

Enculture of Patriotism Value of Teuku Umar: An Applied Model of Learning History in West Aceh

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ABSTRACT

History education needs an innovative strategy to build the character of pupils. This research was conducted to find the effectiveness of applied model of history learning in Senior High Schools of Aceh Province of Indonesia. It aimed at making the enculturation of the values of national hero patriotism such as Teuku Umar can be used as an example in history learning at SMA Negeri in West Aceh Regency. Data obtained showed that Head Masters 90% agree with the Application of Enculturation Teaching Technique with nationalism and Figure of Teuku Umar as a role model 88 % and 90 %. History teachers 88 % agree with enculturation process, followed by supervisors 85 % and pupils 80 %. Acceptance of Teuku Umar as a model for national role model significantly effective in history lesson. Due to recognition of Teuku Umar as a hero from Aceh, the head masters, history teachers, and supervisors as well as pupils positively accept Teuku Umar as a subject lesson. It concluded that Teuku Umar as a local hero of Aceh could be a best role model for national building material in history lesson. Enculturation teaching technique affected the learning achievement of history lesson in Senior High Schools in West Aceh.

Keywords

patrotism; hero; history; character; education

Introduction

Education also plays an important role in building a person's character. Through learning, a person obtains education to acquire knowledge, skills, and at the same time builds a better self-character. The character of an individual will be transmitted by the culture that has long developed in the community where he lives. In the beginning, what were learned were certainly the things that caught his attention and it were concrete in nature. Then according to the development of his soul, he will study other cultural elements that are more complex and abstract. For example, Indonesians learn Indonesian customary rules which recommend that when traveling to faraway places, return to bring gifts for friends, neighbors, or relatives. This can foster a sense of brotherhood and mutual cooperation which is also a motivation for these actions. A value will be transmitted through the enculturation process, which without realizing it; the value is already embedded in us.

Enculturation is the process of transmitting culture from one generation to the next. Enculturation is as the process of socialization to and maintenance of the norms of one's heritage culture, including the salient values, ideas, and concepts (Kim & Alamilla, 2019). While Yoon et al, 2020 defined enculturation as retention of, or cultural

socialization to one's culture of origin. In a simple sense, enculturation is the activity of studying culture, not inheriting culture (Sun et al, 2016). Culture is transmitted through the learning process, not through the parents' genetics. Enculturation occurs through transmission from parents, groups, friends, schools, religious institutions, and government agencies which are the main teachers in the field of culture.

Enculturation is a social process that takes place among humans in a society by relying on reason, reflection and intelligence. Enculturation is learning to understand and adapt to the mindset, knowledge, and culture of a society. "Enculturation refers to the process of learning a culture which consists of socially distributed and shared knowledge manifested in those perceptions, understandings, feelings, intentions, and orientations that inform and shape the imagination and pragmatics of social life" (Peter-Poole, 1992).

Through enculturation, a human being can express his social identity. Behavior is a form of cultural statement conveyed through language actions both verbally and nonverbally. From this language behavior, self-identity and social identity can be found. For example, through language, we can find out the origin of a person's ethnicity, religion, or level of education. The enculturation process is

carried out through learning to make game tools, learning to make cultural tools, learning to understand cultural elements in the community.

The enculturation process can ultimately shape an individual's personality. Different cultures will be able to create a social identity that is diverse (multicultural) of a community group. However, the less perfect enculturation process will have a bad impact on an individual. These individuals tend to avoid norms and rules in society. For this reason, instilling positive values in a lesson will form individuals with character.

Heroes are one example and role model that can be used as material in shaping a person's character. Heroes are not only fighters, who have died on the battlefield to seize and defend independence, but also true fighters who are sincere, selfless and image, defending the weak and powerless, alleviating society from poverty, educating the nation's life, advancing human civilization. The scholars, scientists, scientists, writers, artists, and so on deserve to be used as role models in the education of heroic values. Sedat Yazici and Mecnun Aslan in *Heroes as Role Models in Values Education* (2011) emphasized that hero figures are the most effective role models or role models for value education.

The enculturation of the values of national hero patriotism such as Teuku Umar can be used as an example in history learning at Public Senior High Schools (SMA) in West Aceh Regency. Important characters are developed as guidelines and provisions for the survival of the nation and state in students as relay recipients of future national leaders. The process of enculturation the value of patriotism is taught through a learning process prepared by the teacher through teaching-learning interactions. To get good learning outcomes, namely in the form of changes in the behavior of students, it can be done through example. One of the characters that can be used as learning objectives is having a sense of love for the country and the nation.

The process of enculturation of the patriotism values of the national hero Teuku Umar in the scope of high school education in general can be done through cultivating daily activities as well as weekly activities as well as annual activities programmed by schools, for example cultivating disciplinary activities to go to and from school,

activities of loving clean life and healthy environment, deliberation activities in the Students' Council (OSIS forum) and flag ceremony activities every Monday as well as other national holidays filled with various competitions or competitions with the nuances of education and education of patriotism.

Curriculum implementation is the application or implementation of curriculum programs that have been developed in the previous stage. In the context of history lessons in the current national curriculum, the content is also organized, there are innovations and changes that can be said to be spectacular, namely history as a compulsory subject for Senior high Schools (SMA) and Islamic Schools or MA as well as the Vocational High Schools (SMK) and there is also a history subject as a subject of specialization in social sciences. ADD REFS history as social sc subject) An important innovation developed in the subject of Indonesian History and history is the continuity between national history and local history. National history is important to get to know the nation and local history to get to know the surrounding community and both events are related to one another. Events in national historical events are followed and strengthened by local historical movements. In addition, through history lessons, students are invited to see the continuity and changes that have occurred in society and the nation related to historical developments.

