



Why Should Local Patriotism Be Taught in History Classes?

Cahyo Budi Utomo¹(✉), Dyah Kumalasari², Ganda Febri Kurniawan¹,
and Zulkarnain²

¹ Faculty of Social Science, Universitas Negeri Semarang, Semarang, Indonesia
{cahyo.bu, gandafk}@email.unnes.ac.id

² Faculty of Social Science, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
{dyah_kumalasari, zulkarnain}@uny.ac.id

Abstract. This study aims to investigate the perceptions of history teachers about the importance of teaching local patriotism in history classes. The descriptive research method is used to map the various perspectives of teachers regarding the proposed theme. Data were collected through surveys and in-depth interviews. The researcher involved ten history teachers from five high schools in Semarang. Participants are divided into several categories: five junior history teachers and five senior history teachers, five female teachers, and five male teachers. The reliability of the data was checked by triangulation technique and data analysis using interactive models. The results showed that teachers perceive that local patriotism is knowledge generated by alternative history. Teaching local patriotism can be done by applying suitable methods based on discovery learning and contextual learning approaches. This study concludes that local patriotism is relevant for learning in history classes because it can strengthen historical learning, not only textual but also contextual. This material can be taught optimally with the support of methods, approaches, teaching materials, and innovative media.

Keywords: local patriotism · history teacher · history learning

1 Introduction

History learning is still considered apriori (assume before knowing the actual situation) because the material presented is too politically charged and rarely provides alternative ideas to students [1–3]. This condition causes students to quickly get bored and do not think multi-dimensionally for an event being taught. Whereas the essence of learning history itself is to raise awareness [4], material that is not interesting will be tough to build students' awareness of its origins. In addition, another problem of learning history is the political content that is so thick in the material presented. In textbooks, for example, students are presented with historical figures with too many political and military roles [5]. It gives the impression of repetition of patterns in learning so that the learning carried out can be tedious.

One of the essential bases to liven up the learning atmosphere is alternatives and multi-dimensional perspectives to enrich students' insights. In his research findings,

Arthur explains that a multi-dimensional perspective in history is needed to familiarize students with thinking from many aspects, not one direction. That skill is very likely to be grown in history learning if the teacher can formulate alternative knowledge [6]. This view is in line with Kurniawan's finding that to shift the dominance of political history and the big man narrative, an alternative point of view is needed about an event or character [7]. The alternative point of view, and the multi-dimensional perspective described by Arthur and Kurniawan show an urgency about teacher competencies that must continue to develop, especially in terms of critical thinking. Teachers who can think critically will continue presenting different ways of thinking, even though they still pay attention to basic pedagogical principles. These skills are still rarely found in the Indonesian context, in Yarmatov and Akhmedova's research that history teachers are more often trapped in a doctrinal understanding with monologue sources of dictation, the teacher's inability to manage information and compare it with other sources has an impact on "scary" history learning, learning that is only concerned with cramming students with information without looking at the student's capacity [8].

Learning history is an attempt to understand the connection between one event and another [9]. To understand the connectedness in one phase, the teacher's literacy ability becomes a determinant that gives birth to a single or multi-dimensional idea. Bridgewater, in his research, explains that the connection in history is essential to be reviewed to validate the truth of events through; text and context [10]. Schroeter argues that connectedness has elements; phenomenon, value, and sustainability [11]. The pattern of connectedness that was built in a period gave birth to a historical narrative that was complex and not monologued. Teachers' understanding of this concept will make history learning, especially thematic ones, attractive, with appreciative student acceptance.

Learning about patriotism still revolves around national aspects. The study of Muslim et al. shows that patriotism is still a substantial factor in the importance of studying history, but the patriotism proposed by researchers tends to be in aspects that are still classified as political [12]. So it can be said that the research is still not out of the political history framework that this research is trying to criticize. Another study from Suraji et al. shows patriotism that can be taught with several learning approaches, especially the contextual teaching approach [13]. Contextual learning allows students to learn from more realistic aspects, not fixated on theoretical aspects. For example, although different points of view have led to local patriotism found in Rajilun's research, his research shows that if local figures can be accepted by students as objects of learning, in biographies of local figures, students can also learn nationalism and patriotism [14]. However, the research has not spoken more definitively about the definition of local patriotism and why it is important to teach it.

Based on the explanation above, this study investigates the importance of learning local patriotism in history classes by exploring the teacher's perspective. The results of this study formulate the meaning of local patriotism in the context of history learning, the methods that can be used, and the relationship between these concepts in the context of national historiography. Thus, actual and contextual knowledge of local patriotism is generated that can be adopted to develop future history learning. Furthermore, theoretically, this research cannot be separated from efforts to campaign for alternative ideas in

history lessons to shift the dominance of political history and the hyperbolic gait of the big man in Indonesian history.

