

HISTORY EDUCATION TO ENCOURAGE NATIONALISM INTEREST TOWARDS YOUNG PEOPLE AMIDST GLOBALIZATION

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Abstract: History Education to Encourage Nationalism Interest Towards Young People Amidst Globalization. This paper attempts to construct history education concept in establishing nationalism interest towards young people amidst globalization stream. This study is a qualitative research utilizing the case study method due to object studied was derived from reality. Globalization as an inseparable era upon modern societies has been bringing significant impact in many respects of life, one of which is the education field. As part of the historical series, young people at the initial stage of the nationalism movement appeared in Indonesia performed as activators that gained profound responsibility in maintaining and developing such values. Managing historical awareness that is expected to develop national identity has become the basic goal of education. Concepts being discussed here were derived from events analysis and the development of Indonesia education recently. Beside globalization, 21st century challenges also come in the form of Industrial Revolution 4.0 and Z Generation which prompt learning to be more complex. These challenges could be dealt with continuation innovation, also critical history learning that referring to several theories and prior research is actively capable in increasing nationalism interest amidst globalization.

Key Words: History education, Globalization, Young People

Abstrak: Pendidikan Sejarah dalam Membangun Kesadaran Nasionalisme Generasi Muda di Tengah Arus Globalisasi. Artikel ini berusaha merekonstruksi konsep pendidikan sejarah dalam membangun nasionalisme generasi muda di tengah arus globalisasi. Penelitian ini merupakan penelitian kualitatif menggunakan metode studi kasus bahwa masalah yang dikaji merupakan realitas dari lapangan. Globalisasi sebagai era yang tidak dapat dihindari dari kehidupan masyarakat modern membawa dampak signifikan dalam setiap sektor kehidupan, tidak terkecuali dalam dunia pendidikan. Sebagai bagian dari rangkaian peristiwa sejarah, pemuda sejak awal munculnya nasionalisme di Indonesia berperan menjadi penggerak yang memiliki sejumlah tanggungjawab penting dalam menjaga dan mengembangkan nilai-nilai yang ada. Mengelola kesadaran sejarah yang diharapkan bermuara pada kesadaran nasional menjadi acuan dasar terutama dalam dunia pendidikan. Konsep yang dikemukakan didapat dari hasil analisis peristiwa dan perkembangan dunia pendidikan yang berkembang di Indonesia saat ini. Selain globalisasi, pembelajaran abad 21 juga menghadirkan tantangan lain seperti Revolusi Industri 4.0 dan generasi Z yang membuat pembelajaran sejarah semakin kompleks. Tantangan pembelajaran abad ke 21 dapat dihadapi melalui kegiatan inovasi pedagogi yang berkelanjutan, selain itu

melalui pendidikan sejarah kritis, secara aktif dapat meningkatkan rasa nasionalisme generasi muda di tengah globalisasi.

Kata Kunci: Pendidikan sejarah, Globalisasi, Pemuda

INTRODUCTION

Amidst the global rapid development in many respects such as technology, social, political, economical, as well as education has put societies in the sense of dynamic state. Globalization has opened the information flexibilities and endlessness information stream within the globe in flash moment. In other words, globalization has made the world seems smaller than it used to be. Distances are shorter, and international trade and technology transfer are expanding (Audi, 2009). These are ones of dozens examples of how globalization affect our lives.

Globalization is not only an objective of a historical process that defines our lives, but also a conceptual change that people are aware that world has a single place and possesses significant effect in several respects of social identities around the world. In addition, globalization term is widely regarded to describe the contemporary world or 'postmodernity'. It also links distant localities in a way that local events are established by events that happened in other parts of the world (Coversi, 2009; Ariely, 2011; Zadja, 2015).

In term of education, globalization has affected education in some ways, such as global curriculum, economy and technology knowledge, lifelong learning, multiculturalism, English as global language, equality and etc. Eventually, these events encourage government and business discuss the necessity of school to meet the global demands such as investing education to improve human resources and promote economic growth (Spring, 2008).

