 0,442 and α constant was 52,272.

Likewise, similar research was performed by Windy Kartika Putri Widayanti, *et al*, aimed to seek out a relation of national character building from Senior High School students and Students' Personal Security [10]. Widayanti, *et al*. conducted the research in a publicly boarding Senior High School based national character (SMA A), public Senior High School based military environment (SMA B), and public Senior High School outside of military environment (SMA C) in the Regency of Magelang, Province of Central Java. Under quasi research, a combination of qualitative and quantitative research resulted that there was a positive relationship between national character building and students' personal security. Personal security is part of someone's attitude related to his or her mental or physical aspect. In this research, personal security was persistent and determined attitude. Based on the result of questionnaire distributed to students in SMA A, SMA B, and SMA C, it demonstrated that those three schools ranked excellent score of assessment criteria of personal security, within the range value of 84% until 100%.

The higher score of students' personal security was influenced also with some factors, such as subject and activity course. First, SMA A implemented national character building with PPKn and KNKP, and activity course of "*Jumpa Tokoh Nasional*" (JTN), or Greet and Meet of National Figures, *Latihan Kemasyarakatan Peduli Lingkungan* (LKPL), or Public Exercise of Environment Awareness. Second, SMA B applied national character building with PPKn, State Defense Activity (*Kegiatan Bela Negara*), and Boy scout, as extracurricular activity. Third, SMA C implemented national character building with PPKn and extracurricular activities, such as Flag Army (*Paskibra*) and Boy scout, and activity examining on Hero's Biography [11].

In addition, research on the relation of national character building and attitude was performed by Trisnowaty Tuahunse. Tuahunse concerned on "The Relationship Between History Understanding of Indonesian National Movement and State Defense Attitude" [12]. This research, conducted by Tuahunse, used descriptively quantitative method providing a hypothesis that there was a significant relation between history understanding of national movement comprising of national character building and state defense attitude. The population used in this research, then, was Students of Grade II in SMA Negeri Gorontalo

during the academic year of 2006/2007, where the sample used was 159 students or 15 % out of 1060 students totally. The result of correlation analysis, consequently, obtained consisted of t (calculation) greater than t (table) with the value of r . calculation (0,424); t . calculation (5,87) > t . table (1,96).

After reviewing three researches suitably related to national character building and attitude, it postulated the significant role of national character building in history learning to control students' behavior for not involving in any forms of violence, such as brawl (*tawuran*). Accordingly, it was strictly confirmed by the research performed by Mohamad Naim that among History Education, ideological internalization of Pancasila, and religion, History placed in the second most influencing on nationalism of 27,84 % from contribution coefficient of 78,2 % [12]. Hence, Naim argued that the strategic position of history is creating civilized character and nation. Moreover, history relies on values of role model, patriotism, nationalism, pioneer, and struggle, which those values heavily underlining the creation of students' character and personality [13].

Indeed, national character building is not a new concept in Indonesia. There was interrelatedness of history and national character building in previous countries, such as France and North America. In the context of Indonesia, the concept of national character building born out figures of independence having Western education. As it was revealed by Saafroedin Bahar in the Seminar of State within National History (*Negara dalam Sejarah Nasional*), adaptability of various concepts and thinking adjusted with Indonesian condition is one of local genius specialty from our nation [14].

National character building is history's product stemmed from Indonesian culture in accordance with united in cause, unity, and struggle as an effort to establish a nation [15]. It was formed from several phases in Indonesian national history. The first phase was marked with the birth of *Boedi Oetomo* dated on May 20th, 1908. Though this organization was Java-centric, since its struggle concerned with Javanese's life, but the birth phase of *Boedi Oetomo* was considered uprising national movement with broad coverage. In this phase, further, the concept of national character building was initially formulated from a collaborative thinking process of political leaders and students. The political manifesto conducted by Indonesian Association (*Perhimpunan Indonesia* or PI) under the Netherlands' administration in terms of establishing total independence was through mass action collectively performed by all nationalists and Indonesian based on their own power [4].

Thus, the national character building gave birth a sense of having self-identity. The usage of Indonesia became a significant point of national character building. With a new identity, it then directed national-centric, not ethnocentric. Minimally, Indonesian national character building is necessarily understood by students that national solidarity, making Indonesia as one of the developed countries up now, is more important than the interest of some groups.

History learning as stated by Kartodirdjo was that it has an influence on the nation's life, and history is not placed as

formative knowledge [15]. Understanding is required to review national character building in history learning. Likewise, the definition of understanding is knowledge becoming someone's property and it, then, influences on thinking and behaving process [16]. Capability to understand is vital to achieve meaning, concept, and situation known. Understanding will shape mindset and behavior in his or her surroundings. It is not only related to the ability of interpretation, but also articulating and predicting what was written [17]. Also, Sanjaya explained some indicators of understanding comprise of ability to verbally describe, knowing differences, classifying objects, implementing between concept and procedure, giving examples, concept applying and developing [18].

A national character building is history's product depicting dynamic of national sense in achieving the nation's vision. Students having national character building will form several characteristics, such as (1) familial relationship and integral; (2) anti-discrimination; (3) upholding *Bhineka Tunggal Ika*, or Diversity in Unity; (4) closely bound with national character building [19].

A central position of history learning in social sciences should nurture national character building through scientific approach having been planned in the 2013 Curriculum 2013. History learning is required to provide understanding to students on self-identity and their nation, so that it, then, will understand each other. A strong binding of solidarity directing on violence action is necessarily given widely. Therefore, the tradition of students' brawl (*tawuran*) commonly committed by students in the Senior High School can be maximally avoided and neutralized.

V. CONCLUSION

National character-building largely containing in history learning is significantly important for the formation of students' behavior. It is history's product containing values, such as familial relationship, integral, anti-discrimination and upholding *Bhineka Tunggal Ika*, or Unity in Diversity. Existing researches have reconfirmed that there was a strong relationship between national character building and personal's attitude. Attitude has positive influence whereas students are not only knowing, but also comprehending national character building. Therefore, students will understand their national character building and position as part of the nation. The concept of *Bhineka Tunggal Ika* meaning unity in diversity is a clear and obvious concept drafted in national character building. A solid unity and oneness in the national character building is not merely a concept of solidarity underlying students' brawl (*tawuran*). Therefore, students should understand that everybody is Indonesian, which should continuously uphold togetherness spirit.

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