

Instilling Nationalist Values from an Early Age Through the History of the Struggle of Indonesian Heroes

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Abstract. Introducing the history of Indonesian independence to children is not an easy matter, considering that if you talk about history, what you definitely know is the long plot and events. Introduction to the history of Indonesian independence, in a fun way to foster good nationalist values in children from an early age. The aim is for young children to feel the meaning of struggle from simple actions. We know that children's learning methods must be adapted to their characteristics. The aim of the research will be to briefly describe how the introduction of stories of struggle increases the value of nationalism in children. The research design will use narrative/historical qualitative research, namely trying to find and describe narratively the activities carried out and the impact of the actions taken. This research will be carried out at the ABA VII Kindergarten, Kediri City with research subjects of 30 children aged 4-6 years. Collection techniques are observation, interviews and document analysis. Meanwhile, in analyzing the data, data triangulation, member checking and auditing techniques were used, as well as data analysis techniques according to Miles & Huberman, namely data reduction, data display and conclusions. The research results show that instilling nationalist values based on the story of the nation's struggle can be done through planning play activities starting from playing learning videos, designing Heroes' Day project activities and telling stories from books/pictures about the names of heroes as well as direct practice of visiting heroes' graves. Recommendations from research results should be developed other than during Heroes' Day so that we can see the continuity of children's understanding through activities to foster nationalism.

Keywords: Nationalist Values, History of Heroes, Early Childhood

I. INTRODUCTION

The importance of introducing historical events to young children is so that children know the heroic stories of heroes in the past, so that they can learn from them so that they become character lessons for the child. Children will emulate the positive traits of heroes and grow. Knowledge and insight as well as cultivating nationalist values in children become deeper. So far, learning in history has been dominated by telling stories or explaining at length the stories of the struggles of the Indonesian people which are carried out with subjects to strengthen children's literacy (Hendriani, 2020). Apart from telling stories or storytelling, the introduction of nationalist values is done with videos or animations that have been made via Android or technology-based media using games that can invite children to try and be interested. The research carried out was the introduction of Android-based Indonesian hero figures with the aim of helping to increase the values of patriotism and nationalism among children and teenagers in puzzle games (Azaria &

Kasih, 2022). Considering the results of this study could certainly cause problems if educational units and parents do not yet have complete supporting infrastructure and the effects they have on children because the targets explained in previous research are that teenagers certainly understand when it is time to use Android wisely.

A different target that will be carried out in this research is how the history of the struggle of the Indonesian nation can be preserved and a culture of learning from an early age among PAUD education units. It is a challenge in itself because we see the characteristics of early childhood learning through play. Play has a distinctive characteristic, namely that when children play activities they can help the development of language and thinking. The brain structure will be formed through the use of symbols and tools, it also helps in the formation of fast thinking. Playing also gives children freedom to provide experience in facing the world (Ardini & Lestarinigrum, 2018). Playing helps children have healthy development and critical thinking skills. Playing can strengthen memory, help children understand cause and effect, and lead them to explore the world and their role in it. "Children learn everything from games (Ratna Wahyu Pusari, 2018).

The design of play activities chosen certainly reinforces how children need concrete objects to facilitate capturing the information they will receive, one way is to use pictures that are made to be attractive to children. Previous research on designing game cards as an introduction to Indonesian National Hero figures for children aged 10-12 years had the aim of increasing students' interest in lessons and becoming an alternative medium for learning about national and historical heroes, by carrying out the concept of learning while playing. Namely by using game cards or Flash Cards (Prayogo & Martadi, 2022). Analysis of this previous study, if used for early childhood, requires modification of the size of the cards, the size of the images and the number of hero images that will be introduced to children so that learning is more meaningful.

Apart from the problems that arise in this modern era, the solution that can be proposed is to instill character education in children from an early age. Because early childhood is the golden age period, where at this time children experience cognitive development and think abstractly and experience rapid growth and development, along with increasingly complex technological advances, problems related to national character become increasingly complicated. (Luthfillah & Rachman, 2022). Nationalism is a manifestation of love and loyalty to the homeland, state and nation. Nationalism is a national ideology that contains the meaning of awareness of love for one's country, having pride as a nation, having solidarity in one nation and state by upholding the values of unity and unity. In Anderson's view, Indonesian Nationalism was formed from the imagination of the existence of an independent nation free from colonialism, united by the same language, namely Indonesian (Chaniago et al., 2020)

The suitability of Indonesian Hero figures with the learning of children aged 4-6 years by understanding the principles of learning, the introduction and instilling of nationalist values from the history of heroes will become more interesting if using media that shows real or concrete learning strategies applied during the process of understanding early childhood material (Prameswari & Anik Lestarinigrum, 2020). A national hero is someone who died or died in order to defend the nation and state, or who during their lifetime performed many extraordinary acts of heroism for the development of the country. Etymologically, the word "hero comes" from the Sanskrit word "phala", which means result or fruit (Novrizal et al., 2022). Educators need to have a strong understanding of appropriate learning strategies so that the concept of the material value of Heroes can be conveyed to children as a meaningful experience.

