
The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism

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Abstrak

Konsep utama materi pembelajaran IPS ini berkaitan dengan waktu, perubahan dan keberlanjutan. Ilmu sejarah memberikan ruang kisah kehidupan manusia di masa lampau, masa sekarang dan di masa yang akan datang yang hanya terjadi satu kali tanpa terulang kembali. Terbukti keadaan masa sekarang merupakan hasil dari proses perjalanan di masa lampau untuk menentukan masa yang akan datang dalam kehidupan manusia. Hasil penulisan artikel ini bertujuan untuk memberikan makna nilai-nilai materi ilmu sejarah terhadap kontribusi IPS yang mana mengandung nilai nasionalisme yang berperan untuk menumbuhkan karakter peserta didik. Desain penelitian yang digunakan pada penelitian ini adalah studi literatur. Strategi pencarian data dengan penelusuran buku, *ebook*, dan jurnal melalui *google scholar*. Penelusuran data pada *google scholar* menggunakan kata kunci melalui pencarian jurnal penelitian yang dipublikasikan di internet baik jurnal, buku atau *ebook*. Hal ini terlihat adanya kontribusi dari ilmu sejarah yang memberikan sumbangsih terhadap Pendidikan IPS yang mana memiliki keterkaitan secara historis. Pentingnya mempelajari materi pembelajaran IPS yang didalamnya juga mengandung konsep ilmu sejarah maka secara tidak langsung peserta didik dapat memahami makna nilai nasionalisme pada peserta didik di sekolah. Sehingga berbagai materi ajar IPS berkaitan dengan kesejarahan memiliki peran penting dalam proses belajar mengajar dan mengandung makna nilai-nilai yang ada pada ilmu sejarah yakni nilai nasionalisme sehingga peserta didik mampu menerapkannya dalam kehidupan sehari-hari.

Kata Kunci: Kontribusi Ilmu Sejarah, Pembelajaran IPS dan Nilai Nasionalisme.

Abstract

The main concepts of this social studies learning material are related to time, change and sustainability. The science of history provides space for the story of human life in the past, present, and future, which only happened once without repeating itself. It is proven that the present situation results from a journey in the past to determine the future of human life. The results of this article aim to give meaning to the values of historical science material for the contribution of social studies, which contains the value of nationalism which plays a role in growing students' character. The research design used in this study is a literature study. Data search strategy by searching for books, ebooks, and journals through Google Scholar. Search data on Google Scholar using keywords by searching for research journals published on the internet, journals, books, or ebooks. This can be seen from the contribution of historical science, which contributes to social studies education which is historically related. The importance of studying social studies learning material that contains the concept of historical science, indirectly students can understand the meaning of the value of nationalism in students at school so that various social studies teaching materials related to history have an essential role in the teaching and learning process and contain the meaning of the values that exist in historical science, namely the value of nationalism so that students can apply them in everyday life.

Keywords: History Contribution, Social Studies Learning, and Nationalism Values.

PRELIMINARY

Education is an activity carried out by the family, community, and government through guidance, teaching, and training activities and takes place at school and outside school to prepare students to adapt to community life. Thus, education is interpreted as a process to provide direction to students so that they can adapt to their surrounding environment (Hamalik, 2013). Social studies education studies social science disciplines and studies the dimensions of space, time, values, and norms that study by interpreting social phenomena (Nasution, 2018). Learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives according, meanwhile according to the language of learning is a process, a way to make people or living things learn (Nurochim, 2013; Hamalik, 2013).

There is a teaching and learning process in providing material for social studies learning. In other words, educators provide provisions for students to get to know the environment and the surrounding community (Anshori, 2014). Social studies learning utilizes certain concepts so that students can overcome and understand social and individual life problems so that they can become good citizens (Abbas, 2013). History is an eternal story of a journey that is considered a recorded life experience. Studying history means remembering the past memories and making lessons for life in the present and the future (Kuntowijoyo, 1995). Lessons that happened in the past can also be used to know future life (Anshori, 2014).

