

UTILIZATION OF RENGASDENGKLOK HISTORICAL SITE AS A SOURCE OF LEARNING PANCASILA AND CIVIC EDUCATION IN IMPROVING MORALE NATIONALISM

Muhammad Rafsan Wiratama, Muhammad Irvan Fadillah Ramadhan, Prayoga Bestari, Dede Iswandi

Pancasila and Civic Education Study Program, Indonesian University of Education, Bandung, Indonesia
muhammadrafsanwiratama@upi.edu, mirvanfr@upi.edu, yogabestari@upi.edu, dedeiswandipkn@upi.edu

ABSTRACT

This research is motivated by the negative impact of the rapid development of globalization which is the main cause of the decline in the sense of nationalism. The decline in the spirit and attitude of nationalism among the youth is currently getting higher. Youth who should have a sense of love and pride for their country, in fact, have an indifferent attitude that results in their laziness to participate in the flag ceremony, undisciplined, preferring foreign products, and ashamed to wear their own nation's cultural attributes such as the use of batik. This opinion caused various problems among students, namely during the flag ceremony there were still many students who were not disciplined, some did not participate in the flag ceremony at all, did not memorize the Indonesian national anthem, did not memorize Pancasila, did not follow the rules and regulations, and do not respect each other. This research uses a qualitative approach and case study research methods. Data collection techniques carried out in this study were interviews, observations, and documentation studies as well as data analysis techniques by means of data reduction, data presentation, conclusion drawing, and verification as well as data validity. The results of this study indicate that (a) The Rengasdengklok historical site is relevant to be used as a learning resource for Civics because it is full of struggle values that can be used to increase the students' spirit of nationalism. (b) The role of teachers in schools is quite good by coordinating with schools and accommodating students well. (c) The results from the use of historical sites have quite an impact as shown by changes in students' attitudes towards a better direction. (d) while in the process of utilization, there are obstacles and ways to overcome them. External and internal constraints can be resolved by coordination between all elements such as the principal, vice principal of the curriculum section, PPKn teachers, and students.

Keywords: *Historical sites, Learning Resources, Student, Citizenship, Spirit of Nationalism*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

Education is a human need to improve quality and human resources (Ningrum, 2016). Education always undergoes changes, developments, and improvements in accordance with the development of science (Camelia, 2020). Developments in the field of education include various components involved, be it the implementation of education in the field (teacher competence and quality of educators), the quality of educators, curriculum tools, and facilities and infrastructure. Education is also one of the efforts that aim to educate the nation's life and is a basic key to achieving the ideals of a nation.

An important problem that is often faced by teachers in learning activities is choosing or determining the right learning materials or teaching materials in order to help students achieve competence (Zeins, 2016, p. 5). Learning in the context of education must also be in accordance with the conditions of the surrounding environment, because education is in the midst of society In order to educate the nation's life, improving the quality of education is very important for the development of continuation in all aspects of life. The national education

system must always be developed in accordance with the needs and developments that occur both at the local, national, and global levels (Mulyasa, 2006, p. 7)

Based on this, through their role as teachers, teachers are expected to be able to encourage students to always learn on various occasions through various sources and media. Teachers should be able to help each student learn effectively by using a variety of learning opportunities and a variety of learning resources. Teachers need to use a variety of learning resources due to the breadth of the subject. The teacher also needs help both with the content and method. Learning resources for teachers include syllabuses, curriculum guides, teacher handbooks, and other learning resources such as printed books for teacher handbooks and other additional books that support learning materials.

Learning is the process of interaction of students with educators and learning resources in a learning environment (Suardi, 2018). Learning is an assistance provided by educators so that there can be a process of acquiring knowledge and knowledge, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help learners to learn well (Apa Itu Pembelajaran, n.d.).

Understanding by exploring these historical values can be helped by historical relics and memorial buildings that contain certain values according to the historical events behind them. Another thing that is also important in Civics learning about History is the teaching system. How teachers or educators can present the material so that it can attract students to learn it. Considering that history subject matter generally concerns human life in the past, teachers are required to be able to package history subject matter well and pleasantly, for example by visiting objects of historical habitation.

Various forms of historical relics in Indonesia can be used as historical sources (sources of objects other than written sources and oral sources) and can be in the form of historical buildings, temples, monuments, and so on.

Evidence or relics of the occurrence of a historical event, for example, those in museums, monuments, or historical sites, are learning resources that can make it easier for students to understand PPKn learning materials about the history of the nation, especially those that have been conveyed by teachers in the teaching and learning process in the classroom. The environment around the student where there is evidence of historical events can help the teacher to develop students' understanding of the past and make students understand that history is not just a story, but an event that actually happened.