However, the major concern that globalization brings transformation in national identity as globalization derives a complicated process of contradictory effects towards many aspects of politic and society due to its multi dimensions feature. Therefore, societies' ability in maintaining and generating single national identity is challenged, since people become global consumers of goods and information, means globalization have possibility to gain opposite effect towards national identity (Audi, 2009).

In term of nationalism, nationalism ideology is relatively modern, it remains quite complicated to identify the precise data and location can start to speak of nations (Smith, 1992; Coversi, 2009; Audi

2009). The term ideology means a system of ideas and beliefs that is dominant within communities that affects most social interaction (Zadja, 2015). Many argue that nationalism is historically particular and put its origin with surgical precision of French Revolution in 1789. The notion of nationalism itself spread out the globe, due to Western idea as it could be said that nationalism is critical component of Westernization (Conversi, 2009).

Nationalism term reveals itself in many forms or at least the form given to us through proponent and critics, thus nationalism sometimes considered as 'historical movement'. Nationalism also intimately 'historicist' that perceives the world as the product of various communities interplay that each obtains unique characteristic and history, also as the result of specific origins and development (Smith, 1992).

Nationalism both as an ideology and dynamic force appeared two centuries ago and keeps to have significant impact in our time. There is continuing debate over its nature (Ben-Israel, 1992). The world was in many ways an exceptionally globalised one at the turn of the century. This would be reflected in Indonesia as global events and movements including calls for Islamic modernisation, the First World War, and the Russian Revolution. These had given impacts for Indonesia,

often with dramatic consequences. The spread of Communism and other left wing ideologies to Indonesia were undoubtedly ones of the most significant effects. Indonesian nationalism developed along three broad areas. First was the growth of nationalist sentiment amongst elite groups. The second was Islamic movements led by a modernist movement. The third was the rise of left wing groups, most notably the spread of Communism in Indonesia.

As mentioned above, some argue that globalization may undermines national identity, while others also state that globalization trends strengthen national feelings. According to Calhoun (2007) states that globalization encourages the sense of belonging more important than in the past. Hence, it is no doubt that globalization associates towards national identity have been interesting focus of research. Recent research of globalization and education policy also shows that effect of globalization towards nature and value of school textbooks (Zadja, 2015).

As the movement of globalization may affect the national identity, it is unquestionably that education is one of the way to prevent it. In every educational effort, there are two interests that are always a concern, namely the interests of the community or the nation and the interests of students. Both are interrelated and one interest cannot be the interest of

the other. The interrelated nature of these interests is encouraged by students who are considered unique as potential members of society, and the life of the community/nation that can only develop well and whose members have the necessary qualities. The quality needed is to develop their life as a member of society and with that quality the members of the community are the life of the community/nation.

History in the sense of education is lesson to be taught, discusses as well as related to events and facts. Events are considered history if at least tie up to space and time, social related and has social meaning. History could also be defined as sequential events with pattern and objective (Surya, 2018). In addition, history learning anticipates values and meaning of the event to gain historical awareness. Historical Education is the most powerful educational media for introducing students to the nation in the past. History subject in delivering past events as means of nationalism enforcement. A proper history lesson brings students to become critical and humanist as states by Thorp (2016) that history subject claims to bring to students' citizenship then needs that not only to embrace disciplinary or procedural dimensions, but also cultural dimension into proper consideration. Fundamental

curriculum change is also necessary for 'national subjects' such as arts, literature, geography, and history to consolidate a common sense of national identity (McCully, 2012). Moreover, it is clear that globalization has substantial implications for history education.

This article attempts to draw a conclusion of 21st history learning and its challenges and also a correlation between History, Nationalism, and Globalization.

METHOD

This paper is a qualitative research engaging a case study method. Qualitative research is a comprehensive approach which includes discovery. This research is also known as an unfolding model that performs natural setting which allows the researcher to develop a detail event being investigated. As case study is a series of method that researcher explores a depth understanding of a reality. Case study is extensive and draws from multiple sources (Creswell, 2003).

HISTORY LEARNING AND 21ST CENTURY CHALLENGE

History subject similar to other subjects deal with several issues due to Industrial Revolution 4.0, Z Generation, and Globalization situation. These global events encourage education to keep and maintain its innovation streams to solve

the 21st education issues (Surya & Umamah, 2020). For history learning, issues seem to get more complex each day. These are several problems of history learning due to global phenomenon.