The science of history contributes to social studies education which is historically related. Edgar Bruce Wesley explained that Social Sciences, abbreviated as social studies, simplifies the social sciences, whose purpose is education. According to Barr, Barth, and Shermis, Social Studies is a social science consisting of social science disciplines such as history, economics, politics, sociology, anthropology, psychology, and geography. In practice, it is chosen for purposes in schools and universities. History contributes to social studies education where history is the basic concept of social studies, so that history is the main concept that discusses time, change, and sustainability (Anshori, 2014; Supardan, 2014; Sulaiman, 2014).

The science of history results from the reconstruction of events that have occurred so that the Indonesian nation is aware of itself as an independent nation in making its history. Social studies subjects are an essential task for the science of history in the context of practical learning at the elementary and secondary levels. History contains values, and values are interpreted as an essential foundation in determining the character of society and the nation.

Values do not grow by themselves but through dissemination and awareness, one of which is through school education (Suparjan, 2019; Mutiani & Nugraha, 2019; Handy, 2021).

It is known that social studies education in Indonesia is inseparable from historical developments that occurred in Indonesia so that it is very sustainable from one another. History contributes to social studies education and social research that provides benefits, namely: Through history, students can understand past events. Experiences from the past can also be used as assets for future life (Anshori, 2014; Susanto, 2014).

The concept of historical science towards social studies education is known to have the concepts of time, change, and sustainability. It contributes to understanding past events and can be developed in social studies teaching materials to be used as lessons for students. So the purpose of writing this article is to describe the contribution of historical science in social studies education in junior high schools in social studies teaching materials in increasing the sense of nationalism in students.

METHOD

The design of this study used the literature review method. A literature study is a method used to collect data or sources related to a particular theme obtained from various sources such as journals, books, the internet, and other relevant libraries. The search strategy is to search for research journals published on the internet, either journals, books, or ebooks. The data search mechanism was carried out by researchers using Google Scholar. In this search, the data found in scientific journals, books/ebooks, and scientific articles were analyzed as literature material in research. This literature study uses a narrative method by grouping search results data according to keywords and collecting similar data with results following the research objectives (Zed, 2004; Sugiyono, 2016; Cresswell and Poth, 2016).

RESULTS AND DISCUSSION

Social Science Education integrates the subjects of history, geography, economics, sociology, and other social sciences in practice selected for learning purposes in schools and colleges (Abbas, 2013; Nasution, 2018). The meaning of social studies education for higher education is a selection of social sciences and humanities disciplines and basic human activities that are organized and presented scientifically and psychologically for educational purposes. Social studies education at the college and junior high school levels and elementary schools have differences in content. The difference lies in terms of simplification and selection. Although the source of the study of the material is the same taken from the disciplines of the social sciences, the contribution that can be developed by the science of history itself in social studies learning has its characteristics. The educational function is also able to provide

inspiration, instruction, recreation, and provide awareness about the concept of time to students in every history teaching material contained in social studies material at the school level from elementary, junior high to high school levels (Susanto, 2013; Hidayat, 2020; Samiah et al., 2021; Handy, 2021; Mutiani et al., 2021).

Social studies education is not a combination of social sciences (IIS), but social studies make social sciences a source for pedagogical interests, not science for science (Madjid & Wahyudhi, 2014). Social Studies is a subject that examines social problems that exist on a local, national and global scale to build knowledge, skills, and values to students that are useful for their lives in society. History is a science that examines the facts of relics in the past through the scientific method. History as a science has characteristics including empirical, object, theory, generalization, method, and history as a science that examines information from the past generated from a culture so that history can be said to be an art in its development that cannot be separated. The existence of history as a science in human life is fundamental because it is from history that humans know every event that occurred in the past (Madjid, 2014).

According to James Banks, history is something that has happened to all events in the past. Therefore, history serves as a reference for understanding human behavior in the past, present, and future (Sanusi, 2013). Ismaun also argues in history and has agreed that history has a function and role, which has been divided into three parts, namely history as events, history as stories, and history as science (Sartono, 2014).