If we look at the current era, namely the era of globalization where the development of Information and Technology has a positive and negative impact. One of the positive impacts of the development of science and technology itself is that it makes it easier for us to access (Mulyani & Haliza, 2021). Information and see the global world easily from various aspects of life inseparable from the ease of access to various problems caused by the impact of science and technology including; The information accessed is often inserted with fake news that we also know as Hoax in addition to the fading of love for the homeland among young people today due to the ease with which foreign cultures enter the country so that if we are not smart in sorting out so that it will cause a loss of love for the homeland due to more lack of awareness and a sense of belonging to local wisdom that is owned so that there is a decrease in interest in preserving local culture existing.

Rapid globalization is a major cause of the decline of the sense of nationalism. The decline in enthusiasm and nationalism among the youth today has increased. The following is a data from the Indonesian youth statistical survey (BPS, 2012) which was not only conducted on madrasah students but also in 100 public and private schools, 59 private schools, and 41 public schools. The survey was conducted in ten regions, Jakarta, Depok, Bekasi, Bogor, Tangerang, South Jakarta, East Jakarta, West Jakarta, and Central Jakarta. A total of 993 middle and high school students were sampled for the study. The following is a manifestation of the fading of nationalism in Indonesia, which is generally categorized as children attending school in big cities:

Declining Percentage of Nationalism

NO	Declining forms of Nationalism	Percentage
1	Lazy to participate in the flag ceremony.	83.3 %
2	Prefers foreign products.	73.3%
3	Don't care about the problems facing the nation.	63.3 %
4	Prefer to study abroad.	56.7%
5	Prefer overseas names	40 %
6	Feel better western figures	33.3 %
7	Considering Pancasila irrelevant as the basis of the state.	25.8 %
8	Aiming for radical action.	28.2 %
9	Approve of the enactment of Islamic law.	21.2 %
10	Justifying the bombing action.	7.5 %

(Source: <https://www.bps.go.id/data-penurunan-sikap-nasionalisme-2012.html>)

From the results of the survey above, it can be understood that Indonesian youth, especially students who go to school, have a decline in nationalism attitudes which is increasingly worrying. How not, young people who should have a sense of love and pride in their country, instead have an indifferent attitude that has an impact on their laziness in participating in flag ceremonies, not being disciplined, preferring outside products, and being embarrassed to wear their own nation's cultural attributes such as the use of batik. On the other hand, the results of a study conducted by Kurniawan (2009) entitled "Nationalism Attitudes among high school students" underlie his research that nationalism attitudes among students so far still cause

various opinions. This opinion caused various problems among students, namely when the flag ceremony was still many students were not disciplined, some did not participate in the flag ceremony at all, did not memorize the songs of Indonesia Raya, did not memorize Pancasila, did not fly the flag, did not follow the rules, and did not respect each other.

If we look at the current era, namely the era of globalization where the development of Information and Technology has a positive and negative impact. One of the positive impacts of the development of science and technology itself is that it makes it easier for us to access information and see the global world easily from various aspects of life, inseparable from the ease of access, various problems caused by the impact of science and technology include; The information accessed is often inserted with fake news that we also know as Hoax in addition to the fading of love for the homeland among young people today due to the ease with which foreign cultures enter the country so that if we are not smart in sorting out so that it will cause a loss of love for the homeland due to more lack of awareness and a sense of belonging to local wisdom that is owned so that there is a decrease in interest in preserving local culture existing.

The goal is to increase the spirit of nationalism in students through PPKn learning with historical sites as a source of learning based on real-world situations, encouraging students to be able to connect the knowledge they have with its application in everyday life.

The Rengasdengklok historical site located in Karawang Regency can be used by SMAN 1 Pebayuran as a historical source including historical sites during the independence period including the Soekarno Muhammad Hatta Exile House and the Rengasdengklok Proclamation Monument. Karno and Hatta's exile house is located on Jl. Perintis Kemerdekaan No.33 Kec. Rengasdengklok Karawang Regency, Djiaw kie siong is the owner of Karno and Hatta exile houses, Karno and Hatta were lodged by young men, namely Adam Malik, Chaerul Saleh, Sukarni, they brought Karno and Hatta at Rengasdengklok to demand that independence be proclaimed immediately. The proclamation monument was established to commemorate the Rengasdengklok Event, which was an event when the young and old agreed to proclaim independence on August 17, 1945. This location originally stood as the headquarters of Peta. Behind the monument is a relief telling the events of independence. SMAN 1 Pebayuran is located on Jl. Raya Pebayuran Kec, Pebayuran Kab. Bekasi, West Java. Although the Rengasdengklok Historical Site is not one sub-district, it does not have such a long distance of approximately about 3 Kilo Meters from the Exile House in Rengasdengklok, so it is easy for students to get there.

METHOD

The method has a close relationship with a systematic procedure, process, or technique in the investigation of a discipline necessary to obtain the objects or materials under study. Departing from this understanding, the research raised uses qualitative methods.(Helius Sjamsuddin, 16 C.E., p. 43).