First, the students of Z generation. Z generation tend to relish on the internet make them have big dependency towards information and technology. In the broad context, this ability seems decent, but for history learning brings another challenge for teacher to cope up with. Gen Z obtains lack interest in reading in books, journals, newspaper, and other academic forms. They prefer to collect information in brisk manner, such as Wikipedia and wordpress. This is not relatively bad, but in order to construct historical events students need to do proper research in gathering the information. Hence, teachers and schools should provide more digitalized references that were not available in many schools.

Second, amidst globalization and IT development, it is quite difficult to select the proper information. Many false and inaccurate information goes freely within internet enhance parents and teachers become more vigilance. Some of historical objects also become the target of this scheme. Inaccuracy and hoax towards history events as the results of *flat world* and *borderless world*.

Third, 21st century learning is also marked by differentiation and diversity, means learning should be deliver to heterogeneous group of students. Students with different social, economical, and cultural background. In history learning context, teachers should support students in achieving learning goals. Teachers also should identify the diversity of learning environment which affects learning productivity. Teacher as instructional design is expected to create effective learning climate that allow students to think critically and chronologically. History learning covers about diversity means students heterogeneity could be engaged as tool in generating nationalism interest.

Reseachers differentiate the types of history in schools. The first type is that history to encourage collective memory that presents it as heritage as Hegel states the purpose of this form is nation constitutes the means by what development is gained. This type is also known as 'memory history'. The second type is disciplinary history that can be delivered in schools in an authentic manner. Discipline history engages the meaning-construction making processes of history to build learning as students are invited to involve within historical inquiry, means students need to analyse source material for constructing the past events. (Zadja, 2015). However, the

common discussion upon learning and teaching history adopts a concern of history as subject discipline.

Furthermore, history is both absolute and relative. In one hand, history is absolute since it means event or actuality. In other hand, relativity in history comes as narrative or records. History obtains objective-absolute and subjective-relative, as well as history as a discipline. History learning attempts to awaken students towards changes and development of societies in term of time dimension, to construct perspective, also develop historical awareness in finding, understanding, and explaining the national identity in the past, present, and future amidst world changing (Kemendikbud, 2003).

Regarding history learning, some argue that history subject obtains open structure that quite different compared to close subjects, such as physics and mathematics. History engages some descriptions and explanation to construct interpretation for the past events. Historians commonly investigating the explanation from historical events at structural level, in which students look for more linear explanations (Halldén, 1997). Moreover, Winerberg and Wilson state that teacher knowledge consists not only regarding historical information but also notion that known as 'wisdom of practice'

which means beliefs, procedures knowledge, skills, and values that teacher gains after years of teaching (Shulman, 1987).

History education needs a dependent upon historical sources and accept the pattern of historical analysis. History education attempts to identify what the most critical assessment of historical sources and patterns of historical explanation relied upon, transformed within decades into historical thinking (Thorp & Persson, 2020). History as a school subject is also to contribute to spread students' potential experiences and conceptions.

History like other subjects is facing issues and challenges that different from time to time. According to Ludvigsson (2015) many significant issues within history teaching and learning that demands investigation and elaboration, not the mention in the midst of technology immense development upon history teaching, the enduring challenges of student transition from school to university and etc (Ludvigsson, 2015). In short, there is huge need for more intensive studies and research.

The varied of educational system and historiographical outlooks result in different outcomes as the result of the requirement to deal with both national history and national historiography

(Novaky in Ludvigsson, 2015). Regarding to this, referring to several literatures reviewed as why Indonesian students tended to obtain low learning outcomes has identified some conditions how the material being delivered and taught in the classroom (Hills, 1956; Surya, 2015; Surya, 2018). The finding issues are the standardization, testing movement, as well as lack of opportunities fostering and implementing critical thinking. Ministry of education keep determining what and when should be delivered through curriculum frameworks. In the other hand, standardization is significant part in pointing the scope and sequence within history and social studies for schools (Zenger & Zenger in Ludvigsson, 2015).

