

Growing Historical Awareness Among the Young Generation of the Indonesian Nation

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ABSTRAK

Basically, history learning is a science that systematically studies the dynamics of society in the past, provides an assessment of the present, the results of which become the basis for the future. History can make the younger generation aware of the richness of life that occurs in the surrounding community, so that the younger generation can understand and interpret historical events. The purpose of this research is to inculcate historical awareness for the younger generation which is important in the life of the nation and the state, apart from being the identity of the origin of a place, it can also know the pattern of people's lives and cultural diversity in various nations and countries. Referring to the discussion, it is necessary to develop historical learning that can invite the younger generation to be critical and can benefit from studying history, so that it can create a sense of pride and will grow or raise awareness of nationalism in the young generation of the Indonesian nation.

Keywords : Awareness, History, Young Generation

Introduction

For some people history is considered something that is not useful. History is the past that must be left behind because it does not provide any benefit for his life. This is seen, for example, in the way they look at the past with a cynical gaze and want to forget. This group is part of our society which some experts consider to be history who easily forget their past and do not appreciate the traces of the past in its various forms. In the name of development and progress, many historical relics are left or even destroyed for development purposes.

Indonesia is a pluralistic country rich in history and culture. However, now we are faced with the problem of the young generation's low interest in history. History is often seen as boring and uninteresting. Due to the rapid development of the times, history seems to be forgotten and denied. Many think that history is synonymous with studying the past. Because history plays an important role in the education of the millennial generation. So, why is history important for millennials to learn?

History is important for a nation, if a nation has a history then the nation will easily rise because it has a strong grip. History is also a lesson, because history can learn from mistakes that have been made in the past. History not only exists and is not learned but exists to be a lesson, a history that is learning not inheritance. Because the inheritance that works is the one who inherits not what is inherited (Anis, 2015: 53).

The formation of a new nation like Indonesia, history has an important role in formulating its existence. Without being based on history as a unifying cultural symbol, the Indonesian people face difficulties in formulating their identity and of course will be easily scattered. History serves as a very important strengthening tool for the establishment of a nation that is in the process of "becoming" like the Indonesian nation. Indeed, our Indonesianness is not only based on one nation, homeland, and language as the Youth Pledge proclaimed in 1928, but also on the history of Indonesia. Without a common historical basis, which is experienced and lived by all Indonesian people, it is difficult to develop a sense of belonging as a nation. In other words, our nationalism is based on, among other things, the same historical experience that was formed as a result of colonialism. This bond of togetherness as a nation continues to grow thanks to the mass media which spread the idea of nationalism throughout the country at the beginning of the 20th century. The birth of the idea of a new nationalism (Indonesia) in the end shifts or changes the ethno-nationalism and old primordial ties that exist in small/traditional communities.

The position of the younger generation who is starting to gradually forget the history of their nation does not understand that the awareness of the nation's history is important as a unifying aspect. The clear evidence from the erosion of the sense of nationalism or love for the homeland with the spread of conflict cases, both vertical and/or horizontal conflicts that occurred in several regions, namely Kalimantan, Sumatra, Maluku and others, is

evident that in this situation who is to blame. Is it a history teacher? pkn teacher? Or is it the people themselves because they do not understand the essence of the long historical value of their nation until the formation of the Unitary State of the Republic of Indonesia, we cannot judge these mistakes because everything is a shared responsibility. History is only a unifying vehicle by realizing the value contained in this problem, it needs to be studied in depth in finding the essence or importance of historical awareness in the formation of the nation's character.

As the younger generation, we should have an understanding of history. By having an understanding of history, the younger generation can find out their origins and they know where their history came from. "Don't forget history," was what Bung Karno, who we know until now, said. The history of Indonesia's struggle is continuity, from one generation of struggle to the next generation that will continue. (Aminullah, 2017:142)

Result and Discussion

1. What is Historical Awareness?

The first question that naturally arises is what is historical consciousness? Hans Georg Gadamer (1900-2002), a historical philosopher from Germany, stated that historical consciousness is a full awareness of the historicity of everything that exists now (present) and the relativity of all opinions. Historical consciousness is interested in knowing, not how people (men), humans (people), or developing countries in general, but on the contrary, how this person, this human, or this country became what it is today; how each of these particulars (particulars) can pass and end specifically there.⁹ The aspect of the specificity or uniqueness of each historical actor is emphasized by him.

