

Conference Paper

The National Heroes in History Class

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Abstract

Historical education has an important role to play in building community character. One of the advantages in learning history in terms of planting values is the presence of characters or heroes who are used as role models. Historical figures become best practices in planting values. However, the study of heroism and the effort to plant it in historical learning have not been done much. Therefore, researchers are interested in reviewing how heroic values and their internalization are in learning. Through the study of textbooks and curriculum analysis, researchers can collect data about national heroes in the context of learning. The results showed that not all national heroes were included in textbooks. In addition, not all the heroes mentioned in the textbook are specifically reviewed. There are only a few heroes specifically reviewed because they are related to basic competencies in the 2013 curriculum. The most popular heroes of the two books converge on five names, namely (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. This hero is mostly reviewed for class XI KD numbers 3.2, 3.6, and 3.9. National heroes have curricular relevance which has now been integrated in history learning. In this study analyzed the position of national heroes in the Indonesian History learning curriculum that is mandatory at the high school level.

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1. Introduction

At present, Indonesia is faced with problems that threaten disintegration. Various non-terrorism, religious radicalism, and various cases of intolerance have caused the national joints to be torn apart. This problem has encouraged the need for character education for the community. Following this, the government through the Ministry of National Education in 2010 has designed a guide to the implementation of character education in a book entitled *Development of Cultural Education and Character of the Nation* (Puskur, 2010). The document requires that in school learning must include the character contents in it, including in history learning.

Historical education has an important role to play in building community character. Through history subjects, character education can be integrated in subject matter and the learning process. Historical lessons play a role in character education because they



have values that can be applied in the material. Historical learning is able to provide motivation for students and exert them on the nation and its struggles in the past. Related to this, Hasan (2012: 81-95) explained that "historical education material is able to develop the potential of students to recognize the values of the nation that were fought for in the past, maintained and adapted for present-day life, and further developed for future life front". The same thing was also expressed by Sardiman (2010) that "Our education has not been able to establish a paradigmatic interaction between aspects of servitude and the Caliphate. As a result, our education becomes less meaningful for human life that is intact and basic. "This is what reinforces the need for character education in society.

The important role of history education as part of character education is caused by several things (Ahmad, 2014). First, the many moral problems that damage student personality. Various problems such as brawls, cheating on exams, until promiscuity are now rampant. Second, the challenge of globalization demands wise attitude based on community wisdom. Therefore, it is necessary to strengthen the community to respond to global change through history. Third, character development requires best practice exemplary values of heroism contained in history lessons. Through historical learning, exemplary and heroic values can be transmitted to students.

One of the advantages in learning history in terms of planting values is the presence of characters or heroes who are used as role models. Historical figures become best practices in planting values. In history learning there are protagonist characters, such as heroes who set an example for positive values. In addition there are also antagonists, such as invaders who are the trigger factors for the emergence of the importance of a value (Ahmad, 2014).

Based on research from Julaeha (2012) the cultivation of heroic values has positive implications for character development. The results of the study show that the implementation of a hero modeling strategy can contribute significantly to the development of the national cultural character of the students. Of the 18 indicators of national cultural character studied, all experienced a significant increase, and the indicators experienced the greatest increase, namely the responsibility points. The Selling Study is in line with research conducted by researchers in various parts of the world such as Sanchez (1998), Colby (2008), to the latest research from Perrotta (2017). These studies confirmed the important role of heroes in learning history and planting characters.

A fairly classic study in seeing the role of a hero was carried out by Sanchez (1998). In his study entitled "Using Stories about Heroes To Teach Values" he explicitly emphasized that character education can be done by presenting a hero in learning.

There are various values that can be emulated from a hero. These values, among others, appear from the attitude of self-sacrifice and the act of prioritizing the interests of the wider community. Thus, the hero can be an inspiring figure for students. In his study, Sanchez recommended the development of various learning resources and media so that the learning atmosphere became more effective.

Another study of the importance of heroic value-based learning is outlined by Colby (2008) in a paper entitled "Energizing the History Classroom: Historical Narrative Inquiry and Historical Empathy." In his study Colby emphasized the importance of narrative-based learning. In this case students are invited to conduct investigations based on stories from heroes as historical actors. Through learning by analyzing the story of the life of the hero, it has been able to facilitate students in achieving a more humanistic and empathic understanding of history, as well as understanding how historical actors perceive the past.

