

Nationalism and History Learning: Building Historical Awareness in MAN 1 Banyumas Students

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Abstract

The Indonesian nation is a plural nation, namely a nation consisting of various tribes, races, religions, and cultural systems. The identity of the Indonesian nation cannot be separated from the existence of diversity in the Indonesian nation. As a plural nation, an accommodating attitude is needed to embrace all circles. Historical awareness is an important point in building historical understanding for generations of the nation. Education is the main key to the life of the Indonesian nation as an effort to build Historical awareness to have an accommodating nationalistic character. Therefore, the study of Indonesian history at MAN 1 Banyumas aims to find out insight into nationality in-depth and be able to capture not only knowing, considering the year numbers and various historical events that are understood as a collective record of the past of the Indonesian nation but can implement these learnings in the frame of nationalism attitudes. The method in this study is qualitative with a descriptive approach. The source of data in this study is the History teacher of MAN 1 Banyumas. Learning the character of nationalism in MAN 1 Banyumas is one of the learning developments that must be the main pillar in the orientation and cultivation of nationalist values in shaping the character and civilization of the nation. the Indonesian nation to the students. There are many opinions that education when oriented towards the frame of character will facilitate the implementation of the values of nationalism. The zone of development of education and character learning is very strategic to increase the spirit of nationalism of students. This learning helps students to better understand the values contained in nationalism and foster character attitudes that have a national spirit.

Keywords: nationalism, history learning, historical awareness, student

1. Introduction

The Indonesian nation is a plural nation, namely a nation consisting of various tribes, races, religions, and cultural systems. The identity of the Indonesian nation cannot be separated from the existence of diversity in the Indonesian nation (Nurgiansah & Rachman, 2022). As a plural nation, an accommodating attitude is needed to embrace all circles (Syahira Azima et al., 2021). One group must respect each other and coexist (coexistence) peacefully. However, the challenge that occurs today is the rapid flow of globalization which hurts Indonesia's plurality..

The rapid development of technology and information gave rise to the phenomenon of nationalism which tends to lead to the degradation of the spirit of nationalism and the understanding of Indonesian nationalism (Nurgiansah & Rachman, 2022). The decline in national insight is caused by: (1) The desire of several regions to separate from the Unitary State of the Republic of Indonesia or known as the Unitary State of the Republic of Indonesia (NKRI), this reflects the occurrence of disintegration; (2) The strengthening of the spirit of

primordialism and the growth of separatist symptoms; and (3) The use of force and coercion in the majority creates conflicts between tribes, as well as religions in some areas (Nahak, 2019). The conflict indicates that the sense of unity and unity of the Indonesian nation is beginning to be questioned.

Globalization accompanied by a revolution in the field of ICT (Information and Communication Technology) has an impact on the fading of the value of nationalism among students. Students as the younger generation in Indonesia who are the backbone of the nation have been poisoned by the various impacts caused by globalization (Lestari et al., 2019). Based on Yustiani's research, the fading of nationalism among students due to the impact of globalization is characterized by lack of respect for diversity and differences, reduced sense of solidarity, lack of memorization of Indonesian songs, lack of love for domestic products, lack of knowing the names of national heroes, lack of understanding of milestones in the history of the nation's struggle, and not remembering the merits of heroes (Yustiani, 2018). Based on this, it is necessary to have the role of education in order to build an attitude of nationalism.

Education is the main key to the life of the Indonesian nation as an effort to educate the nation's children, change the attitudes of students to have good character (Afrina et al., 2021). One form of education to answer these challenges is the application of Indonesian history subjects at the high school level. History is a subject that instills knowledge, attitudes, values about the process of change and development of Indonesian society from the past to the present.

The concept of historical awareness is defined as a condition or process of reasoning in which people recall the meaning and usefulness of history (Silfa, 2021). Therefore, ideas and theoretical studies regarding historical awareness (historical awareness) are constructed and elaborated in the study of history. Heller asserts that it is human beings around the world who can tell their history because humans are those who understand the concept of 'at a time. Human beings review and analyze their life history and their nation. A nation that does not understand its history seems like an individual who has lost his memory (suffering from amnesia / senile dementia) so he has to find his identity amid the darkness. In other words, a nation that has no historical awareness is a nation that has lost its identity.

Therefore, historical awareness must always be present in every citizen as a generation of the nation. Every citizen must develop historical awareness of the life of the nation and state. Efforts to foster historical awareness among students can be achieved through history learning at school.