Robert F. Berkhofer (1931-2012), a historical philosopher from the United States, stated that historical awareness is based on awareness of time (consciousness of time) through past experiences.¹⁰ Djoko Suryo conveyed the same thing. Historical consciousness is actually a historical dimension that contains the concept of time. Historical awareness can actually be experienced individually. However, a collective historical consciousness is more important. Such awareness exists in every society, both traditional and modern societies

Continuing Djoko Suryo's statement, Taufik Abdullah stated that there are two types of historical awareness that are still in the process of transition, namely ethnic awareness and national awareness. The awareness of the first pattern departs from the regional concept of history which is ethnic-cultural in nature. This awareness emphasizes the fairness of cultural fairness for the sake of fostering social integration and cultural continuity of the ethnic community. Consciousness of the second pattern is growing and growing.

National historical consciousness, on the one hand, establishes inter-local relations, but on the other hand makes local historical consciousness irrelevant. ¹² In the present context, this is still the case. A. Daliman bases the notion of historical consciousness based on the fact that humans have memories. Through memory, humans have historical awareness, namely being aware of their past experiences, both individually and collectively. Historical awareness is aware of how the past or the past has shaped human life today and in the future.¹³ Historical awareness according to A. Daliman includes two things, namely awareness of change and awareness of time. Awareness of change is actually a paradoxical thing. We are increasingly aware of the unity and diversity, continuity and discontinuity, and the structure and process of growth. In addition, awareness of time makes people aware of the past, present, and future as a tri-single time that is inseparable, interrelated, presupposes and presupposes.

In line with this, Nurcholish Madjid stated that historical awareness is awareness that an event or appearance of a past character is always manifested in a dynamic relationship with space and time factors, so that it cannot be viewed and judged as a stand-alone thing.¹⁵ Ismail describes the meaning of historical consciousness as follows. Historical awareness is more than just knowing historical facts. However, he reminded that historical awareness must only start from knowing historical facts. However, knowledge of historical facts cannot be said to be historical consciousness.

Consciousness is more than that. Historical awareness is knowledge of historical facts, plus knowledge of the causes between those facts. Furthermore, Ismail stated that historical awareness includes several things, namely (1) knowledge of historical facts and their casual relationships; (2) filling our minds with logic; and (3) increasing our conscience with wisdom and wisdom, to face the present and future, by studying and reflecting on past experiences. Through these three things, he emphasized that historical awareness is a mental attitude and state of mind, which is the power to actively participate in the dynamic process of history. A wise soul is the wisdom of historical awareness.¹⁶ In line with the above description, I G. Widja more succinctly states that historical awareness is nothing but a mental condition that shows the level of appreciation of the meaning and nature of history for the present and for the future. ¹⁷ Historical awareness is an inseparable part of "what is history". Harlem Siahaan explained that the historical terminology has two meanings, namely as (1) scientific disciplines, (2) methods, (3) events or occurrences, (4) stories about the past, and (5) a form of historical consciousness. Regarding the last meaning, he explained that historical awareness is the crystallization of collections and sequences of the past that have been considered as hard facts or 'truths' so that they are deemed worthy of being a guide in determining attitudes and behavior. related to historical awareness, namely as follows. First, historical awareness is born from individuals who are aware of themselves, then develop into collective consciousness in the surrounding community. Second, historical awareness is essentially an awareness of time and change, an awareness of the trilogy of time, namely the past, present, and future. Third, historical awareness is closely related to the cultural and intellectual context of society. Fourth, historical awareness is an integration

between the intellectual, cultural, and psychological awareness of the community. Fifth, historical awareness is an inseparable part of historical science that deals with the context of 'truth' as a guide for people's attitudes and behavior.

