

INTERNALIZATION VALUE OF LOVE COUNTRY HOMELAND THROUGH NATIONAL ANTHEMS FOR EDUCATING NATIONALISM CHARACTER

(Study of habitual activities in singing national anthems at SMPN 2 Sumber-Cirebon)

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Abstract: The influence of globalization has resulted in the degradation of the nationalism value among young and students. If it is left and not been filtered well the people of Indonesia would lose their identities. Based on it our Education and Culture ministry (Kemendikbud) made policy by making the educational character programs and issued an instruction to sing national anthems in education practices as an effort to inculcate character values back to the students. Education practice is a proper place in internalizing the nationalism value. This study aims to analyze the process of embedding the nationalism value through the national anthems media who sang songs in inuring activities at SMP N 2 Sumber. In order to detect and analyze this researcher used a qualitative approach through a method of descriptive. The purpose of the approach and that method was to analyze data by means of described or designated the data that has been collected as the fact field. The research results showed that the cultivation of the nationalism value through a program inuring activities within singing national anthems at SMPN 2 Sumber could not yet be affecting character of students. The research finding describes the students at SMPN 2 Sumber are not ready to do this educational character programme. This statement can be proven from the findings of this field that; 1) there is no well-structured and systematic from the teacher or school; 2) when the processing habitual activities, teachers did not stimulate and intervene the students, so that they found difficulty to understand the value inside of national anthems. As a education character media, the habituation activity in singing national anthems must be implemented with well-structured and systematic design in order to accomplish a purpose program that has been formulated by the Education and Culture ministry, that isto embed nationalism values through singing national anthems at school.

Keywords: Internalization, value, characters, anthem, nationality

1. Introduction

The development of technology and information or well-known as globalization era brings revolution to the human sociological life as well as Subuana (2010, page 2) said that globalization impacts to sociological life of society in a nation for instance Indonesia, whether it has good or bad impact. The rapid development of globalization situation now impacts to developed and developing countries. In order to react to the rapid global acceleration, of course, Indonesia should be ready to prepare human resource development quality so that they cannot be drowned by globalization changing.

In fact, nowadays, we cannot escape from the globalization wave that are always to develop and deduce the national identity among teenagers and students through the culture beyond the school, mainly from social media. So, the teenagers and students have more interested to see new culture from the culture agent beyond the school such on television than their own culture who studied at school. (Budimansyah, 2010, Journal of Educational research Vol. 11, no. 1 April 2010). This case made value conflict to be so mean because of globalization era that influences the teenagers and students.

The tendency that showed the teenagers more interest to foreign culture is start to feel nowadays. This case is worsened by television media and internet role which made easy access for the foreign culture to develop for influencing the Indonesian teenagers. One of example from degradation of nationalism value among the teenagers nowadays is many of them adopted foreign lifestyle. Korean Wave phenomenon for instance is the popular lifestyle in recent years from the media globalization. Korean Wave who always shows its popular culture such as language, lifestyle, and fashion made some of teenagers love this Korean culture. (Hamdani, 2015,page.68).Furthermore, the worsening use of the language of teenagers today is actually more proud to use foreign terms that are now widely used and commonly called "gaul" or "alay" language, which is one form of our habit when something strange arises and instantly become a trend, while something that should be preserved is even considered old-fashioned.(Pureklolon, 2017, page 72).

Another tendency that shows value conflict among the teenagers is vandalism in the national public facilitation which shows the weakness point of the teenager to the nationalism value for this nation. Moreover, on the October 2017, helicopter monument on AtangSendjaja airbase Bogor, West Java seen many illegal graffiti on the side of helicopter. It is because three teenagers did the vandalism on the helicopter. (Kompas.com, 2017). What they did strengthen that nationalism value is starting to fade from the Indonesian teenagers now. As a national future ideally they have feel to keep the public facilitation of their nation not on the contrariety. The less of spirit of love for their nation impact on the less of solidarity among the teenagers.(Lestari, 2014, Page. 134).

Thus phenomena show us that the main value of nationalism is on critical situation among the teenagers. So, if thus phenomena are continued, Indonesia will lose its national identity and cannot keep their character because of easy to influence by foreign culture. If it is not filtered properly, it will cause crisis of nationalism among Indonesian people especially teenagers. (Tilaar dalam Novitasari, 2017, page. 1).