History learning in schools needs to be done to build a scientific perspective with the perspective of time, shared memory, and awareness of the core values of the nation to form an identity (Ratmelia, 2018). History learning as one of the elements of cultural nationalism development is very functional as mediation in establishing relations between elements of society in Indonesia which are pluralistic (Maman Sumaludin, 2018). The insight into nationalism can be applied through the study of history in schools.

Indonesian history lessons that implement national insights in history learning materials are very important to instill a national and state attitude, which contains many values of accepting and respecting diversity, tolerance, national unity, national love, and awareness of the solidarity crisis. to pluralism that leads to divisions so that it can be overcome, those values are part of nationalism (Efendi et al., 2021).

Therefore, an understanding of Indonesian history that applies national insights can know in depth and be able to capture not only knowing, considering the number of years and various historical events that are understood as a collective record of the past of the Indonesian nation. A historical event is only directly meaningful in people's lives if the historical event can be understood objectively, listening to the causes of historical events and trying to take lessons from what happened in the past (Afrina et al., 2021). In order for students to understand the meaning in history learning, teachers are required to cultivate students' interest in learning so that they can be interested in history lessons.

Teachers in an effort to foster student interest in learning need to work together and create history learning in the classroom that is more attractive to students (Djamarah, 2010). For example, in history learning, teachers need to use interesting and creative learning models and media such as using a variety of methods, the internet, movies, and images (Adam & Syastra, 2015). Therefore, students are interested in following the learning process of Indonesian history which is full of values of unity and nationalism that students will easily obtain. The success of students in pursuing education is influenced by various factors, one of which is the interest in learning.

High interest in learning will help students to get a good learning process. The characteristics of history subjects in high school according to Aman, that history lessons have a strategic meaning in the formation of a dignified character, attitude and civilization as well as in the formation of Indonesian people who have a sense of nationality, tolerance, and nationalism (Fikri & Hasudungan, 2021). An attitude is a mental position with regard to a fact or state or a feeling or emotion towards a fact or circumstance. Attitudes as a group of relatively enduring feelings, beliefs, and behavioral tendencies directed at a particular person, idea, object, or group. Attitude is closely related to a person's condition in acting on a fact that exists. This action gives certain behaviors that appear in a person, including his attitude of nationalism. Therefore, this study will discuss nationalism and historical awareness attitudes in students of Madrasah Aliyah Negeri (MAN) 1 Banyumas in history learning

2. Research Methods

In this study, researchers used a qualitative type of research. Moleong defines this qualitative research as a study that provides data results in the form of data in the form of words found in both written and oral data sourced from the subject and object under study (Zakariah et al., 2020). The qualitative approach used by researchers is descriptive. This descriptive approach is that this study describes various phenomena or events that occur in the environment, both natural and non-natural (Anggito & Setiawan, 2018).

The data collection process was carried out through observations at MAN 1 Banyumas and interviews with History teachers, namely Undri Mursiyam, M.Pd.I, Herlambang Ipang Sudrajat, S.Pd., and Imam Hidayat, S.Pd. While the secondary data sources used in this study were literature materials such as books, theses and journals, and other literature related to history learning and historical awareness.

3. Results and Discussion

Nationalism is a kind of national emotion-based ideology; this is the sense of love and loyalty of citizens to the nation itself, including inheritance and maintenance by citizens such as customs, languages, and religions. The attitude of nationalism in the context of Indonesian Nationalism consists of an awareness of unity to respect and respect each other because Indonesia is inhabited by various tribes, cultures and religions (Afrina et al., 2021). Nationalism can be understood by creating and maintaining the sovereignty of a state (nation), to realize the concept of common identity of an Indonesian nationalism group for humanitarian groups (Yunita & Anggraini, 2020).

With this understanding of nationalism, we want to achieve and maintain the unity that has been fostered to preserve a nation. Because in the history of Indonesia, unity has been established with the existence of tolerance as evidenced by the youth oath and experienced the peak of nationalism with the proclaimed independence of Indonesia. The spirit that is transformed to students through learning Indonesian history at MAN 1 Banyumas.

This research focuses on efforts to find out the understanding of Indonesian history on the nationalism of students in MAN 1 Banyumas. Understanding Indonesian history is the process of building an understanding of the subject matter. Undri Mursiyam, M.Pd.I mentioned that students' understanding in history can be obtained from student knowledge so that they are able to capture meaning in Indonesian history subject matter, therefore with this learning experience, it is hoped that they will be able to find the meaning of a historical material.