2. History learning

History lessons have long been recognized as one of the most important lessons (otherwise it would be impossible for them to be taught all over the world). The government also feels very interested in history lessons that are reflected in the curriculum. In Indonesia, since 1970, the writing of the Indonesian National History (SNI) book has been initiated as a reference for history lessons from elementary to university level. Not enough with that, in the 1984/1985 school year, it was also taught in schools of History Education and the National Struggle (PSPB). PSPB is no longer taught in the 1994 curriculum and the role of PSPB is taken over by Citizenship Education (PKN). After the New Order ended in 1998, the SNI books which were considered to be full of New Order interests began to be questioned. In 2000, the SNI book was declared no longer valid. The SNI book was re-compiled and published in 2006 but was considered to be still imperfect, so a revised edition was published in 2008. The lengthy time required to publish SNI was due to intense debate among historians around controversial materials such as the September 30th Movement.

What has been stated above shows how closely history is with the interests of the rulers. After the New Order collapsed, what came from the New Order was considered wrong. So the history lesson which was co-opted during the New Order era, during this reformation period became unpopular because it was considered full of interest, invalid and eventually became unimportant to learn. For young people born in the 1990s to the 2000s, history becomes even more unimportant because they feel that there is no connection between them and the material being studied. Coupled with learning methods that are often boring.

The close relationship and interrelationship between curriculum, learning, and assessment in a macro perspective makes a kind of a curriculum empire state - the empire state of curriculum, because the existence of a curriculum is a central element for the existence of elements of learning and assessment. This relationship framework is built on an understanding of the following:

- 1) First, that the curriculum basically contains what goals to be achieved, what materials will be taught, and what learning experiences are needed to realize the goals.
- 2) Second, that learning is essentially an activity to present the entire content of the curriculum by applying effective presentation methods in accordance with the organization of the learning experience.
- 3) Third, that the assessment which consists of internal assessment and external assessment is to measure the success of curriculum achievement. The internal assessment is directed to determine whether the objectives have been achieved and the teaching materials and learning experiences have been mastered, while the external assessment is directed to determine the strengths and weaknesses of the program, both documented and implemented, in relation to the processes carried out and the resulting outputs.

So it seems very clear that between the curriculum, learning, and assessment have a significant relationship and influence each other between the three, as visualized in the following illustration. Hasan (2012) argues that, in Historical Education, the linkage of these three elements will theoretically provide output in the form of an educated generation who has a nationalist spirit, empathy and noble character. In other words, the output of history education is generated from the interaction of a series of historical subject matter contained in the history curriculum, presented through an educational process with innovative learning strategies and evaluated comprehensively. It is often said among historians and ordinary people that history is very important for education in general, especially in character building education in particular. The importance of learning history for every educational unit requires that the curriculum of history subjects must be able to adapt to the existence of the region for the sake of achieving national education in accordance with Bung Karno's phrase "never leave/forget history" which blared throughout the archipelago through speeches on every appearance.

Meanwhile, in the Minister of Education Regulation No. 22/2006 explained the purpose of history learning, namely to form a dignified national character and civilization and to form Indonesian people who have a sense of nationality and love for the homeland. In general, historical material must: (1) contain the values of heroism, exemplary, pioneering, patriotism, nationalism, and an unyielding spirit that underlies the process of forming the character and personality of students; (2) contains treasures regarding the civilization of nations, including the civilization of the Indonesian nation. The material is a basic educational material for the process of forming and creating the civilization of the Indonesian nation in the future; (3) instilling awareness of unity and brotherhood as well as solidarity to become the glue of the nation in facing the threat of national disintegration; (4) loaded with moral teachings and wisdom that are useful in overcoming the multidimensional crises faced in everyday life; and (5) useful for instilling and developing a responsible attitude in maintaining balance and environmental sustainability.

In this regard, it is still important to teach Indonesian history in schools to foster and strengthen national identity and identity. Historian Taufik Abdullah said that studying and studying history is not solely for the sake of knowing the milestones of important events in the past, but also means unraveling the threads of events in the past scientifically with a future perspective, useful for "designing" the future. The perspective of historical

thinking with various milestones of important events in the past is referred to as one of the sources of life's wisdom.

History teaches how to make choices, to weigh different opinions, and to tell stories. History can unite. History isn't just names and dates, it's about judgment, care, and vigilance. History is a subject that also teaches character because it creates an attitude of humility in the face of the limited human ability to know the vastness of human history. History can provide wisdom for those who study it, which is briefly formulated by Bacon "histories make man wise". History itself concerns continuity and change from which every human being can learn. Every human being certainly does not want to repeat the mistakes of the past. While success certainly needs to be imitated and if it can be improved again (Sam Wineburg, 2006).