The most recent study of the value of heroism and the effort to develop character in learning are carried out by Perrotta (2017) in his study entitled "In the eye of soldier": Student assessments of "heroes" and historical thinking research projects. "In his study, he observed about how students reconstruct hero concepts for the local context. By using primary documents, students are invited to investigate the existence of local leaders around their homes. With this, it turns out that students' historical thinking abilities are awakened. On the one hand, students actively demonstrate their participation as part of a democratic society.

However, no previous research has looked at the position of national heroes in history lessons. This prompted researchers to conduct an analysis of how the position of the hero in the history of learning was viewed from the suitability of the curriculum and textbook analysis.

2. The Potratit of National Heroes in History Learning of Indonesia

From 1959 to 2017, Indonesia has 174 national heroes. Means in an average year there are 3 national heroes appointed. 49 was appointed by Sukarno, It could be that this number is the most in the world. In some regions of the world, the concept of national heroes is very different from in Indonesia. In the United States, the figure who is considered a national hero is more of a figure involved in the independence revolution war. Meanwhile in France, the figures who are credited with nationally are marked by

the existence of tombs in the Pantheon. This is also in numbers less than 100 (Adam, 2017).

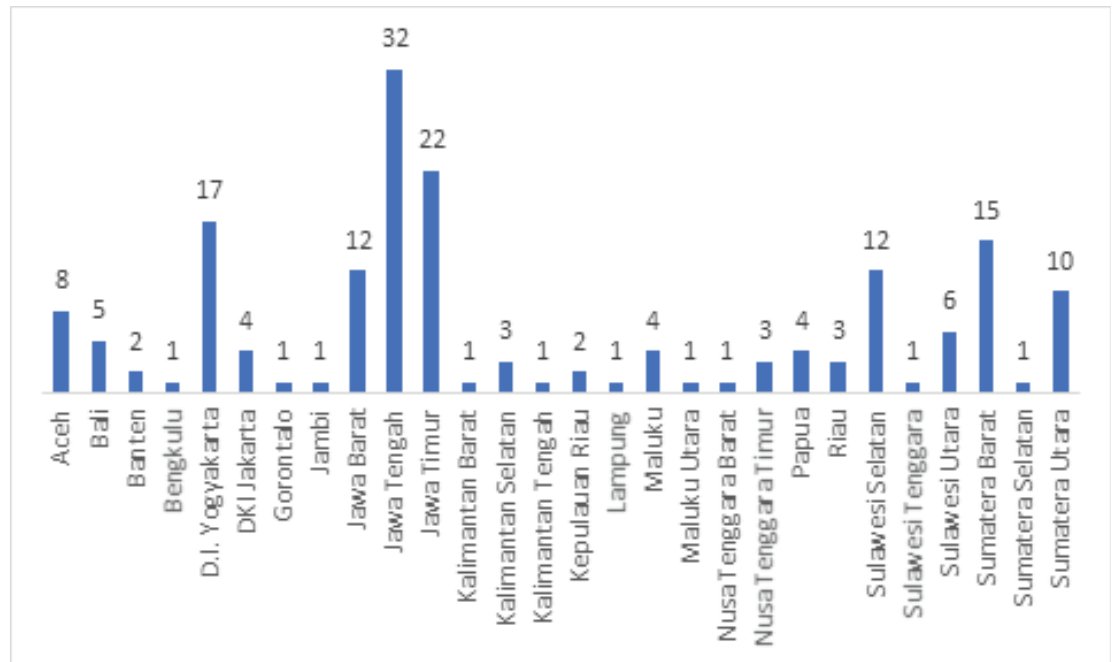


Figure 1: Distribution of National Heroes Based on Proving Provinces.

From the data above, it appears that the three largest provinces are still in Java, namely Central Java, East Java, and DI Yogyakarta. Meanwhile, from outside Java comes from West Sumatra. The large number of national heroes who came from the Java region showed a tendency towards the existence of Jawasentris in historical writing. But this apparent trend seems to have changed after reform. That since 1998, the proposal of a national hero is no longer dominated by figures from Java, but also from other regions. After reformation, there were 72 national heroes established. Of these there are 27 proposed heroes from Java.