Implementing critical thinking for history learning is also considered significant as many students deal with difficulty over it. Critical thinking is a complicated notion. In one hand, critical thinking is understood by some scholars in more general way and on the other hand is not quite clear how it should be defined (Lee, 2014). Is it different between critical thinking in history compared to critical thinking in other subjects? According to Missimer in Lee (2014) that critical thinking is consideration of alternative argument in sense of evidence. Since 1960s, critical thinking has become major concept in term of education, particularly history teaching (Lee, 2014).

So, what is history to do towards the nation? history education has been long regarded to obtain function in presenting a narrative that demonstrates to young people relating their attachment to the nation also provides them a unique identity which makes them distinctive compared to others. While, there is difficulty that country rarely obtain homogenous narratives been inclusive for all communities within country's influence. In the past, there was tendency that politic affected history curriculum by engaging dominant narrative (McCully, 2012; Zadja, 2015). In addition, most countries engaging nationalist discourse to legitimate powers and encourage citizens into coherent and solidary nations (Jaskulowski & Surmiak, 2015; Zadja, 2015).

In Indonesia, these phenomenon might be occurred during the Soeharto's Era (1966-1998) that politic had great impact towards education policy, particularly how history should be taught and delivered. Thus, History teaching formulates special challenges as it is closely related to the emotions towards national identity and collective belonging.

HISTORY EDUCATION, NATIONALISM AND GLOBALIZATION

Why we should study history? To answer the question, there are dozens

reasons behind it. Many believe why people, particularly the young ones feel the need to learn history is to release the curiosity of the past and the wider world. Hence, they would learn how past influence the present, what past societies were like, their culture affected people's action, human diversity, and understand themselves as individuals and members of society (Hunt, 2011).

History presents us with collective memory, thus provides us the sense of connection towards place, time, and societies. History also allows us to learn the mistakes and mindsets of our ancestors. This reflects a consideration that history is very important (Hunt, 2011; Skjæveland, 2017; Zadja, 2015). Historical narratives acts as profound role in creation of the nation. Referring to Dixon and Hales in Skjæveland (2017) state that history attempts to make sense of the world, something that we all, all ages that there should be no age limitation to learn history.

Relating nationalism is defined as the way to construct the social reality that characterized with three features; 1) the social world is originally divided into different, real and distinct nation, 2) every human being is necessarily perform loyalty to their own nation, and 3) the nation is the only allowed source of political power. Thus, nationalist

discourses relate people's sense of nation identity (Jaskulowski & Surmiak, 2015). In short, there is profound role of historical interpretation and memory in establishing national identity (Zadja, 2015).

Relating to this, nationalism theorists has been considered public education to spread and strengthen nationalism through national collective memory establishment (Smith, 1992; Jaskulowski & Surmiak, 2015; Skjæveland, 2017). Therefore, through schools, state tries to establish a sense of belonging towards expecting community by displaying collectively shared hegemonic meanings of symbols as well as main national representations of the past in which allows to present the basic of a common national identity. In addition, there are compelling studies that indicate the strong relationship between education and nationalism sense. Thus, history education role in establishing nationalism has been widely accepted, despite there is no specific ways of how history subject construct nationalism upon students (Jaskulowski & Surmiak, 2015).

How history subject formulate nationalism interest? Based on several studies earlier many history teachers regard history subject through nationalism spectrum. Most teachers characterize history primarily as the means to

encourage students' nationalism which is an instrument to construct attachment towards Indonesia country among students. Hence, teacher tend to reconstruct the main structure if collective memory that deep-rooted in textbooks and curriculum which discuss the nation centrality (Jaskulowski, et al., 2016).

According to Hamid Hasan (2012), the aim of the historical education curriculum is always associated with three views. First, "perennialism" which views historical education as a vehicle for "transmission of culture". History teaching should be taught as knowledge that allows to bring students to high appreciation for "the glorius past". The historical curriculum is expected to develop the ability of students and future generations to be able to appreciate the great work of the nation in the past, to foster a sense of pride as a nation, appreciate the country, national unity and unity. Second is 'essentialism', the history curriculum must develop history education as an education in a scientific discipline and not just limited to historical knowledge education. In term of essentialism, students studying history must perform intellectual abilities in accordance with the intellectual tradition of history as a scientific discipline. Scientific intellectual ability requires, the ability to think critically and analytically, especially in terms of thinking based on

scientific philosophy. Third, social reconstruction, this view assumes that the historical education curriculum should be directed at studies relating to contemporary life with contemporary problems. Historical knowledge is expected to help students to solve contemporary problems. The trends that occur in past history are used as lessons that can be used for the lives of students today (Hamid Hasan, 2012).