2 Research Method

This study used a descriptive method to map various teachers' perceptions of local patriotism and history learning [15]. The descriptive method used has two categories of data: numerical and verbal. Numerical data is generated through a survey and verbal data results from interviews with history teachers in Semarang. The characteristics of the research participants are 10 (ten) history teachers from five high schools in Semarang. Participants by gender were classified: five males and five females. One of the considerations in selecting participants is the length of work associated with teaching experience and maturity. Five junior teachers were selected between 25 to 35 years, and the longest tenure was eleven years. Five senior teachers were selected with an age range of 40–50 years, and the longest tenure was twenty-five years. Seven teachers already have professional certificates, and the other three do not have professional certificates. The aspect of teacher professionalism as evidenced by the ownership of a certificate is crucial, considering that it should show the teaching ability of teachers who are already at an advanced level. In the analysis of participant involvement, the code History Teacher 1 = HT1, History Teacher 2 = HT2, etc. Indicators of perceptions of local patriotism for history classes are coded Question 1 = Q1, Question 2 = Q2, etc.

To obtain reliable data, triangulation efforts were carried out. Triangulation is done by considering two aspects: method and source. The triangulation method was carried out to check whether the data obtained through the survey significantly differed from the data obtained through interviews. As a result, the survey and interview data did not experience significant differences. In fact, in some aspects, the data can reinforce each other's trust. Source triangulation was carried out by member check, teacher "A" was asked for opinions regarding information from teacher "B". As a result, this validation process was effective, and data elimination did not reduce the capacity of the data to be analyzed. This study performs interactive data analysis [16], with the procedure: data collection - data presentation - data reduction - concluding. Furthermore, a discussion of the data has been verified and concluded to produce a report representing the research theme and answers the questions that have been asked.

3 Result and Discussion

A. Historical Narrative with Local Patriotism

Local patriotism is not a stand-alone narrative. The narrative is embedded in a passage or a whole body of historical writing that raises events or characters. Such historical narratives usually highlight local events or figures as objects of study so that local patriotism will be easier to find. In the context of Semarang, for example, narratives about local figures are buried together with weakened historical memories due to the absence of local history in learning. There are figures with distinctive characteristics who have a role in the city's development through their respective fields. Among the

figures that can be called as having a role are: Ki Ageng Pandanaran II (16th Century), Kyai Pati (17th Century), Tasripin (19th Century), and Oei Tiong Ham (20th Century).

The four figures have an essential role in the history of the city's development through the socio-religious, socio-cultural, and economic fields. Ki Ageng Pandanaran II is a respected Islamic religious figure in Semarang who succeeded in laying the first stone for the development of Semarang on May 2, 1547. This figure is increasingly recognized for his generosity in laying the throne and his power as a political leader in Semarang to switch professions later to become a religious person who carries the mission of Islamizing the remote area. The legacy of this figure for Semarang is quite a lot, including the openness of the city area through Tanjung Mas port which was already operating when the figure came to power. In addition, Islam's harmonious and solid character is the result of the arrangement and teaching of Islam for the people of Semarang from the coast to the remote area.

Kyai Pati was a well-known figure in Semarang for the south. His name was immortalized as a village, namely Gunung Pati. These figures were religious figures who played a role in supporting Islamic da'wah in a remote area. However, living close to the time of Ki Ageng Pandanaran II, Kyai Pati chose to preach more inclusively in the hills south of Semarang. The essential teachings of Kyai Pati that the people in Gunung Pati still hold are *nerimo ing pandum* (respect ownership) and *tepo seliro* (tolerance). In an oral tradition that developed, the figure was a pioneer of Islamic da'wah, which was more open and advocated dialogue with followers of other religions as part of the Islamic intellectual process.

Tasripin lived in the 19th Century when Dutch colonialism was at its strongest. He was a merchant who once lived in Kampung Kulitan, Semarang. In *The Beginner's Romance*, Tirta Adhi Surjo reported Tasripin as a successful indigenous businessman in the Dutch East Indies. Tasripin was a figure who had social, cultural, economic, and political influence at that time. Although a businessman, Tasripin did not have a greedy and greedy soul to monopolize trade and extort the sweat of his employees. Instead, he succeeded in employing the poor in his area and elevating the status of the community. During the colonial period, he participated in resistance efforts, especially in the economic field, against the domination and monopoly of white businessmen. His enthusiasm and efforts inspired the Bumiputera people to develop their businesses to build their nation.