Based on previous studies, the research described reveals that, to prevent the negative effects of globalization from occurring, it is necessary to instill character values and a spirit of nationalism from an early age, because early age is a golden age and is the right time for character formation and the cultivation of the nation's moral values. By instilling a spirit of nationalism from an early age, a young generation will grow with character, national insight and love for their country and homeland. One way is with image media, where image media is very important to use in learning because using image media can clarify an understanding to students. By using image media, students will automatically pay more attention to the lesson and students will also be more motivated in learning. The latest research (state of the art) that will be carried out is planning to stimulate nationalist values about heroes with the November topic "Heroes' Day" where learning is implemented in PAUD units with a variety of project approaches as an effort to instill nationalist values towards Indonesian nationality from an early age.

II. METHOD

This research uses a qualitative approach, a type of research where the findings are not obtained through statistical procedures or other forms of calculation. The approach used in this research is a qualitative approach in narrative/historical form. The main activity in this research is to describe intensively and in detail the social phenomena and phenomena being studied, namely regarding problems related to learning the value of nationalism using the media of images of heroes obtained qualitatively. For this reason, data is needed on instilling nationalist values from an early age related to: 1) planning a learning program on hero material, 2) implementing learning on hero material, 3) evaluating learning on hero material and 4) the impact of learning on hero material on children aged 4-6 year.

The research location is ABA VII Kindergarten, Kediri City, with a research target of 30 students aged 4-6 years in the 2023/2024 school year. The research was carried out for 1 month November 2023. Collection techniques were observation, interviews and document analysis. Meanwhile, in analyzing the data, data triangulation, member checking and auditing techniques were used, as well as data analysis techniques according to Miles & Huberman, namely data reduction, data display and conclusions. The following are the qualitative research stages used.

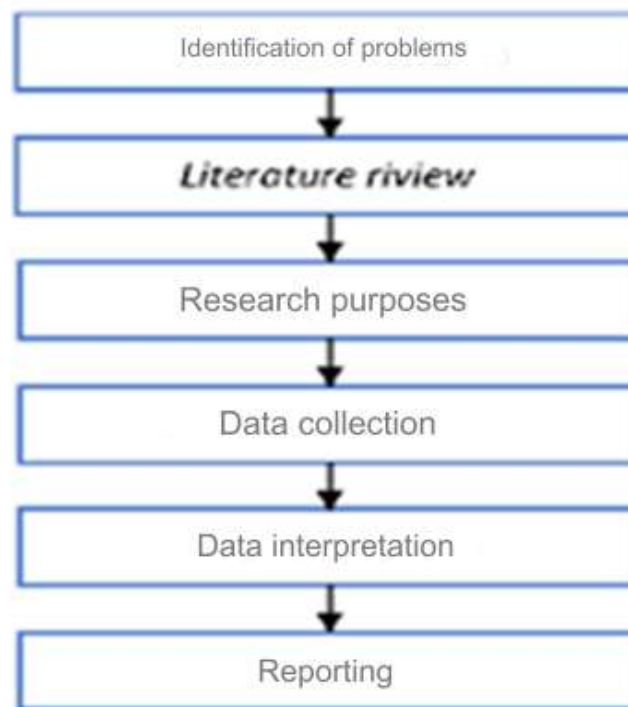


Figure 1. Stages of Qualitative Research (Fadli, 2021)

III. RESULTS AND DISCUSSIONS

This research was conducted at the ABA VII Ngadisimo Kindergarten, Kediri City for ages 4-6 years. The research was conducted in early November because it coincided with the commemoration of Heroes' Day so that learning activities would focus on how to awaken children's spirit of nationalism through this commemoration. Introducing heroes to young children is an important step in early education. This can help inspire and shape character from an early age. Inviting children to remember the services of national heroes will be one way to instill patriotism in them. Apart from that, children can also understand the history of our nation better. The introduction of heroes becomes fun and interesting for children. Use games or activities that involve them in the learning process.