History that pays attention to the past cannot be separated from the present, because the spirit and purpose of studying history is its contemporary value. This is implied from Croce's words that "all history is contemporary history", which was later developed by Carr that history is "unending dialogue between the present and the past" (Widja, 1989). Meanwhile, according to Sartono Kartodirdjo (1994), history has a very close relationship with education in general and national character education in particular. Through history, it is possible to pass on values from the previous generation to the present generation. From the inheritance of these values, historical awareness will grow, which in turn can be utilized for the development of national character (nation character building). From some of these opinions, it can be concluded that if the past can be projected into the present, it can be found educational meaning in history.

3. Cultivating Historical Awareness

History is not enough to be memorized and understood textually, but it is necessary to live up to its meaning so that it can influence and shape attitudes and behavior. Thus, history lessons are not enough to only provide historical chronicle elements such as what, who, when, where about an event, but also must include diachronic elements that describe the process of the course of events (how something happened) and the causal relationships of various events. factors that influence the event (why this event occurred).

Growing historical awareness to the younger generation must be done in a creative and innovative way so that it is easily accepted. Before questioning the learning methods and strategies, there are actually other issues that must be of common concern, namely teaching materials and reference sources that are used as references. We are often faced with controversial historical issues, especially contemporary history, which is different from textbooks in schools. Between the history that is remembered, the history that is made, and the history that is found, it often overlaps and comes to the surface simultaneously. Which history should be used as a reference for teaching? Don't each of these historical features have meaning and value for historical consciousness? The history of the controversy about the events of the G30S or G30S/PKI which continues to be debated; The greatness of Majapahit described in *Negarakertagama* by Mpu Prapanca was sued because it was nothing more than a cultural claim, not a political reality. Then what is the meaning of the 'brilliant past' that had colored the ideology of the nation's struggle? Or the center of Sriwijaya in Palembang, or traces of the first entry of Islam in Sumatra (the polemic of the Zero Point Monument of Islam Nusantara in Barus, Tapanuli)? The critical history developed by historians is not always easy to use as a reference for teaching history in secondary schools that have learning outcomes that are different from the goals of academic history.

In this increasingly complex era, the challenge for the younger generation is the ability to read history textbooks, because history is related to documents about the past. Not just reading, but being able to know the contents of the text well. At the highest level, reading the text can bring wisdom. Wisdom is not something that spreads from the text to students, but something that develops in students by questioning the text. History textbooks are not always equipped with relevant illustrative images and the absence of teaching aids as a medium for learning history in schools results in students not getting a clear picture of the historical material being studied.

To find out the younger generation's perception of history, as Isjoni said, teachers should not hesitate to use a variety of existing historical sources, including historical sources in the form of objects (pictures, monuments, inscriptions, buildings, artifacts, etc.) students about history. This is because interpreting and explaining history is no longer merely having the belief that "if you got the 'facts' right, the conclusions would take care of themselves", but also realizing that dealing with historical sources means being prepared for a number of traps and traps (Isjoni, 2007). Moreover, with the advancement of modern technology, historical sources are no longer merely in the form of text (writing), but also in the form of something that can be seen, touched, held, and heard, even a combination of various forms. The challenge for teachers is to teach history with a multidisciplinary approach, because with this approach the problem of historical complexity can be handled better.

History is a science about humans, about time, and something unique/specific. History examines humans with all their activities in the dimensions of space and time. History lessons are given in an effort to raise awareness of shared history as a pluralistic and multicultural nation. In short, historical awareness includes several aspects. First, knowledge of historical facts and their causal relationships; second, filling our minds with logic; thirdly increasing our conscience with wisdom and wisdom, to face the present and future by studying and reflecting on past experiences. Thus, historical education or historical awareness is a mental attitude or mental attitude and state of mind which is the power to actively participate in the dynamics of the nation. Through the science of

history we can use common sense, logic and imagination, and be careful in utilizing historical sources that are meaningful.