Herlambang Ipang Sudrajat said that Indonesian history is a reconstruction or depiction of how the lives of Indonesian people experienced its development through a historical process so that it appeared as it is today. It is this process of development that gradually and continuously embodies the integration of national unity today. Efendi et al., (2021) mention that The History of Indonesia describes various events that cover a very long period, the period of Indonesian history starting from the Pre-Literary Period to the Reformation Period. Imam Hidayat, S.Pd also added that the Lessons of Indonesian History taught at MAN 1 Banyumas aim to teach tolerance and strengthen a sense of nationalism. Therefore, in the history lesson at MAN 1 Banyumas, the cultivation of nationalism attitudes through several strategies, namely:

First, by examining various historical events in Indonesia. Indri Mursiyam, M.Pd.I mentioned that learning with this method of studying is to build collective memories in students so that they know the history of their nation and can recognize the identity of their nation. Therefore, MAN 1 Banyumas students are expected to be able to know in-depth and be able to capture the meaning of the series of historical events that occurred in Indonesia. Imam Hidayat, S.Pd also mentioned that this history learning is expected to provide an understanding that students already have to internalize the values contained in Indonesian historical events, to have a good attitude toward nationalism.

Second, the interest in learning history is a fixed tendency and an encouragement to pay attention to learning activities. Ipang Sudrajat, S.Pd mentioned that learning activities are a way to change students towards positive things because when studying a subject, they are expected to be able to think and behave. Learning can make students face their inability to change to think more and innovatively.

The interest in learning, driven by a sense of love and interest, can influence the level and continuity of involvement in learning and the depth of understanding that students achieve in this subject of history. Imam Hidayat, S.Pd said that being interested in something means caring and I (mostly) have positive feelings towards it. The feeling of excitement and interest in studying history makes a person have a high concern for the lessons of history; it can help someone easy to learn history. Interested students will study the material contained in the history lesson seriously because there is a special attraction for them.

Ipang Sudrajat, S.Pd said that the interest in learning history will determine the emergence of students' feelings of pleasure and attention in learning history. States that learning is an activity that begins with creating feelings for the learning process to occur. This is in line with research by Maman Sumaludin, (2018) which mentions that the interest in learning can generate an attitude that is the readiness to do if there are specific stimuli that correspond to the existing circumstances and can make the student develop. Thus, it is necessary to make efforts to increase the interest in learning student history, through varied learning strategies, so that students will be interested and active in the learning process.

Third, national insight is the result of the development of the dynamics of nationalism in achieving national ideals, rationalization of taste, and insight into nationalism that gives birth to nationalism. Undri Mursiyam, M.Pd.I said that the form of unity consisting of cultural diversity and ethnicity will create an attitude of nationalism in students. Imam Hidayat, S.Pd said that the implementation of national insights in learning Indonesian history was carried out by compiling a syllabus and RPP that internalized the values of the nation's character including accepting and appreciating diversity, cooperation, love, unity, tolerance, freedom of responsibility, self-discipline, and solidarity. Related to nationalism, teachers see national insights into history learning can be done through Indonesian history material related to national insights. For example, in the historical material, the Indonesian National Awakening is marked by the Youth Oath. This shows unity because Indonesia is a unitary state consisting of various tribes, cultures, and religions which is shown by the motto of *Bhinneka Tunggal Ika*.

The understanding of Indonesian history has a positive and significant relationship with the attitude of nationalism, this is mentioned by Sulistiyono, (2018) that the understanding of Indonesian history is high, student nationalism will be higher. This research is almost the same as the research conducted by Fikri & Hasudungan, (2021) which states that the study shows that there is a positive relationship between understanding Indonesian history and student nationalism. If students understand Indonesia's national history, the better the nationalism. Students' nationalistic attitudes in learning are positive things obtained from understanding Indonesia's national history. According to Sulistiyono, there is a connection between Indonesian history and nationalism (Sulistiyono, 2018). The research relationship in question, understanding is the process that makes knowledge belong to a person and will ultimately affect the processes of thinking and acting individually. The ability to understand is essential to achieve procedural knowledge, that is, to understand the meaning or concepts, situations and facts that a person knows.

Therefore, from this understanding will form the mindset and behavior of students. Instilling an understanding of Indonesia's past is one of the goals of learning Indonesian history in schools. Students need to be given an understanding of the history of the Indonesian nation to foster an attitude of nationalism through the passion of our nation's past values.

By studying various historical events in Indonesia to build a collective memory in students, so that they know the history of their nation, are able to recognize the identity of their nation and make it a foundation in building the life of the nation and state for now and in the future. The lesson of history is a process of internalizing values including the value of nationalism. This understanding is one of the important aspects of the process of internalizing the value of nationalism. Understanding history in this case Indonesian history is a process of planting nationalism through awareness of historical realities that shape the identity of the nation.