The results of conducting research based on the planned design can be described as follows:

Stages of Learning Material Identification

The problems that have been faced with technological developments need to strengthen the spirit of nationalism. The value of nationalism is the soul of the Indonesian nation which will continue to exist as long as the Indonesian nation is still standing. Nationalism as an ideology reminds the younger generation of the tenacity of the Indonesian fighters' efforts to gain independence. The services of heroes must be remembered. The influence of the globalization era is very vulnerable to a decline in the feeling of nationalism. The sense of nationalism among students in Indonesia is increasingly low. This can be seen when many citizens are more proud of

the culture of other nations and are indifferent to the wealth that is characteristic of their own nation.

Based on the background of the problem stated above, this prompted researchers to conduct qualitative research and carry it out in a hero recognition activity with the momentum of Heroes' Day in November. Researchers conducted research on instilling nationalist values through hero recognition activities to celebrate Heroes' Day which falls on the 10th of November every year. The identification of learning materials was carried out by meeting with school principals and teachers to plan learning activities and agree on a simple learning activity design as follows:

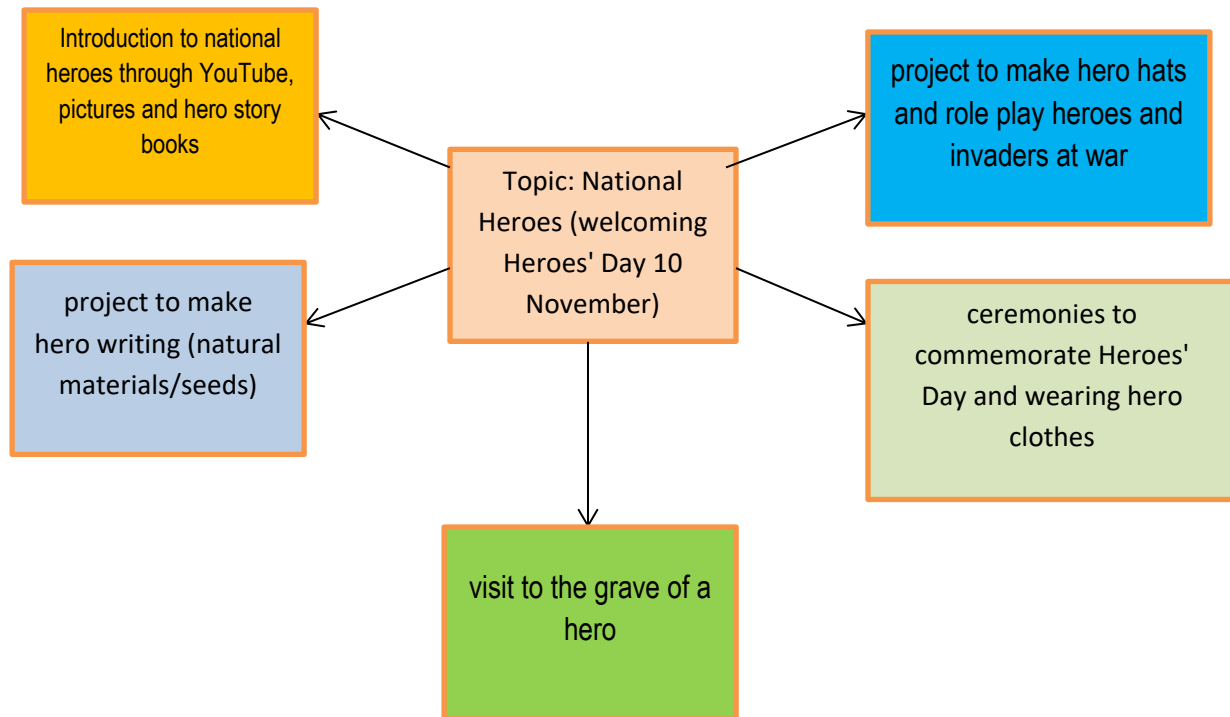


Figure 2: Concept Map of Learning Activities

Implementation of Learning Introduction to Nationalism with the Momentum of Heroes' Day

Introduction of national heroes via YouTube (<https://www.youtube.com/watch?v=C9DPAskvBjI>)



Source: *Google/You Tube*

Introduction to the hero city of Surabaya via YouTube
(<https://www.youtube.com/watch?v=AaB7MXyrdec>)



Source: *Google/You Tube*

In this activity, children are invited to get to know heroes, learn the names of heroes, the history of heroes who were brave and willing to sacrifice for this country. The aim of the activities that will be carried out is that children are able to name heroes and appreciate heroes' struggles as a form of good behavior and noble character, and children are able to have a positive attitude towards abilities, motivation, because of the courage and sacrifice of heroes who defend the truth. Inviting children to remember the services of national heroes will be one way to instill patriotism in them. Apart from that, children can also understand the history of our nation better. November 10 is always synonymous with Heroes' Day. Even though it is not a national holiday, this date is a form of appreciation for the services of heroes who sacrificed for their beloved country.