The people know Oei Tiong Ham (OTH) of Semarang as the king of sugar, and that title is still attached to this day. The predicate was chosen because (OTH) was a successful businessman and was known to be anti-racial discrimination. He repeatedly thwarted colonial policies related to socio-cultural distinctions and restrictions for the Chinese community. He was an economic, cultural, and social figure in the Semarang community, which played an active role in saving Chinese-style historical buildings. He pioneered the social integration of the Chinese with the natives. It was proved by the appointment of employees in the company based on competence, not ethnic background. His role and contribution to the people of Semarang is a patriotic struggle that is important to be appreciated.

The four figures and their roles described above show that aspects of patriotism do not only grow out of military or political history. Such a viewpoint of patriotism only

Table 1. History teacher approval rate on local patriotism for history class.

| Participants | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|--------------|------------|--------------|--------------|--------------|--------------|--------------|
| HT1 | 80% | 85% | 82% | 81% | 80% | 82% |
| HT2 | 78% | 83% | 81% | 80% | 83% | 81% |
| HT3 | 84% | 79% | 82% | 81% | 80% | 82% |
| HT4 | 85% | 81% | 79% | 82% | 78% | 80% |
| HT5 | 85% | 82% | 84% | 82% | 81% | 81% |
| HT6 | 79% | 86% | 83% | 81% | 80% | 84% |
| HT7 | 81% | 79% | 80% | 79% | 82% | 85% |
| HT8 | 82% | 79% | 81% | 78% | 81% | 82% |
| HT9 | 80% | 75% | 82% | 76% | 80% | 80% |
| HT10 | 86% | 73% | 80% | 78% | 80% | 81% |
| Total | 82% | 80,2% | 81,4% | 79,8% | 80,5% | 81,8% |

narrows the knowledge of patriotism and prevents one from understanding patriotism more deeply. The narrative above is taken from local history around Semarang, which is rarely discussed in official historical narratives. The potential patriotism possessed by the four figures was submitted to the teacher to be then described the feasibility of local patriotism being taught with the dimensions and patterns proposed in the historical narrative above.

B. Teacher's Perception of Local Patriotism

To develop learning that attracts students' interest and enthusiasm, teachers need to understand the alternative and connected aspects of history. That knowledge brings the history that is told and learned to live. Local patriotism is also embedded in local historical narratives that teachers must explore before learning begins. A good understanding of material makes teachers more attractive and skilled in conveying information to students. Some aspects that become the object of the study of teachers' perceptions of local patriotism for history classes are; (i) local history as part of national history (Q1); (ii) local patriotism is part of national patriotism (Q2); (iii) local patriotism connected with important contemporary events (Q3); (iv) local patriotism is stimulating for students in history class (Q4); (v) local patriotism can develop students' understanding of alternative history (Q5), and (vi) local patriotism can develop critical thinking skills (Q6) (Table 1).

Based on the data above, each teacher showed a level of approval above 70% on each question indicator. It means that every teacher considers that local patriotism as part of historical knowledge needs to be taught in class to complement the knowledge about patriotism that has been taught through textbooks. In Q1, the teacher believes that local history is quite convincing when taught to students as part of national history. Character building through local history is as important as character building through local history. This teacher's perception align with Warty's opinion that local history needs to be written and taught to balance historical education dominated by national political history [17]. Local history can be an alternative to change students' perception that every event in any sphere tied to the journey of a nation is essential to learn and

teach to every generation. In addition, local history adds insight that history is not always theoretical but also contextual.

In Q2, the teacher agreed that local patriotism is part of patriotism used as a doctrine in national history. However, local patriotism has more specific characteristics, for example, taking a more limited spatial scope, and the way people maintain their knowledge of patriotism is done through cultural means, such as oral tradition. Kyai Pati may be very difficult to find in official historical texts [18], because his name only lives through the people's oral traditions in the area whom this figure has influenced. The same thing happened to other local figures. That is why patriotism has a dynamic meaning [19].

In Q3, the teacher perceives that every narrative of local patriotism taught is like the generosity or toughness of the Bumiputera entrepreneur, Tasripin, who tries to show that the local community can also be independent and creative entrepreneurship even though the community is encountering colonialism or colonization. That spirit is the proper form of self-esteem taught in history. Significant events such as Dutch colonialism in Indonesia gave figures with great ideas which were not only one or two people. However, in every region, these figures adorned the historical trajectory of the people who tried to show their superiority, oppose domination, and maintain self-esteem.