The research method is generally understood as a scientific activity that is carried out gradually starting with the determination of the topic, data collection, and analysis. This type of research method is a quality method with a case study type, which is part of a qualitative method that aims to interpret our social actions and others as meaningful (interpreted) and can reconstruct the derivation of meaning (meaning used next) from meaningful actions in the

intersubjective communication of individuals in the world of social life (Rini.Sudarmanti, 2006, p. 21).

The use of research methods will determine the success of research results. Therefore, researchers use the Case Study research method. Research Case Studies according to Stake and Yin (in Creswell 2016, p. 19) namely: Case Studies are research designs found in many areas, particularly evaluation, in which the researcher develops an in-depth analysis or a case, often programs, events, activities, processes, or one or more individuals. Cases are limited by time and activity, and researchers collect complete information using a variety of data collection procedures based on a predetermined time.

While Yin (2015, p. 2) suggests that Case Studies as a study, case studies have been used in various fields such as:

1. Policy research, political science, and general administration;
2. Psychology of society and psychology;
3. Organizational and management studies;
4. Urban and regional planning research, such as program, environmental, or general agency studies as well;
5. Work on various dissertations or theses in the social sciences.

Data collection in qualitative research can be carried out with natural condition techniques, primary data sources, and more on participating observation techniques, interviews, and documentation. There are stages that researchers do are as follows:

First, making observations is observation, and systematic recording of the problem to be studied. In this study, researchers observed the school environment of SMAN 1 Pebayuran and the environment of the Rengasdengklok historical site, both interactions there and various activities, as well as related to civics learning.

Second, interviews with informants as sources and information are carried out with the aim of extracting in-depth information about the focus of research Salim, (2012, p. 44) in this case related to the use of historical sites as a learning medium, namely pkn teachers.

Third, documentation is a way to obtain data by looking for informants from various sources related to research taken from books, journals, articles, magazines, archives and other relevant sources in order to support complete research and the results obtained, namely with documentation and interviews.

Data analysis in qualitative research is carried out from before entering the field, during entering the field, and after completion from the field. Data analysis is carried out at the time of data collection, and after completion of data collection within a certain period.

RESULTS AND DISCUSSION

The Relevance of Rengasdengklok Historical Site as a Source of PPKn Learning

As the School Curriculum Wakasek said that learning is not limited to room and time, the knowledge transfer process that is easy to digest must begin with comfort that is felt both by educators, namely teachers, and also by students, namely students. This comfort must be initiated, especially by teachers in the learning process, while in this context teachers are required to be creative in managing the learning process, be it creative in preparing teaching materials, using media for learning, and learning resources themselves.

As for the relevance of the Rengasdengklok historical site as a learning resource for PPKn MY said of course the Rengasdengklok historical site is very relevant as a source of learning not only as a source of PPKn Learning but also History lessons. We all know that the true

purpose of PPKn lessons is to cultivate the sense of Indonesian citizens to love their homeland, by studying those whom are there and seeing witnesses to the legacy of this nation's struggle, of course, we realize how this nation used to defend its homeland and re-cultivate the values of Nationalism.

The same thing was said by DKL as the manager of the Rengasdengklok historical house, DKL said In the current era, many young generations are actually experiencing a moral decline, this can be seen from several sources of information that we use today, especially in media, be it social media or news on television such as several incidents of humiliation from the sons and daughters of this nation towards their own country such as examples of insults to the national anthem, the flag of the country, even the Ideology of the country there are those who want to try to replace it. This certainly cannot be allowed because it has tarnished the services of heroes who are willing to fight to the point of bloodshed to the end in order to defend their beloved homeland, he said. DKL said that in order for similar things to be minimized, it is necessary to provide more education about the stimulus that can regenerate a sense of nationalism, especially among the younger generation.

As for MO PPKn, it is a subject that provides a lot of guidance on values for Indonesian citizens in living a state life, these values include Unity and national unity, including living in harmony in differences, love of the environment, pride as and Indonesian nation, youth oath, the integrity of the Unitary State of the Republic of Indonesia, participation in state defense, positive attitude towards the Unitary State of the Republic of Indonesia, openness, and guarantees of justice. If we look at these values, the use of the Rengasdengklok historical site itself is a form of our pride as Indonesian citizens towards the nation and contains values that remind us how the participation of defenders of the homeland in defending their country which of course is accompanied by a spirit of nationalism and high patriotism.

MH said PPKn itself is the spearhead of this country in caring for the existing values of our ancestors in society whose main purpose is to yearn for unity over existing differences. If asked what is its relevance to the learning of KDP, we can see in the struggle of the heroes, especially those involved in the Rengasdengklok incident, they have different backgrounds, but the goal of wanting Indonesia to become an independent country that opposes all forms of oppression and colonialism as stated in the Preamble to our Constitution.