So, with the above situations, they need some efforts to embed moral value. One of representative place to do this effort is through educational practice. According to Susanti (2013, page. 480) education is one of pillars that contribute to establish a civilization or what we called as Nation. The existence of a nation is determined by its character. When a nation has strong character, they will be respected and dignified around the world. Furthermore, Wuradji (on Pidarta, 2009, page. 179) said that education in this case is school, is as social control and social change. Education as a social control solves bad habit of children at home and society. Education as a social change is filtering norm, producing good citizens, and innovating science and technology. As a social control and social change, school has habituation to do in the school environment.

2. Methodology

This research is a research with a qualitative approach. Qualitative approach is used to research the nature condition of the object. While, The methodology of the research is using descriptive method. According to Sugiyono (2013, page. 147) determined Descriptive method is a method to analyze data with describing the real data collected. The Background of the research is SMPN 2 Sumber. The steps of the research that the researcher used are divided into four steps: (1) Pre-field; (2) Field Collection; (3) Analyzing and Interpreting Data, and (4) Validity, reliability, and data Objectivity. The sources of the data are every statement, act, condition, event, and written documents who have relation with the aim of the research.

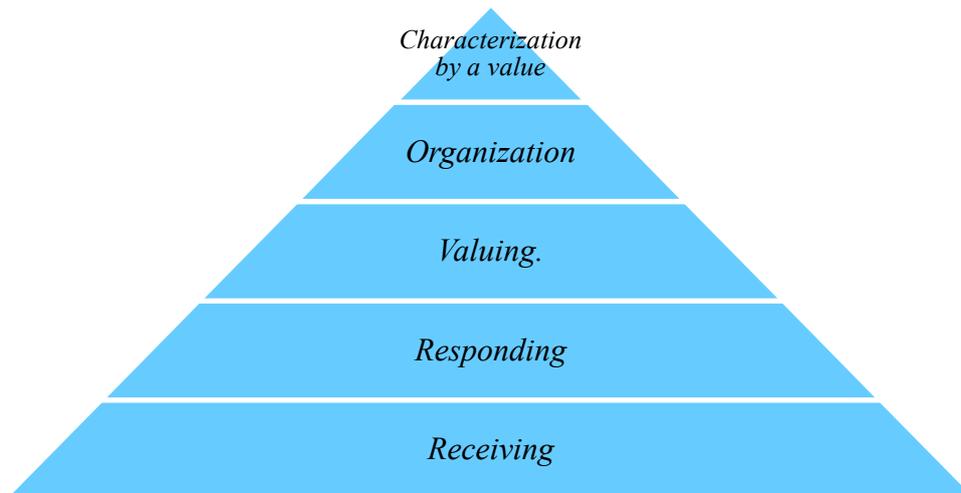
The techniques of collecting data involve observation, interview, document analysis, and literature review. Observation is done participatively by deeply and flexibly researching the subject of the research base on the aim of the research. The purpose of the observation is to get verbal and non-verbal data, so that the researcher can get overall describing of internalization process of nationalism value through national anthems in habituating process. Deeply interview is done inductively, inductive analysis is general conclusion drawing, applied for every steps of : (1) reduction of the data; (2) display of the data; (3) verification and conclusion of the data.

3. Discussion

Today, teenagers are stuffed with unnecessary songs, this matter indirectly makes degradation of morality among the teenagers. Therefore, the government give one solution to solve this matter. Education and culture ministry (kemendikbud) makes an announcement regarding President of Indonesian Republic instruction who ask the head of the education office at the provincial level or lower than it, to sing Indonesia Raya as national anthem in every morning and in the end of school time, even for elementary school to senior high school. This instruction is formally stated in the letter of The ministry of education and culture number 21042/MPK/PR/2017. The letter was signed by Muhajir Effendy as the minister of education and culture on April 11th, 2017. (Kumparan.com). So, it is very logical if the ministry of education and culture makes a programme to embed nationalism value by singing national anthems, beside the song is easy to remember by the student, it is also bringing sensitivity to the students to be more aware about expression feeling.

Base on this assumption, the national anthems should influence the students' character through cultivation of values , but in fact, the national anthems can not internalize yet the nationalism value and building nationalism character of the students. This thing shows the irrelevance between what the government made with the implementation on the field.