3.1. The role of MAN 1 Banyumas Teachers in shaping historical awareness and nationalism attitudes

Historical awareness is essentially an awareness of the meaning of human experience memory (Brown & Flores, 2018). Through historical education, human experience in the past is reminded. Remembering means trying to experience or re-know past experiences. Through history and learning from history, human beings finally realize and know that the dignity and dignity of a nation is shaped and perfected through and by history.

Historical awareness indicators can be formulated, including:

- a. Living the meaning and essence of history for the present and the future
- b. Recognize students themselves.
- c. Processing history for the development of the nation's culture.
- d. Preserving the nation's historical heritage.

Historical awareness as the ability to understand events and content of value in history suggests that history is a scientific framework. One of the scientific frameworks of history includes historical events related to tridimensional (continuity of past, present, and future events) and the values they contain in the chronology and periodization of history. Chronology and periodization in history, in addition to being related to perpetrators, places, and events, also appear socio-cultural symptoms as a form of human activity. The chronological relationship and periodicity of history with socio-cultural phenomena is a source of learning in the learning of history (Afrina et al., 2021).

Indonesian Nationalism Developed in three broad areas. First the growth of nationalist sentiment among the elite, the second the Islamic movement led by the modernist movement, the third the rise of left-wing groups in Indonesia. Eriksen used Ernest Gellner's definition of the concept of nationalism. Ernest Gellner described nationalism as follows "Nationalism is a political principle that claims that cultural diversity is the main relationship between people in society". Various principles of authority that may exist among civil society, this legitimacy leads to the fact that members of the group today have a common culture. The most powerful integration of processes is the need for cultural equality which is a condition and sufficient for legitimate affiliation in the matter of nationalism (Zahavi, 2022).

Furthermore, Eriksen explains the definition of Gellner's opinion; "Nationalism, in short, is a zone of political revolution in which the interests of change do not cross the boundaries of social interests". Eriksen believed that the state should consist of political boundaries and not ethnic boundaries between the ruler and other states. The term nationalism relates to tribes and states. According to The Merriam Webster Dictionary, nationalism is defined as "loyalty and devotion to a nation, especially a sense of national consciousness," and "exalting a nation above self-interest and placing great emphasis on cultural identity and its interests as a means of struggle against common conventions or supranational groups.

Nationalism in values is highlighted a lot that can have a positive impact on the state and nationality, therefore nationalism is needed in the value of seeing the study of nationalism emerged in the mid-19th century, especially in Indonesia. Talking about the values of Indonesian nationalism has various inherited values related to character in terms of values and these values must be maintained in the current era that appears during the learning process. a "meaning-making process" that helps us define analysis, using current learning structures to inform future actions and consider the real implications of thinking. It is an interconnected and transformative relationship between thinking and acting.

In the practice of history learning at MAN 1 Banyumas, teachers need to involve the development of learning in intellectual studies, helping us to articulate sources of information, face biases, and examine causal relationships, critical evaluation and knowledge transfer. Indicators of the value of nationalism become the object of learning development for the purpose of forming meaning and character building (Santos, 2021).

The sociological theory of the Indonesian nation gives us a historical narrative that our nation has a spirit of nationalism that is different from other nations, the spirit of our nationalism was formed due to exploitation by colonial or colonial nations so that our nationalism was formed on the basis of unity and unity and equality. The character of our nationalism is against oppression of any kind, it is clear that the orientation of our nationalism is the orientation of human values (Erviana, 2021).

The value in question is a value that upholds the dignity and dignity of the Indonesian nation and is part of the thesis of Indonesian nationalism thinking and the basic foundation of the establishment of Pancasila. The argument states that nationalism is part of the social concept and the concept of integration that produces the effect of unity and unity, therefore youth, especially students, must understand the concept of complete nationalism without infiltration rather than foreign. concepts developed in narrative texts.

Academically, character education must be more observant seeing that the interests of our nationalism are not only limited to sectoral egos and primordialism but rather to humanity, in this context students must maintain human values which in turn become the spirit of nationalism among the participants. students in the archipelago who are used as arguments for the struggle to face the challenges of the times. The contemporary struggle certainly encounters many conflicts, because its birth is always juxtaposed with the negative interests of democratic actions (democratic actors).

Therefore, the development of history learning at MAN 1 Banyumas is needed in order to foster a spirit of character in all interests, of course, in this case the context of nationalism values which are the values needed. Therefore, education must ensure the formation of national cadres with a nationalist character.