From the above presentation, it can be concluded that the relevance of the use of the Rengasdengklok historical site as a source of PPKn learning is a relevant thing, this can be seen from the values contained in a process of struggle that in the future can be instilled in the next generation through the PPKn learning process.

Discussion

The Relevance of Rengasdengklok Historical Site as a Source of PPKn Learning

A historical or cultural site is one of the environments for learning that is used specifically to influence or provide stimulation to the individual and vice versa the individual gives a response to the environment. So that's what was then called the learning process. There is an interaction in a learning process, and from that interaction, there can be a change in the individual in the form of a change in behavior. The learning environment itself can be in the form of a social environment, a personal environment, a natural (physical) environment, and a cultural environment (Pealeu, 2019, p. 9).

Based on the opinions above regarding the relevance of historical sites as a source of learning PPKn specifically regarding the Rengasdengklok event, of course, it is very relevant. This can be seen from the substance of the figures involved in fighting for Indonesian independence. This event certainly provides many lessons to the next generation of the nation, especially for young people, especially young people who live in an academic environment, this has an important role in the progress of the nation. The event provided many lessons to changes in behavior where at that event there were differences regarding how to gain independence. The young faction wanted the Indonesian nation to become independent immediately by self-proclaiming sementari on the part of the old class loyal to the promise of Japan that would give independence to Indonesia in the end after mediation by Mr. Achmad soebardjo finally agreed to proclaim independence taking into account the situation that at that time Japan participated in the Asia-Pacific war. When the Japanese were ravaged by the allies and the news reached Indonesia, the young people initiated and urged the old class to immediately proclaim independence once there was bloodshed.

CONCLUSION

Cultural Heritage Law Number 11 of 2010 cultural heritage sites are one of locations located on land and/or in water that contain cultural heritage objects, cultural heritage buildings, and/or cultural heritage structures as a result of human activities or evidence of events in the past. A historical or cultural site is a learning environment created specifically to influence or provide stimulation to the individual and vice versa the individual gives a response to the environment. So that's what was then called learning. The historical site or house of Rengasdengklok is one of those referred to in the Cultural Heritage Law Number 11 of 2010. The historical site of Rengasdengklok itself can create a learning environment for all elements of the nation, especially in this research used as a source of PPKn learning which aims to increase the spirit of nationalism of students at SMA Negeri 1 Pebayuran.

In general, the use of the Rengasdengklok historical site at SMA Negeri 1 Pebayuran must have the full support of the elements in the school. Starting from the school where there is a Principal making the agenda of visits to the Rengasdengklok historical site into the school's annual routine agenda, the Vice Principal of the curriculum section, and the ppkn subject teacher who is in charge of designing the curriculum as much as possible. The purpose of PPKn itself is to shape students into human beings who have a sense of nationality and love for the homeland. The use of the Rengasdengklok historical site is certainly relevant to be used as a source of learning PPKn because there are relevant values to shape students into human beings who have a sense of nationality and love for the homeland. The use of Rengasdengklok history itself can certainly bring up new ideas for teachers that can be used in the learning process in the classroom. This will also increase creativity and varied teaching methods for teachers so that the process of delivering material can be conveyed optimally.

REFERENCES

- Apa Itu Pembelajaran*. (n.d.). Direktorat Pendidikan Dan Pembelajaran.
Camelia, F. (2020). Analisis Landasan Ilmu Pengetahuan Dan Teknologi Dalam Pengembangan Kurikulum. *SAP (Susunan Artikel Pendidikan)*, 5(1).
Helius Sjamsuddin. (16 C.E.). *Metodelogi Sejarah*. Ombak.

- Mulyani, F., & Haliza, N. (2021). Analisis perkembangan ilmu pengetahuan dan teknologi (IPTEK) dalam pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 3(1), 101–109.
- Mulyasa. (2006). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. PT Remaja Rosdakarya.
- Ningrum, E. (2016). Pengembangan sumber daya manusia bidang pendidikan. *Jurnal Geografi Gea*, 9(1).
- Pelealu, A. E. (2019). *Sumber Belajar Sejarah: Pemanfaatan Situs Cagar Budaya Di Minahasa*. 719–729. <https://doi.org/10.31227/osf.io/2hprk>
- Rini.Sudarmanti. (2006). *Memahami “Fenomenologi” Kesadaran Intersubjektif Aldfred Schutz*. PT Gramedia.
- Salim. (2012). *Metodologi Penelitian Kualitatif*. Cipta Media.
- Suardi, M. (2018). *Belajar & pembelajaran*. Deepublish.
- Zeins. (2016). *BAGAIMANA MEMILIH DAN MENYUSUN BAHAN AJAR*. [Http://Zein1819.Blogspot.Com/](http://Zein1819.Blogspot.Com/).