Base on the research findings after evaluation process, habitual activity to sing national anthems at 7th and 8th grade as the object of the research analyzed by using internalization value theory from Krathwohl (1980) shows that national anthems as a media to sing in habitual activity could not reach the stage of character. The research found that 7th and 8th grade students are on the low level on receiving and responding. The stages of receiving is the step where the students open to receive stimulus, include: encoding, the desire to receive stimulus and be selective against stimulus. In this stage, the value has not been formed, but still receiving and finding value. While, responding stage, is the stage where the student give response to the affective stimulus, include: compliance, giving attention actively, and satisfaction is response. In this stage, the students have begun to actively response to the values that develop beside their response feeling.



Source: *Krathwohl (1980, page. 35)*

If we refer to education and culture ministry letter, ideally, the national anthems, is hoped to evoke the nationalism character of the students with the embedded values on the national anthems lyric. The unexpected result is indicated as the lack of preparation from the teacher to apply national character programme by singing national anthems. The concept of habituation activities does not apply optimally causing the teacher is not maximal to do this programme. There is no systematic and well-structured from the teacher so that the process of habitual activities is not maximal to be applied. Ideally, the teacher has many ways to formulate the method and approach in order to internalize the nationalism value.

At the moment of habituation activities, the teacher is rarely explaining the philosophical meaning in every national anthem. As the main character in the habitual activities, the teacher should give intervention and stimulus to the students. The teacher intervention on the internalization value process to the students has greatly influenced on the cognitive, psychomotor, and affective aspect of the students. In addition, there is no stimulus from the teacher to the students causing the programme is seen as merely ceremonial activity. The students cannot understand the historical and philosophical meaning behind on the national anthems without any stimulus. When the teachers give stimulus to the students, they can see the intention from the students while sing a song and listening the meaning of it that explained by the teacher.

Giving stimulus from the teacher to the students has big possibility to develop students' mind so it can build students' response in the aspect of cognitive, affective, or psychomotor. A student is considered success to learning something if he/ she can show his/her changing in behaviour. The same statement is explained by Slavin (2000) that learning is the effect of interaction between stimulus and response. The stimulus is everything that the teacher gives to the student, while response is an action to the stimulus from the teacher. The behaviourism theory in psychology learning has big meaning on the way of theory development and educational practices and today learning, focusing on the behaviour formed as the result of learning process. The process that can be observed is stimulus and response, therefore, what the teacher give (stimulus) and what the student receive (response) should be observed and measured.

Although, the cultivation of value who internalize through habituation activity does not reach the stage of character, but there is positive side that the habituation value through singing national anthems as a medium to re-introduction and as a medium to remind history from the lyric and as a media of student expression through the sensitivity of sing a song.

So, the researcher hopes that on-going habituation activity and using the rules of planning will have effect continuously on the structuring of habituation activity. The changing of behaviour and character cannot seen directly, but receiving value who embed continuously by the teacher, day by day, will be mastered by the students and influencing their character. As the statement from Megawangi (2016) that even the behaviour of children seems unchanged, but by giving character

education, a child will absorb what he/she receives, even though, it is not manifested immediately on the real action of the theory, namely sleeper effect. That is, the new effect of education will be seen in years later.

4. Conclusion

Base on the research findings, the researchers conclude that the internalization of nationalism value at SMPN 2 Sumber does not work optimally and maximal because there is no planning that well-formulated either by the teacher or the school.

As a media of character educational, habituation activity of singing national anthems needs to be applied with well structure and systematic planning. The teacher as important component in habituation activity that controls the activity ideally has plan and goal so the activity works as well as the aims of it. The formulated planning is also to easier teacher in internalizing main value and avoiding the activity who merely as ceremonial activity. Ideally, to support Education and culture ministry programme, the school should also understand the best steps for its habituation activity.

5. Implication

The research of internalization of nationalism value in habituation activity at junior high school grade can give contribution to develop knowledge or science especially about character education. In the middle of degradation of nationalism value and loving national anthems among the teenagers, the educational institution must be able to embed nationalism value to the students as the future of national character and be able to socialize national anthems whose their existence is now being questioned among unnecessary songs who have no moral meaning.

The researcher hopes that this research can become a reference for other researcher who takes the field of study and disciplines that include educational value, educational character, and educational practice on the context of habituation. The researcher understands that this research of internalizing nationalism value still has other aspect to develop and expand for the education world in Indonesia. The researcher is totally aware that this research is not perfect yet. Therefore, with pleasure, the researcher is open to receive critic, suggestion or contribution of thought as a valuable improvement for this research for the researcher and every people.

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