

# Integration of Moral Didactic Values and Patriotism of Hikayat Hang Tuah in Social Studies Learning to Build the Soul of Nationalism in Middle School Students in Surabaya

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**Abstract**—Planting the soul of nationalism is important starting from the beginning to deal with the erosion of national identity along with the process of globalization. One effort to build the spirit of nationalism can be done through internalizing the value of didactic morality and patriotism in the learning process at school. The purpose of this study is to describe the results of the social studies learning device based on didactic moral values and patriotism of the saga hang tuah to build the nationalism of junior high school students in Surabaya. This research uses descriptive qualitative method. The population comes from teachers who teach social studies at Junior High School 62 in Surabaya memilih sampel based *sampling area*. Data analysis techniques used descriptive statistics with percentage techniques. The results show that the learning tools consisting of syllabus, learning implementation plans (RPP), instructional materials, student worksheets (LKS), learning outcomes tests, and didactic moral learning media and patriotism of saga hang tuah can be used as a guide for the teacher to build a soul nationalism of junior high school students in Surabaya. This research recommendation is aimed at schools or teachers so that they are able to develop the nationalism of students through the learning tools that have been developed.

**Keywords**—*Hikayat Hang Tuah, IPS, Patriotism, Nationalism*

## I. INTRODUCTION

Globalization as a process of international integration brings several impacts caused by changes in world views, products, thoughts and other cultural aspects and can reduce national identity values [1]. Furthermore, globalization is a long historical process of life that threatens the foundation of national identity and must continue to be passed by each country [2]. At present, globalization has an influence on every sector and cannot be separated from the aspects of world life, such as the shifting values of nationalism [3]. One of the challenges of the people who live in the post-colonial era at this time is to build and instill a spirit of

patriotism early on to citizens so that the spirit of nationalism does not fade with the times [4].

The realization of the spirit of patriotism and nationalism is carried out in various ways, in China patriotism is manifested through feelings of pride and strong emotional attachment to the state. Pride for all things that come from the country, including pride in the production of goods from their own country and giving full support to government policies [5]. In Israel, the spirit of patriotism inherent in the lives of citizens is not only expressed as a nationalism in the form of pride in the nation and nation, but more deeply in the strong social and contextual ties between individuals and society [6]. In Indonesia, someone who has a spirit of patriotism implies his readiness to defend the nation and state based on the spirit of nationalism in the form of unity, independence, humanity, pride, future success, and so on, and education becomes one of the vehicles to instill these values [7].

In general, nationalism is considered as a traditional understanding of the strength of social relations between peoples of a country [8]. Nationalism is a person's belief in the superiority of their nation compared to other nations [9]. Nationalism is important and dominant and serves as a basis for strengthening citizens' claims to the state and other social aspects [10]. On the other hand, people can show their nationalism identity through consumption of national products [11].

In Kyrgyzstan, the notion of nationalism is the unification of community groups with similarities in citizenship identity, the basis of the state, a feeling of sovereignty that is threatened, and widespread for political power [12]. In Ireland, the spirit of nationalism is intellectual behavior which is demonstrated by full service to the state [13]. In western countries, nationalism is not a

national identity, but a political force with the aim of influencing national policy and decision making [14].

The spirit of patriotism and nationalism will become stronger if the teachings are contained in the educational curriculum [15]. as a country that is able to outperform other countries, and a feeling of love for fellow citizens and the state is a method of teaching propaganda which is the main weapon to instill a spirit of patriotism in children in school[16]. The education sector, which consists mainly of experts ranging from basic education to higher education, is considered as an expert in education who has a big responsibility to use education to echo patriotism and nationalism in schools.

At school, historical subjects are used as a prominent means of identity to instill patriotism identity in students [17]. In Argentina and the Fakland Islands, nationalism is built through teaching in school classrooms by teachers by maximizing the use of textbooks and other teaching aids to learn national values [18]. Social studies subjects encourage a thorough understanding of the perspectives of globalization, current issues, and so on, further social studies emphasize the focus on knowledge that is nationalism and patriotism on the nation and state [19].

Various ways to instill nationalism have been carried out in various countries. In Indonesia, the government has played a role to build the spirit of nationalism through the planting of the four pillars of nationality in education [20]. The planting of the spirit of nationalism has been successfully carried out by the Dutch government through socializing and promoting warnings and national holidays [21]. In Singapore, Social Studies teachers provide an important role in building the spirit of nationalism through teaching with the aim of students having social sensitivity to understand the world around them[22]. Previous research was carried out through the insertion of nationalism values in learning, not yet focused on the use of traditional values-based learning tools to build a spirit of nationalism. Therefore, this study focuses more on the integration of the didactic moral values and patriotism of the saga of hang tuah to build the spirit of nationalism in students.

## II. RESEARCH METHODS

This research is descriptive qualitative research. Data collection techniques using questionnaires. The subjects responded to five term categories using a Likert Scale, with a score of answers namely: very less (0% -19.9%), less (20% -39.9%), enough (40% -59.9%), good ( 60% -79.9%), and very good (80% -100%). The value interval in the questionnaire was used to understand the suitability of learning devices in building a nationalism for junior high school students in Surabaya. The population in this study is a junior high school social studies teacher in Surabaya by selecting sample representative who teach in class VII, VIII, and IX.