historical awareness which is an urgent need for the Indonesian nation in its development cannot be separated from an understanding of the history of the Indonesian nation itself. Through understanding history, there will be a form of awareness that it is history that shapes life in the present and determines life in the future. As stated by Gonggong and Ismail (Latief, 2006:49), it is as follows: This needs to be underlined earlier, because in some respects the notion of historical awareness is closely related to historical events, historical facts. This is also seen in the view of Ismail who argues that, "Historical awareness must begin with knowing historical facts. In fact, sometimes you have to be good at memorizing the chronology of the years of events in that history, plus knowledge about the causes and causes between the facts." In this case, understanding historical facts is not the only determining tool for historical awareness. But it is understandable that without any knowledge of history at all, it is unlikely that an attitude of historical awareness will grow. The appearance of an attitude in a person is influenced by his knowledge of the stimulus and his knowledge of the attitude he will take.

The younger generation in today's global era thinks very realistically, while history is a past event, which they think is past and over. But history also describes the past of a nation, and it is related to what has been achieved, triumph, or decline. Even black or white sheets and the successes and failures they have experienced in the past.

This means that history can be used as a comparative mirror for future generations, so that if you learn from history, you can certainly know which ones need to be used, improved or followed up, because history is also an important component. If the young generation of the Indonesian nation does not know the founders of the nation through history, they will find it difficult to love their own nation when they do not know the previous warriors.

Various ways to raise awareness of history among the younger generation so that it is not boring:

1. must use tools that are in accordance with today's times. For example, by using social media. Growing history today must really take advantage of information technology. Because in this digital era, everyone can access information in one hand. The young generation today is very familiar with social media, therefore we must be diligent in uploading historical content on social media such as Instagram, tiktok, facebook, twitter and others. In the midst of this digital era, there is an opportunity for those interested in history to develop historical applications. Or, digital museums so that they can be accessed from anywhere and anytime. historical content must be adapted to the characteristics of the millennial generation who want everything instantaneously. In this case, history is not only presented textually but must be included with analogies or examples to make it easy to understand and fun.
2. Reenactment activities (reconstruction activities of events). Currently, there are many reenactor communities that hold activities in the form of reenactment of historical events. People studying history must need visuals. Well, this reenactment is an effective way of visualizing history. That way, the historical events conveyed will be conveyed more than just reading.
3. Organize seminars or webinars with historical topics by presenting events such as various competitions, namely Hero Photo Competition, Hero Photo Creative Competition, and Hero-like Clothing Competition

There are many reasons why we should study history, and history also remains one of the pillars of overall education, such as:

- 1) History can help us understand people and society, and history also contributes to moral understanding.
- 2) History also gives an identity to study history, this is an important thing to create good citizens.
- 3) History also provides experience and a better future because it provides experience without having to feel firsthand how the struggles and sufferings were at that time.

History is also an important pillar for the millennial generation, in the sense that they also need to know the cultures that exist in Indonesia. Because if it is associated with history, it is usually much in demand by the older group.

So in this case, it is necessary to carry out proper packaging in conveying history to the millennial generation, so that they are interested in studying history, including history related to indigenous Indonesian culture, in order to strengthen the knowledge of the younger generation about the culture and history of their beloved country.

In this case, there is a new breakthrough so that the millennial generation is interested in learning history, namely by watching films about struggle. So, from watching films about struggle, there will be many moral messages that can foster nationalism, so it is hoped that it can foster mental attitudes such as discipline, courage, and responsibility, as well as being able to appreciate the services of the heroes.

4. National Character Development Through History Learning

Learning history and building national character The establishment of the Republic of Indonesia cannot be separated from the efforts and hard work of all the founders of the Republic of Indonesia. This commitment is a crystallization of the national spirit which historically crystallized in the form of the 1908 National Awakening

movement, the Youth Pledge of 28 October 1928 which culminated with the Proclamation of Indonesian Independence on 17 August 1945. Therefore, the development of the nation's character has a broad scope with a very broad level of urgency and is multidimensional. Affirmed in the National Policy on Character Development of the Nation (2010:1) which mentions the function and role of character in development which includes; (1) character is very essential in the nation and state, the loss of character will cause the loss of the nation's next generation; (2) the character acts as a rudder and strength so that this nation is not swayed; and (3) character does not come by itself, but is built and shaped into a dignified nation.