The historical learning system that has been developed cannot be separated from deep-rooted cultural influences. The one-way learning model where the teacher is the main source of knowledge in learning activities is very difficult to change. The current history learning has resulted in the role of students as historical actors in their time being exposed. The experiences that students have had or their social environment are not used as learning material in the classroom, thus placing students as passive participants in history learning (Magro et al, 2014). In other words, inaccurate selection of teaching strategies will have fatal consequences for the achievement of teaching goals itself (Widja, 1989: 13).

Method

This research applied a qualitative approach that involved the interviews and observations of a

number of head masters, history education teachers, school supervisors and pupils in the 10th class of senior high schools in West Aceh District. It took a post test to seek the students achievement of history material on Teuku Umar life and struggle as main source about national building. Primary source was obtained from the observations, interviews and post test. In this study, interviews were conducted with research informants in schools which were the research objects. Secondary sources were obtained through the internet, school profiles, photos, documentation and others. Furthermore, the observation covered the context or natural setting (Denzin and Lincoln, 1994: 4) of teaching process. Data analysis started from the data collection stage, then continued with data analysis techniques and ended with data interpretation techniques. The data analysis was counting the post test, observation and interview results.

Results and Discussion

It was found that in the 2013 Indonesian Curriculum, the history subjects at the high school level are divided into two, namely general history subjects and compulsory history subjects. History subjects must be focused and oriented towards Indonesian history. The goal is to build the character of students who have insight into Indonesia, have a sense of nationality and love the country.

Curriculum mentions the formation of a national personality along with identity and identity will not be realized without the development of historical awareness as a source of inspiration and aspiration. National personality, identity, and identity develop through the collective experience of the nation, namely the historical process. It also instructs that the historical materials, according to the Basic Education Regulation No. 22 of 2006, must cover the following subtopics.

- a) Heroic values, exemplary, pioneering, patriotism, nationalism, and an unyielding spirit that underlies the process of shaping the character and personality of students;
- b) Civilization of nations, including the civilization of the Indonesian nation. This material is an educational material that is fundamental to the process of forming and

creating the civilization of the Indonesian nation in the future;

- c) Awareness of unity and brotherhood and solidarity to become the glue of the nation in facing the threat of national disintegration;
- d) Moral teachings and wisdom that are useful in overcoming multidimensional crises faced in everyday life;
- e) Responsible attitude in maintaining balance and preservation of the environment.

Based on the idea of the above points, the study used the figure of Teuku Umar and his vision, and struggle for national building. Some questionnaires distributed to respondents, observation to teaching practices with the history topic. Data obtained from observation and interviews revealed that respondents have the high acceptance scores on the application of enculturation factor in shaping the pupils nationalism character through local figure of Aceh Teuku Umar.

Table 1: Respondents Acceptance of Enculturation of Nationalism Trough Historical Figure

No	Respondents	Enculturation	Nationalism	Teuku Umar Figure
1	Head Masters	90 % agree	88 % agree	90 % agree
2	History Teachers	88 % agree	89 % agree	92 % agree
3	Supervisors	85 % agree	80 % agree	90 % agree
4	Pupils	80 % agree	90 % agree	92 % agree

Data showed that Head Masters 90% agree with the Application of Enculturation Teaching Technique with nationalism and Figure of Teuku Umar as a role model 88 % and 90 %. History teachers 88 % agree with enculturation process, followed by supervisors 85 % and pupils 80 %. Acceptance of Teuku Umar as a model for national role model significantly effective in history lesson.

Table 2: Pupils Post Test Scores on the Enculturation

No	National Role Model	60-69	70-79	80-89
1.	Enculturation	20	8	122
2.	Nationality	11	10	139
3.	Local Hero	18	40	98
4.	Teuku Umar	20	30	100

The results of Post Test displayed that 122 pupils of 150 have got score range 80-90 in enculturation topic; 139 reached the highest score in nationality topic; 98 in local hero and 100 pupils could get 80-90 points in Teuku Umar topic. It means that enculturation teaching technique affected the learning achievement of history lesson.

It found that the respondents and pupils recognize the figure of Aceh hero, Teuku Umar, so the heroic values in history learning examines human life in the past with various social activities. At the beginning it was found that the word past for most of these students that learning history lessons are less desirable. They often ask what is the benefit of studying history. Challenging questions for history teachers included: Why do we learn about past lives ?, when that life has passed and it is impossible for people who live now to return to that past life?

In research process the idea of past events were made to be attractive by giving a role model of Teuku Umar. He has so many valuable lessons to be used as a reference in dealing with today's life and in the future. Kartodirdjo (1988) stated that in the framework of nation building will open pupils mind to the historical knowledge as a collection of historical facts information; it also aims to awaken students or raise awareness of history meaning. Thus, history education and learning is a process of internalizing historical values, knowledge, and skills from a series of events designed and structured in such a way as to influence and support the learning process of students.

Conclusions

Data interpretation gives two conclusions:

1. Acceptance of Teuku Umar as a model for national role model significantly effective in history lesson. Due to recognition of Teuku Umar as a hero from Aceh, the head masters, history

teachers, and supervisors as well as pupils positively accept Teuku Umar as a subject lesson.

2. Enculturation teaching technique affected the learning achievement of history lesson in Senior High Schools in West Aceh. In the final test of history lesson most of pupils reached the scores ranged from 80-89.

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