History is a discipline of the humanities and social sciences. According to Windschuttle, history as science has three goals: history records the truth about what has happened in the past, history builds knowledge about the past and is continuous, repetition, and change. In addition, history makes timing or periodization with the aim of each period easy to understand. Finally, through history, humans can develop all the potential that exists in themselves to avoid mistakes in the past or make the past a life experience. Previously, we can learn from what side can affect the decline and progress of a nation or civilization (Madjid, 2014; Handy, 2015; Hasan, 2015).

Values in the science of history can be used for the contribution of social studies material that can be used for life for the aspirations of students to appreciate the services of the heroes who have fought to defend the truth and human rights. Appreciating ancient relics or objects that are considered historic and students can study and examine the symptoms and problems of life-based on the historical process is a dynamic study (Nasution, 2018). In this social studies teaching, it can be used as a source and material to be studied by students; besides

that, the values contained in social studies teaching materials that are historically based will be able to increase historical awareness of students at school (Handy, 2021; Anis et al. al., 2020).

The purpose of studying history is to interpret the present state through analysis and understanding of events in the past, present, and future using the concepts of time, change, and sustainability (Darsono, 2017). Where history provides space for the story of human life in the past, present, and future, it is proven that the present situation results from a past journey to determine the future in human life. It is also said that history is an event in the past that only happened once (*einmalig*) without repeating it to continue a new life in the present and the future. Besides, the study of history itself in classroom learning can raise social problems that students can study so that the link between history and social studies itself can improve their cognitive abilities in developing social awareness in themselves (Anis, 2015; Mariati et al., 2021; Aslamiah et al., 2021)

Indeed, by studying social studies material that also contains the concept of historical science, students can indirectly understand the meaning of the value of nationalism. Values are something important and valuable, where people are willing to suffer, sacrifice others, defend, and even die for these values. Values give meaning or purpose, and direction to life and provide motivation (Darminta, 2006). The value of nationalism that needs to be internalized according to Aman, nationalism is a form of love for the homeland, willingness to sacrifice, pride of multiculturalism, respecting the services of the previous heroes by increasing their sense of historical awareness (Abbas, 2019; Lestari, 2018; Suparjan, 2019).

In harmony with that, history writes that dealing with life focuses on the past and learns the basic concepts of history, namely time, change, and continuity. The difference with other sciences is that the science of history focuses on people's lives based on the dimensions of time and is oriented to one another. However, one thing that cannot be denied is that history is only limited to the activities of human life related to specific events which, when arranged chronologically, include how the themes in learning at school can provide an overview of social studies learning on the historical material itself (Sulaiman, 2014; Mutiani et al., 2021).

There is a concept of time in history that includes development, continuity, continuity, repetition, and change. Change can be interpreted as the wheel of human life that is always dynamic to form a continuous series of events. In addition, in history, there is what is called the diachronic and synchronic concept, which can provide an overview in the form of where the historical journey is seen from successive times that influence each other and how events affect various elements in the social aspects of these historical events (Handy, 2016; Anis et al., 2020). Studying history cannot be separated from periodization, an event from the

beginning to the end. Events make history the key to understanding life in the past, present, and future. History is a process that provides a dynamic picture and action of human beings. The role of history is significant because it is believed that every event is a series of events in human life that are very meaningful. History can provide concepts about the growth, evolution, development of human civilization from century to century (Kochhar, 2008; Susanto, 2014; Anis, 2015; Suparjan, 2019; Anis, 2020; Mutiani et al., 2020).

CONCLUSION

The history of social studies material provides provisions for students to be more familiar with the environment and the surrounding community. There is a contribution to social studies learning material, namely the science of history, providing benefits. By studying history, we can find out events that have occurred in the past to be used as lessons for life today. History science also contributes to social studies material because it can develop all the potential that exists in students to avoid mistakes in the past or make the past a life experience. It can be seen that the actual contribution to social studies learning materials in schools is the growth and development of nationalism values such as: love the homeland, willing to sacrifice, proud of multiculturalism, appreciate the services of previous heroes, the spirit of nationalism through learning history.

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