The trend trend is a positive indication that national recognition of the role of leaders from the regions has been well opened. On the one hand, this shows the development of historiography which is not only centered on Java, but on the writing of historical events in various regions. However, historical writing in regions that do not have adequate written records still have problems. This also causes a gap between Java and outside Java, especially areas outside Sumatra in revealing the gait and role of leaders so that it can be determined by the government as a national hero.

Viewed from gender, it turns out that there are only 13 female officers. This is of course very minimal because the amount is only 7.47%. The women’s national heroes are (1) Malahayati (Aceh), (2) Nyi Ageng Serang (Central Java), (3) Martha Christina Tiahahu (Maluku), (4) Cut Nyak Dhien (Aceh), (5) Cut Nyak Meutia (Aceh), (6) Maria Walanda

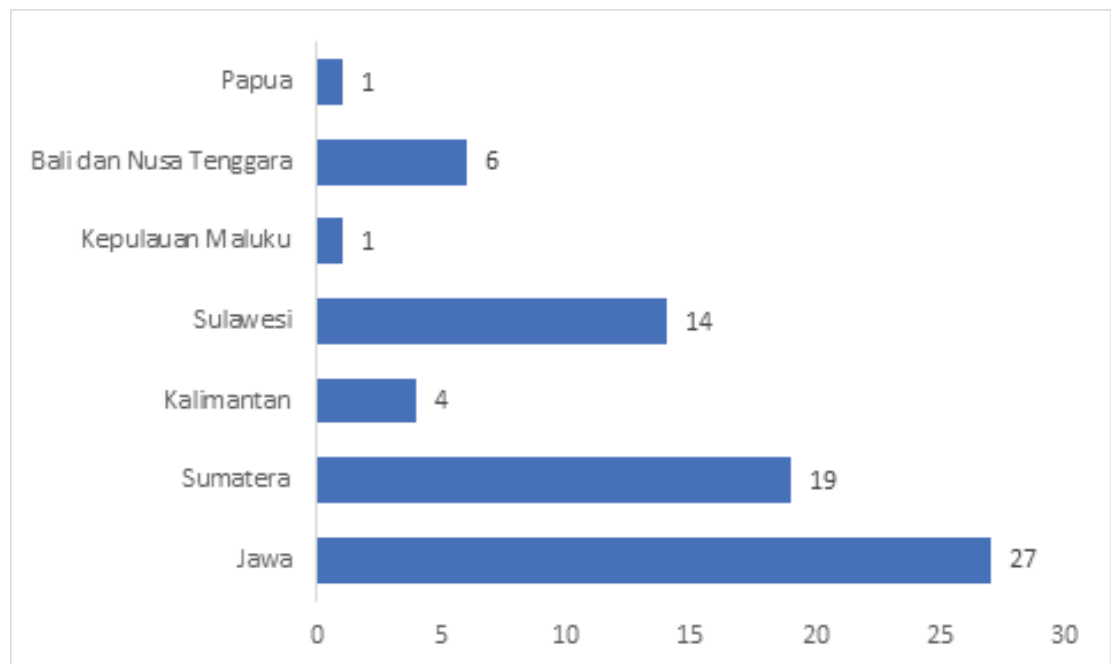


Figure 2: Distribution of National Heroes Based on Proving Provinces since the Reformation.

Maramis (North Sulawesi), (7) Siti Walidah (DI Yogyakarta), (8) Kartini (Central Java), (9) Opu Daeng Risaju (South Sulawesi), (10) Dewi Sartika (West Java), (11) Rasuna Said (West Sumatra), (12) Siti Hartinah (Central Java), and (13) Fatmawati (Bengkulu). The interesting thing about this is that female heroes were mostly from Aceh and they were leaders of resistance forces against the colonial (VOC and Dutch East Indies).

Of the 174 national heroes, the oldest period when a national hero lived was in the 16th century. Meanwhile, the youngest were Harun and Janatin who died in 1968 because of the death penalty from the Singapore government. Based on the period, the researcher divided national heroes into several periods (1) Period of VOC, (2) Period of Dutch-Indies colonialism, (3) Period of National Awakening, (4) Period of Revolution, (5) Post-Revolutionary Period. When analyzed, quantitatively the following are the number of national heroes from several periods.