In Q4, the teacher gave high agreement that local patriotism is stimulating for students in history class. The meaning of the word stimulative in this context is a process that can arouse enthusiasm for learning and activeness in the classroom. In addition, alternative history can provide new insights that are not yet known to students, so students will be interested in finding out the knowledge provoked by the teacher through a discussion [20].

Through the agreement taken, the teacher also perceives in Q5 that alternative history is needed to change the old tradition in history learning which still focuses on political history and the story of the big man. In addition, alternative history is needed to provide students with insight into more contextual aspects of history learning [21]. History sourced from the environment around students can provide more practical knowledge, and students feel that there is a connection between themselves and the past in their surrounding environment.

In Q6, teachers perceive that local patriotism can develop critical thinking skills through cooperative learning. According to the teacher, the suitable method is suitable for teaching local patriotism is discovery learning. The objects that need to be found in the learning process are figures, their roles, and the value of the struggle that is not fixed on the political and military aspects. The process will spur students to think more deeply about an event, for example, about figures who have contributed to the economy and city development, such as OTH and Tasripin.

Based on the research results above, teachers perceive that learning history with local patriotism can be alternative learning that provides a balance of insight for students. In addition, local patriotism can reduce the dominance of doctrinal, political history. Finally, local patriotism in local history can also be an alternative solution for teachers exploring local history and exploring materials more broadly. Local patriotism taught through discovery learning triggers students to think critically and solve problems that are investigated directly, like a historical researcher who is looking for an event and the characters involved in it. So, local patriotism is relevant for the study of history.

C. The Possibility of Local Patriotism Taught in History Class

The ideal patriotism is taught through multi-dimensional material. However, unfortunately, official history learning, which is dominated by political and military history, only fosters an attitude of love for the homeland in an abstract context [7]. Through that understanding, sometimes individuals become unwilling to understand their origins more fully. History for society is a medium to find out their identity. In this endeavor, historical narratives with monologues are unreliable. As shown in the research of Muslim et al. [12] and Suraji et al. [13], history learning seems rigid and anti-dialogue, and patriotism identified with the military or prominent figures is a form of injustice in interpreting history more fully. Patriotism that continues to be attached to aggressive efforts is an attempt to minimize the meaning of patriotism. For this reason, alternative knowledge is essential to be raised and integrated into history lessons so that students gain knowledge in a more balanced and objective manner.

The contextual teaching approach by paying attention to the connectedness in historical events can bring up narratives with different views. Students have many ways from which they will study history, as well as of patriotism. Thus, students have the freedom to form their knowledge autonomously. The possibility of teaching history with a contextual teaching approach is substantial. It requires teachers to master more comprehensive pedagogical techniques and broad literacy. The teacher's openness to encourage student's enthusiasm for learning history from many aspects will increase the enthusiasm of students to seek information they want to know so that they are not trapped in one narrow thinking, and as a result, it is difficult for students to become independent in learning.

Relevant local patriotism is taught in history classes with two conditions: first, the materials and teaching materials prepared contain aspects of local heroes or local history who have a role and influence and are supported by available historical evidence. Moreover, second, media that contains elements of local patriotism must be attractively arranged through films, posters, or infographics, to attract students' interest in studying harder. Finally, to support these two requirements, teachers need to consider discovery learning, which will guide students to carry out activities at school or from home. Such learning will practice democratic patterns in learning and have the potential to develop a deeper understanding of a discussion. Based on this analysis, this study supports Rajilun's argument that local patriotism that grows in the stories of local figures is an alternative in building the character of students who have local historical awareness [14]. This awareness becomes the basis for building more complex historical knowledge, such as national movements, independence, and national unity.

4 Conclusion

This study aims to investigate the perception of history teachers about the need to teach local patriotism to history classes. Based on the analysis conducted, local patriotism becomes an alternative knowledge taught to history classes. Teachers perceive that local patriotism can provide a balance of information for students, especially regarding patriotism taught in official historical narratives. Furthermore, local patriotism can be a comparison and complement knowledge about patriotism in a political context mainly

discussed in textbooks. The possibility of teaching local patriotism in history classes is quite open if the competence and readiness of teachers support it. As supplementary material, teachers must carry out literacy and preliminary studies related to local history before learning begins so that teachers have a history that is worthy of being explored by students as part of learning. Contextual learning approaches and discovery learning methods are the teacher's choice to teach historical material with local patriotism. Based on the perception conveyed by the teacher, local patriotism is relevant to be taught in history classes because the aspects: connectedness and contextuality of historical narratives are presented to complement the knowledge learned from official history.

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