## III. RESULTS AND DISCUSSION

Development of didactic moral value learning tools and patriotism of saga hang tuah to build the nationalism spirit of students having several interdependent and continuous components, namely Syllabus, RPP, Teaching Materials, Student Worksheets, Learning Media and Learning Outcomes Tests . Before being widely used, learning tools that have been compiled are tested to determine their quality and feasibility. In detail the results of the Learning Tools trial based on the grade level are as follows;

### *A. Test Results of Class VII Social Learning Devices, to Build the Soul of Nationalism for Junior High School Students in Surabaya*

The results of the VII grade Social Studies Learning Device trial to Build a Soul of Nationalism for Junior High School Students in Surabaya can be observed in detail in Table 1. below;

No.	Areas	Teaching Materials					
		1	2	3	4	5	6
1.	South	96%	97%	100%	95%	90%	100%
2.	Center	97%	96%	92%	98%	97%	99%
3.	West	98%	98%	97%	97%	96%	97%
4.	North	98%	99%	99%	99%	100%	94%
5.	East	98%	98%	90%	90%	98%	98%
6.	South	95%	98%	85%	97%	97%	98%
<b>Average</b>		<b>97%</b>	<b>98%</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>98%</b>

\* Notes:

1. Syllabus
2. RPP
3. Subjects
4. Student Worksheet (LKS)
5. Media Learning
6. test Results Learning

If it is observed from the table above, then the results of Class VII Social Learning Tool for Developing Life Nationalism for students of secondary school (SMP) in Surabaya can be drawn conclusion a few things. First, in general the syllabus component can be applied by the teacher very well in the learning process. This statement is based on the fact that each component of the syllabus is considered to be very in accordance with the syllabus reference published by the Ministry of National Education (97%). The syllabus contains elements of values to instill a spirit of nationalism and is in accordance with the 21st century learning that contains the competencies of 4C (Critical thinking, Collaborative, Creative, Communication). The syllabus as a basis for directing learning has included moral didactic values and hang-up patriotism that is useful to foster a spirit of nationalism. Second, Indicator of Learning Implementation Plans (RPP). Test results on this indicator show variance (98%). Some components are very suitable with learning, for example about the rules of drafting RPP, time allocation, goals and learning methods, steps of learning methods and RPP indicators have led to aspects of HOTS (high order thinking skills) and the Character Strengthening Education (PPK) coverage has been structured very well. While the material, media and

assessment components have been sorted according to the learning objectives to be achieved.

Third, Teaching Material Indicators. The substance of teaching materials is very suitable, while the elements of breadth, depth of material, language and images are in the appropriate category (94%). Fourth, Student Activity Sheet (LKS). Components in worksheets, both related to material, language and content can be operationalized in learning (96%). LKS provides direction for teachers in terms of providing specific training to increase students' insight based on strengthening the values of nationalism.

Fifth, learning media used. Related to this media can be applied very well (96%). Learning media in the form of videos containing shows that are in accordance with learning material based on the spirit of nationalism. Sixth, the indicator of Learning Outcomes shows that it has been prepared in accordance with the material and evaluation of the achievement well (98%). Learning outcomes are designed very effectively to measure the achievement of predetermined learning indicators.

Broadly speaking, the trial of class VII learning devices consisting of syllabus, lesson plans, teaching materials, worksheets, learning media and learning outcomes tests have included didactic moral values and patriotism. This learning device is very in accordance with the existing rules and rules, and can be used as a teacher's reference to foster a nationalism in junior high school students in Surabaya.

### *B. Test Results of Social Studies Learning Tools for Grade VIII, to Build the Soul of Nationalism for Junior High School Students in Surabaya*

Test Results of Social Studies Learning Tools for Grade VIII to Build a Soul of Nationalism for Junior High School Students in Surabaya, in detail can be observed in Table 2. below;

No.	Areas	Teaching Materials					
		1	2	3	4	5	6
1.	South	100%	97%	100%	100%	81%	100%
2.	Center	97%	96%	92%	98%	97%	99%
3.	West	98%	98%	97%	97%	96%	97%
4.	North	98%	97%	99%	99%	99%	94%
5.	East	98%	97%	97%	97%	97%	96%
6.	South	95%	98%	85%	97%	97%	98%
<b>Average</b>		<b>97%</b>	<b>98%</b>	<b>97%</b>	<b>95%</b>	<b>98%</b>	<b>95%</b>

\* Notes:

1. Syllabus
2. RPP
3. Subjects
4. Student Worksheet (LKS)
5. Media Learning
6. test Results Learning

If observed from the table above , then for the results of the class VII social studies learning tool to build a spirit of nationalism for junior high school students in Surabaya, some things can be explained. First, Syllabus Indicator. The trial results in several school shows that learning written syllabus is in accordance with the syllabus drawn from the Center for Curriculum and Perbukuan, load the scientific approach and can be applied consistently in learning. This

statement is based on the fact that each component of the syllabus is considered very suitable for learning (98%). Second, Indicator of Learning Implementation Plans (RPP). Regarding this component, the written RPP shows a high level of suitability with learning (97%). The purpose of learning has been formulated by referring to ABCD (Audience, behavior, condition and degree) as well as providing benefits in daily life (life skills).