The VOC period included heroes who took part in resistance against the VOC. Usually they are royal leaders who intersect with Dutch trading companies. Meanwhile the heroes who were included in the Dutch-Indies colonialism period were those who resisted British or Dutch East Indies colonialism. Meanwhile, the national awakening period began with the heroic actions not only in the aspect of physical resistance, but in the development of human and organizational qualities. However, national heroes who fight physically still exist and are not categorized in the period of national revival. The period of the revolution encompassed the period of Japanese occupation, the moments of independence until the recognition of sovereignty in 1949. Meanwhile, the

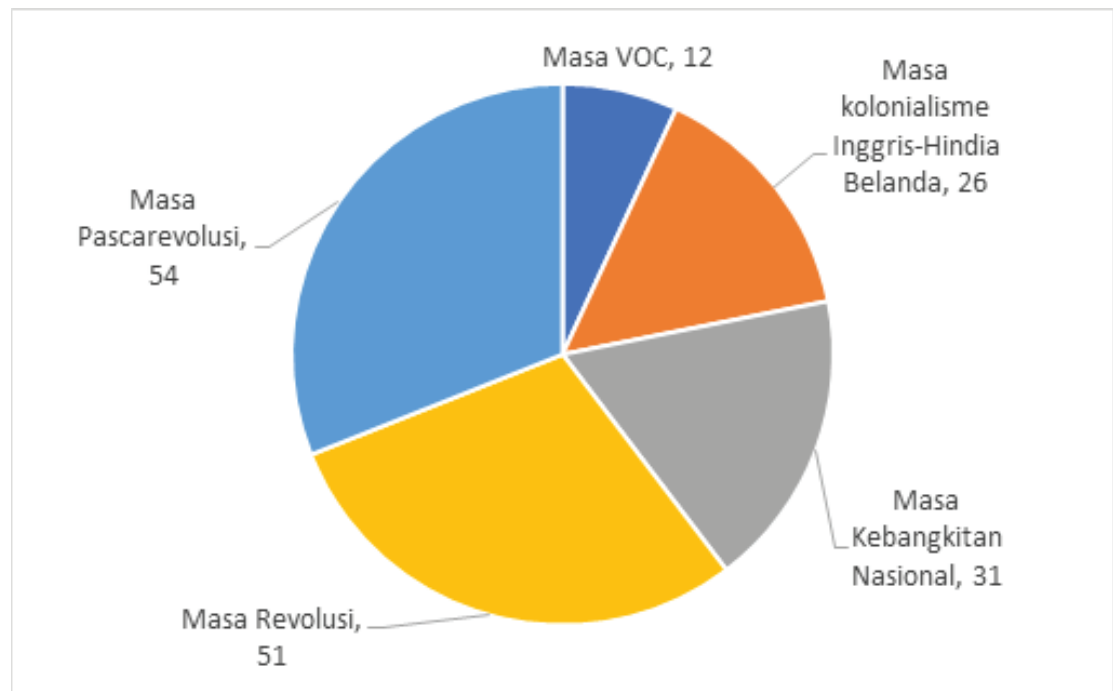


Figure 3: Distribution of National Heroes by Period.

post-revolutionary period covered the period after the recognition of sovereignty to date. However, this division is not standard, because there are several heroes who have taken part in more than one period, such as Sukarno who took part in the national revival by establishing the PNI, during the revolution as the central figure of the proclamation, and after the proclamation. In addition, some figures in the revival or national movements on average have gait during the revolution and thereafter.

When viewed from the background or profession of national heroes, national heroes are still dominated by politicians, local leaders and the military. Here is the distribution.

The background of the politician means that someone is credited with his political position. Meanwhile, local leaders usually came from leaders from the regions who resisted, such as local kings or figures who fought against colonialism. Meanwhile, intellectuals come from educated circles whose knowledge provides broad benefits. In this case, during the national awakening period, intellectuals and politicians were often inseparable, such as Ki Hajar Dewantoro, Cipto Mangunkusumo, and Douwes Deker. Meanwhile, there are other categories. Included in this category are Fatmawati Sukarno and Siti Hartinah Suharto. Both are wives of the president of the Republic of Indonesia.