The values of national character, such as nationalism, tolerance, mutual respect, cooperation, good moral attitudes have begun to disappear in the same way as students, even tend to be lost. The values above are values that have been born from the long journey in the history of the Indonesian nation.

In accordance with the educational objectives contained in UUD 1945 and Undang-undang Sistem Pendidikan Nasional in 2003, historical learning has a very important role in the framework forming a young generation with character and personality according to the identity of the Indonesian nation. This is supported by the implementation of strengthening character values which is accommodated by Permendikbud Number 20 of 2018 concerning Strengthening Character Education which must be reflected in formal education units that optimize the function of educational trip-center

partnerships, namely schools, families and communities.

The development of information and science and technology is undoubtedly fast in the current era of globalization. It needs to be addressed from the point of view of education, including historical education. The rapidly developing global communication has created new values that affect the way of life of the Indonesian people. Historical education in the current era of globalization is required in order to establish Indonesian nation with a strong personality and historical awareness and could be actively involved in globalization without being crushed by 'unwanted' foreign elements. Historical awareness is a form of "a sense of historical life" (Soedjatmoko, 1992), historical education has an important position which provides nation with solid understanding of the history and existence of a nation.

Historical education in the era of globalization has a strategic role. The challenge of historical education needs to be emphasized on historical awareness, sourced from nationalism which has led to a unique form of ethnic political awareness (ethno-nationalism), originality and small (Lay, 2001). This is as global social relations could reduce some aspects of nationalism that limit countries by intensifying local national sentiments

(Giddens, 2001). Nations which in the past were built mostly as a result of being antagonistic to other nations, in the era of globalization national identity must be maintained in a collaborative environment.

In addition, in dealing with globalization challenges, history teachers should keep designing innovative learning in terms of model, methodology and media. Innovative learning that combines with constructivism foundation provide effective and productive learning environment. Teachers are allowed to apply the newest methods or models that suitable for history learning such as Enrichment Triad Model, Self-regulated learning, STAD, Jigsaw, TAI, Role Playing and etc. Recently Enrichment Triad Model has become the trend for many teachers in different subjects, as it presents a newly approach for learning and proved to be effective for history learning (Surya, 2021).

History education has a strategic role to regenerate awareness of the history of the Indonesian nation to deal with multidimensional crises as historical events marked by national turmoil. History education is expected to be able to bring students aware that at this time the actualization of nationalism does not have to be in the form of physical resistance, but how to maintain and improve the

values of Pancasila and the 1945 Constitution. The packaged curriculum does not only emphasize memorizing historical facts and events, but on the process of analyzing thinking to the metacognitive dimension. The active involvement of students in learning history is expected to be able to foster students' awareness in reconstructing and contextualizing in today's life. Through historical knowledge and understanding, historical awareness and national awareness will emerge. Young people get inspiration and aspirations. They will get role models of heroism and heroism from concrete examples shown by their closest people, parents, teachers, social communities, community leaders and the state. The younger generation is inspired by how the nation's leaders can devote themselves to a good society and country.

CONCLUSION

Historical Education in the 21st century deals with several events, namely Industrial Revolution 4.0, Globalization, and Z Generation. These events affect how history learning should be delivered, should be interpreted, and should be meaningful for students. Hence, this challenges enhance teachers to keep designing innovative and responsive instructional designs in terms of strategies, models, and methods. Continuation innovation helps students to investigate

history not only in the matter of facts, but also critically.

In responding to globalization, nationalism in the world of education can be actualized, one of which is by involving students' activeness to be accustomed to reconstructing and contextualizing events in everyday life which will foster historical awareness that leads to national awareness.

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