Third, indicators of teaching materials. This indicator is only able to show (95%), meaning that teaching materials have been able to show direction in learning (very appropriate), but for the element of attractiveness and motivation can still be optimized again. Fourth, Indicators of Student Worksheets. The assessment model developed has been very suitable to guide students in doing exercises so that learning goals can be achieved (98%). Fifth, learning media used. Regarding the media, the substance of this media is interesting and capable of arousing the spirit of nationalism and the media chosen according to the substance and able to clarify the material (95%). Although in some parts can still be optimized again. Sixth, Test of learning outcomes. The overall components of the learning outcomes test are related to the suitability of the principles and the assessment model can be operationalized to measure the achievement of competencies that have been determined by achievement indicators, while the level of difficulty in the learning outcomes test is in accordance with the needs of students (97%).

In essence, the test of class VIII learning devices consisting of syllabus, lesson plans, teaching materials, student worksheets, learning media and learning outcomes tests contained didactic moral and patriotism values in accordance with existing rules and regulations and able to foster a sense of nationalism in junior high school students in Surabaya.

### *C. Test Results of Class IX Social Learning Devices, to Build a Spirit of Nationalism for Junior High School Students in Surabaya*

Test results of Grade IX Social Learning Devices to Build the Soul of Nationalism for Junior High School Students in Surabaya can be observed in detail in Table 3. below;

No.	Areas	Teaching Materials					
		1	2	3	4	5	6
1.	South	100%	97%	100%	100%	81%	100%
2.	Center	97%	96%	92%	98%	97%	99%
3.	West	98%	98%	97%	97%	96%	97%
4.	North	98%	98%	99%	99%	99%	93%
5.	East	95%	98%	85%	97%	97%	98%
6.	South	98%	95%	97%	98%	95%	95%
<b>Average</b>		<b>98%</b>	<b>97%</b>	<b>95%</b>	<b>98%</b>	<b>94%</b>	<b>97%</b>

\* Notes:

1. Syllabus
2. RPP
3. Subjects
4. Student Worksheet (LKS)
5. Learning Media Learning
6. test results

Table above terms may be used for understand some things about the results of the trial of the Class VII Social Learning Tool to Build the Soul of Nationalism for Junior High School Students in Surabaya. First, Syllabus Indicator. The trial results in several school shows that learning syllabus written by strengthening patriotism planting hang dagger saga is in accordance with the syllabus of reference of the Center for Curriculum and Perbukuan, load the scientific approach and strengthening the skills of the 21st century and can be applied consistently in learning. This statement is based on the fact that each component of the syllabus is considered very suitable for learning (98%). Second, Indicator of Learning Implementation Plans (RPP). Regarding this component, RPP with a variety of learning methods with a scientific approach shows a high level of suitability with learning (97%). Learning objectives have been formulated by referring to ABCD (Audience, behavior, condition and degree) and provide benefits in daily life (life skills).

Third, indicators of teaching materials. This indicator shows (95%), meaning that the materials have been able to be a source of learning (very appropriate), but to the attractiveness of the elements t'lan and motivation can still be optimized further. Fourth, Indicators of Student Worksheets. The assessment model developed has been very suitable to guide students in doing exercises and references in learning so that learning goals can be achieved (98%). Fifth, learning media used. Regarding the media, the substance of this learning media has been interesting and able to arouse nationalism, as well as the media chosen according to the substance and able to clarify the material (94%). Although in some parts can still be optimized again. Sixth, Test of learning outcomes. The overall components of the learning outcomes test are related to the suitability of the principles and the assessment model can be operationalized to measure the achievement of competencies that have been determined by achievement indicators, while the level of difficulty in the learning outcomes test is in accordance with the needs of students (97%).

Broadly speaking, the testing of class IX learning devices consisting of syllabus, lesson plans, teaching materials, worksheets, learning media and learning outcome tests have included didactic moral and patriotism values in accordance with existing rules and rules and able to foster a spirit of nationalism for junior high school students in Surabaya.

#### IV. CONCLUSION

Based on data analysis from Social Sciences Teachers in Surabaya, it can be concluded that social studies learning tools based on didactic moral values and patriotism of saga hang tuah consisting of syllabi, lesson plans, teaching materials, worksheets, learning media and test results learning has high effectiveness and benefits to build the nationalism of junior high school students in the city of Surabaya.

Learning tools that are developed can be used as a reference and guidance for teachers to direct students to

have various learning activities with the aim of building a spirit of nationalism. The moral didactic value which contains moral education values in general is able to foster the character of national spirit in students. The nationalism of junior high school students becomes stronger after going through the learning process by internalizing the value of patriotism saga hang tuah on the teacher learning device.

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