To find out how popular the national heroes are, researchers analyzed two books used in history learning. The first textbook published by the latest revised edition 2017 (classes X and XI) and 2018 (class XII) (Abdurakhman, Pradono, Sunarti, & Zuhdi, 2018; Gunawan, Lestariningsih, & Sardiman, 2017; Sardiman & Lestariningsih, 2017a, 2017b).

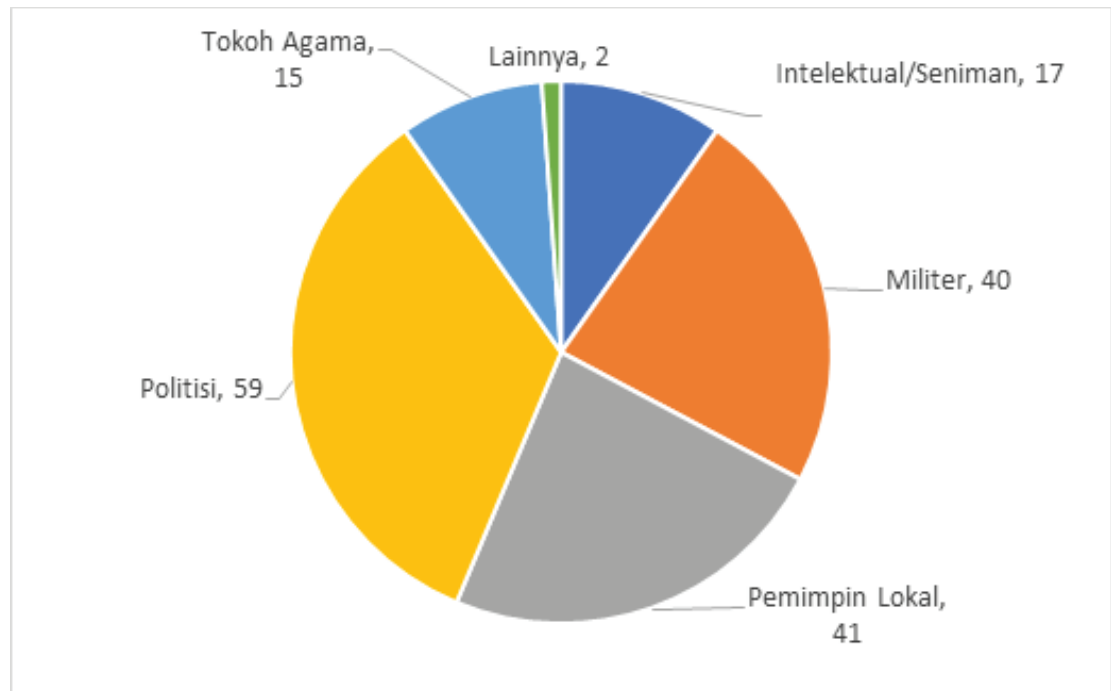


Figure 4: Distribution of National Heroes Based on Background.

Second, a textbook published by the publisher Erlangga (Hapsari & Adil, 2016a, 2016b, 2016c). Student books published by the Ministry of Education and Culture (hereinafter referred to as the Ministry of Education and Culture Book) are chosen because this book is a basic guide to learning and is available online. The second book is a book published by Erlangga (hereinafter referred to as Erlangga Book) in 2016 written by Ratna Hapsari and M. Adil. This book is very popular among history teachers because it is often used as a reference.

2.1. Text analysis of national heroes in the teachings book

In the Kemendikbud textbook, the total national heroes mentioned are 69 people. 23 of which include photo or picture captions. Of the 69 national heroes mentioned, there are 18 national heroes named more than 10 times in the book. Meanwhile, there are 13 national heroes whose names are mentioned 5-10 times. Then, there are 35 national heroes mentioned less than 5 times. Of the 69 national heroes mentioned in the Ministry of Education and Culture book, 41 national heroes discussed their roles specifically.