While the time is right, mothers can take advantage of this moment to educate their children about the meaning of heroism. It's not as simple as sacrificing body and soul, but building a new understanding of the meaning of heroes that is relevant to the current situation. Apart from that, mothers can also introduce heroes whose life stories can be emulated and become an inspiration for students. When children are shown through videos inspiring stories of heroes fighting colonialists about heroes, children can be motivated to make contributions to the country. This information will stir the spirit of nationalism from an early age.

The following is documentation of the introduction of learning to children to strengthen nationalist values through struggle stories:



Figure 3: Watching YouTube videos of National Heroes and the Story of November
10



Figure 4: Habit of prayer (praying for Heroes) and Monday Flag Ceremony



Figure 5: Early morning inspiration by conversing with hero images



Figure 6: Singing struggle songs and marching drills



Figure 7: Building a hero's monument according to his imagination



Figure 8: Creating a hero hat



Figure 9: Creating weapons, fortifications and playing the role of warriors and invaders



Figure 10: Project for making hero writing (natural materials/seeds)



Figure 11: Ceremony to commemorate Heroes' Day and wearing hero clothes

Inviting children to discuss heroes will make children familiar with important events that changed the history of the nation. Then, no less important, introducing heroes also increases children's self-confidence. By introducing heroes and explaining their struggles to children, we can foster children's learning needs from an early age (Sardiman AM, 2012). This high need for learning will be an important provision for children. A sense of nationalism needs to be instilled in children from an early age so that in the future they can grow up to be people who love their homeland and serve the nation and state of Indonesia. The ability of the state and government to maintain, manage and continue to renew nationalism as envisioned by its predecessors as the founders of the nation in the archipelago, seems to be a key factor in the

direction in which the Indonesian nation will head (Handayani, 2019). Activities designed to foster cooperation, mutual cooperation, the value of unity from the example of fighting heroes are needed by children as an effort to develop concrete learning in solving daily problems related to social interaction which will be beneficial in children's development (Indriyani et al., 2021)

Introduce them to the meaning of Heroes' Day from everyday life. Such as maintaining independence by studying diligently, achieving achievements in fields of interest, helping friends who are in trouble, and getting used to saying thank you, sorry, and helping others. Also teach from an early age about discipline as part of the elements of implementing the Pancasila student profile (Widyastuti, 2022). The importance of introducing historical events to young children is so that children know the heroic stories of heroes in the past, so that they can then take lessons from them so that they become character lessons for children. During the roll call or ceremony, children can learn about discipline, obedience and the meaning of a struggle under the hot sun standing for a specified duration of time (Muchlis et al., 2020).

The introduction of the spirit of nationalism through project activities carried out by a team can also be seen how an activity that mentions strengthening national character needs to be carried out as the foundation of the identity of the Indonesian nation, strengthening the national value of Pancasila as the foundation of national character needs to be carried out in the face of changing times which are slowly eroding character of the Indonesian nation (Suyatno, 2021). One of the activities appropriate for early childhood learning includes elements of play in strengthening the maintenance of the noble values of the Indonesian nation by implementing the Pancasila student profile. Through the application of the 6 dimensions of the Pancasila student profile, namely faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning and creativity, it is hoped that the Indonesian nation will become individuals who are intelligent and have character and are able to face the challenges of the 21st century and of course instill the values the values contained in Pancasila as our country's philosophy consistently and ultimately can realize the life of the nation (Irawati et al., 2022).

As the independent curriculum is implemented with the principle of free play for children, the right stimulation also has a big influence on what the child will receive. The design form provides freedom to play by preparing a variety of play materials that children can choose from and exploring their imagination in various works. The Pancasila student profile is a character and ability that is formed in daily activities and is brought to life in each individual student through the culture of an educational unit, intracurricular learning, projects to strengthen the Pancasila student profile and extracurriculars (Rizkasari, 2023).

IV. CONCLUSION

Introduction to the history of Indonesian independence, in a fun way to foster good nationalist values in children from an early age. The aim is for young children to feel the meaning of struggle from simple actions. We know that children's learning methods must be adapted to their characteristics. The aim of the research will be to briefly describe how the introduction of stories of struggle increases the value of nationalism in children.

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