The character building of nationalism in MAN 1 Banyumas is part of the national education system in National Education Regulation Number 20 of 2003 which explains that education is a conscious effort in creating a learning atmosphere and structural learning process so that students actively develop and explore themselves so that they have a basic character that rests on the religious power of self-control, personality, intelligence, noble character and social skills for him, of course, this also focuses on the interests of the people of the nation and state.

The purpose of national education integration is education based on Pancasila and the 1945 Constitution which is based on cultural and religious life and is sensitive to the demands of changing times. This is the government's response in addressing it. The government has reissued Presidential Regulation Number 87 of 2017 which emphasizes that the purpose of strengthening character is to shape students into good, moral and characterful students. Presidential Decree number 87 of 2017 has been issued by the President of the Republic of Indonesia concerning Strengthening Character Education in the hope of overcoming the problems faced by the current generation. This poor condition requires solutions both at the internal and external levels regarding character building, so special support is needed for the community and educators in training the character of students.

The Ministry of National Education explained the matter of character building through educational institutions in the process of implementing it, students designed concern and responsibility, or what is commonly called self-esteem. Self-esteem is the most important part of the formation of an individual's character. Coopersmith argues that self-esteem is part of the values that provide self-evaluation and habitual decisions in order to decide all sorts of social problems, especially in the process of accepting rejection and indications and social processes. Seek confidence in its abilities and meaning and its own success.

Therefore, it must provide a specific frame for the individual that later becomes a personal assessment regarding the feelings of worth or meaning that exist in the expression of the individual's attitudes daily, and automatically when we analyze in depth the self-esteem forms a high sense of social responsibility towards him. Self-esteem provides a special space where the individual tends to evaluate himself related to his needs in the behavior of daily life, self-esteem can form the individual to judge himself as an individual who has meaningful abilities and competencies of character, it is a part that is formed on themselves. the basis of the individual's assessment of his ideals.

The development of learning based on nationalist values will provide a stimulus response to the formation of characters who have high self-esteem, therefore learning in the learning environment when put forward using the orientation of nationalist values will shape the character of youth or students who have nationalistic values. national spirit and awareness of humanitarian interests (Nurgiansah & Rachman, 2022).

The development of nationalism character education in MAN 1 Banyumas in this context based on nationalism values is part of the fulfillment of National Education which is specifically designed to galvanize individual character based on religious, cultural, and personality values so that innovation rather than learning development using nationalist values will automatically present indicators. indicators of nationalism encapsulated in semester learning design.

When this is applied it will automatically give rise to a character who has high self-esteem and when the individual has a high taste, he will be able to evaluate himself and filter out the needs of his social behavior because self-esteem provides predictive solutions or decisions (Lestari et al., 2019). The individual in facing the problems that exist in himself is then able to filter the globalization of effects and modernization of effects that develop in the present era, the need for the self-esteem of character is the most important part of shaping students, because this education will uplift and strengthen the belief system.

The individual from all careful considerations, this information provides a new concept of the individual's perspective in overcoming himself and motivating himself. Self-esteem cannot be formed by itself in the absence of a combination with the sociocultural of learners or youth and components of educational institutions that fully support character programs, so character building based on the values of nationalism should be incorporated into the two components of society and the components of educational institutions (Lestari Sri, 2018).

The culmination of the purpose of planting the character of nationalism in the process of developing history learning in MAN 1 Banyumas is the fulfillment of the ability to think, the ability to assess, choose and decide social problems faced by individuals, self-esteem can provide answers to the first two schemes, namely the individual's belief to carry out his mentality, which is commonly called self-efficacy, the second is the ability of the individual to understand reality and facts that occur in the needs of his life or commonly referred to as Independence (Yunita & Anggraini, 2020).

The belief system of the individual will provide a specific accentuation to solve social problems and will automatically confirm and strengthen careful consideration. Information and environment or socioculturalism in the context of society provides a conceptual view of how to think and understand the reality of the reality of society in everyday life and provides positive social interaction in the process of self-internalization in which in society usually students get to know how to tolerate culture, how to understand the existence of laws. Community laws and ways of thinking influenced by local culture.

4. Conclusion

History lessons at MAN 1 Banyumas are one of the learning developments that must be the main pillar in orientation and instillation of Nationalism values in shaping the character and civilization of the nation to students. Through education with *historical awareness*, it will facilitate the implementation of nationalism values and zones for the development of education and strategic character learning to increase the spirit of nationalism of MAN 1 Banyumas students. This learning helps students to better understand the values contained in nationalism and foster character attitudes that have a national spirit.

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