In the book published by Erlangga, there are a total of 78 national heroes mentioned. 38 of them have been added photo captions. Of the 78 national heroes mentioned, there are 26 national heroes named more than 10 times in the book. Meanwhile, there are 14 national heroes whose names are mentioned 5-10 times. Then, there are 38 national

heroes mentioned less than 5 times. Of the 78 national heroes mentioned in Erlangga’s book, 47 national heroes discussed their roles specifically. From the textbooks of the Ministry of Education and Culture and Erlangga, there are several very popular heroes. The popularity of heroes is seen from three aspects, the frequency, illustration of the hero, and also special discussion.

TABLE 1: The Most Popular Heroes in the Textbook of the Ministry of Education and Culture and Erlangga.

Erlangga version	Kemendikbud Version
1. Sultan Agung	1. Nuku Muhammad Amiruddin
2. Hasanuddin	2. Tuanku Imam Bonjol
3. Pattimura	3. Pattimura
4. Diponegoro	4. Diponegoro
5. Tan Malaka	5. I Gusti Ketut Jelantik
6. Achmad Subarjo	6. Sisingamangaraja XII
7. Sukarno	7. Cut Nyak Dhien
8. Mohammad Hatta	8. Teuku Umar
9. Muhammad Yamin	9. Kartini
10. Mohammad Natsir	10. Sukarno
11. Hamengkubuwono IX	11. Mohammad Hatta
12. Sudirman	12. Hamengkubuwono IX
13. Sukarni	13. Marthen Indey
14. Abdul Haris Nasution	14. Ismail Marzuki
15. Sutomo	
16. Ahmad Yani	

The most popular heroes of the two books converged on five names, namely (1) Pattimura, (2) Diponegoro, (3) Sukarno, (4) Mohammad Hatta, (5) Hamengkubuwono IX. This hero is mostly reviewed for class XI KD numbers 3.2, 3.6, and 3.9.

Even though the textbook has accommodated national heroes, most of the heroes are still not reviewed. Heroes who have been appointed by the government so far have not yet gotten an optimal place in learning history. This is because the large number is not comparable to the scope of the material in the textbook.

2.2. Heroes in history learning

National heroes have curricular relevance which has now been integrated in history learning. In this study analyzed the position of national heroes in the Indonesian History learning curriculum that is mandatory at the high school level. As a compulsory subject, the existence of basic competencies for learning Indonesian History has been regulated in Ministerial Regulation Number 24 of 2016 in attachment number 46. In this

regulation, national heroes have begun to appear in class X on basic competencies "3.8. analyze the development of community life, government, and culture during the Islamic kingdoms in Indonesia and show examples of evidence that still applies to the lives of today's Indonesian society." Thus the basic competency of skills at number 4.8 also follows competencies 3.8. However, in practice, the value of new heroism was evident when there was resistance to colonialism.

In class XI, the basic competencies related to national heroes appear to be more dominant. This is because in class XI the material covers the period of the entry of colonialism to the revolution. During this period, there were 123 national heroes. This means that 70% of national heroes live in this period. some basic competencies suitable for planting heroic values in class XI are as follows: 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10. From these basic competencies, there are even special basic competencies which emphasize the importance of the struggle of national and regional leaders in Indonesian history. this is found in Basic Competencies number 3.6 and 3.9. Thus, internalization of heroic values has been accommodated in the 2013 curriculum for Indonesian History subjects.

In class XII, the scope of the material presented in the learning of Indonesian History covers the post-revolution period, namely since the recognition of sovereignty in 1949 until the reform period. During this period, the role of national heroes emerged in the following basic competencies: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9.

From the Basic Competencies above, there are competencies that are specifically focused on internalizing heroic values, namely KD 3.2. However, in other KDs it can still be integrated with the planting of heroic values because there are several national heroes who took part in the period after 1965 and in the fields of science and technology. However, to limit the study in this first year researchers only focus on three basic competencies that do expressly express the values of exemplary and heroism. The three basic competencies chosen in this study to be developed further are as follows.

3. Conclusion

From 1959 to 2017, Indonesia has 174 national heroes. Of the 174 national heroes, the oldest period when a national hero lived was in the 16th century. Meanwhile, the youngest were Harun and Janatin who died in 1968 because of the death penalty from the Singapore government. Based on the period, the researcher divided national heroes into several periods (1) Period of VOC, (2) Period of Dutch-Indies colonialism, (3) Period of National Awakening, (4) Period of Revolution, (5) Post-Revolutionary Period.

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