According to Winataputra (2010:3) the functional development of national character has 3 main functions, namely; (1) **The function of Formation and Development of Potential**, forming and developing the potential of human beings or Indonesian citizens to think well, have a good heart, and behave well in accordance with the philosophy of life of Pancasila; (2) **Repair and Strengthening Function**, improve and strengthen the role of the family, education unit, community and government to participate and be responsible for developing the potential of citizens and developing the nation towards an advanced, independent and prosperous nation; and (3) **Filter function**, sorting out the culture of one's own nation and filtering out the culture of other nations that are not in accordance with the cultural values and character of a dignified nation.

Furthermore, Winataputra (2010:3-4) reveals that the goal of developing the nation's character is "... to foster and develop the character of citizens so that they are able to create a society that believes in the One Godhead, has a just and civilized humanity, has the spirit of the unity of Indonesia, have a populist spirit led by wisdom in deliberation/representation, and social justice for all Indonesian people". For this reason, the development of the nation's character is addressed and treated as a national movement that must be the commitment of all components of the nation. The scope of targets for the development of this nation's character includes several aspects, including:

1. **The Family Environment**, which is a vehicle for learning and characterizing characters carried out by parents and other adults in the family towards children as family members so that it is hoped that a family of noble character can be realized which is reflected in daily behavior.
2. **Education Unit Environment**, which is a vehicle for character building and development which is carried out using; (a) an integrated approach in all subjects; (b) development of the culture of the education unit; (c) implementation of co-curricular and extracurricular activities; and (d) habituation of behavior in life within the education unit. Character building through educational units is carried out starting from early childhood education to higher education.
3. **Government environment**, which is a vehicle for building the nation's character through the example of state administrators, government elites, and political elites. The government element is a very important component in the process of forming the nation's character because the State apparatus as the organizer of the government is the policy maker and implementer who participates in determining the success of character development by issuing various policies.
4. **Community Scope**, which is a vehicle for character building and development through exemplary figures and community leaders as well as various community groups who are members of social organizations so that character values can be internalized into behavior and culture in everyday life.
5. **Scope of Political Society**, a vehicle that involves citizens in channeling aspirations in politics. Political society is a representative voice of all political elites and their sympathizers. Political society has a strategic value in building the nation's character because all political parties have a basis that leads to the realization of dignified democratization efforts.
6. **Scope of the Business World**, as a means of interaction between real sector actors who support the national economy. The independence of the national economy is highly dependent on the strength of character of business and industrial actors, which is reflected among others by increased competitiveness, increased employment opportunities, and pride in the nation's own products.
7. **Scope of Mass Media**, as a function and system that has a very significant influence on the public, especially related to the formation of life values, attitudes, behavior, and personality or national identity. The mass media, both printed and electronic, have an educative or non-educative function depending on the content of the information message it conveys.

Education is the most important thing to shape the character of the nation. This is in accordance with Law no. 20 of 2003 concerning the National Education System in Article 3, which states that national education has the function of developing capabilities and shaping the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Law No. 20 of 2003 it is intended that education will not only form intelligent Indonesian people, but also have personality or character, so that later generations will be born who grow and develop with characters that breathe the noble values of the nation and religion. Character education is a system of inculcating character values which includes components of knowledge (cognitive), awareness or willingness (feeling) and action (action) to implement these values, both towards God Almighty, oneself, among others, the environment. social life, as well as in the life of the nation and state.

One of the reasons is the lack of knowledge of history (Kartodirdjo, Kompas, October 30, 2001). History education not only provides knowledge, but also has an affective effect on the emotional level. The function of national history is to grow national culture. Through historical knowledge, historical awareness and national

consciousness emerge. The younger generation gets inspiration and aspirations. They get a role model of heroism and heroism, the younger generation gets inspiration how great leaders serve the community and the country.

The development of historical education is a demand to give birth to a wise generation who is able to solve the nation's problems wisely and does not conflict with the nation's culture. Studying the past of humans can be used to find out the truth and error of human life events. Historical knowledge is very fundamental in the formation of national identity, historical awareness is a source of inspiration to generate a sense of nationality and responsibility. Historical awareness is important for a nation, because it can guide humans to understanding as a nation. Awareness of history as an intellectual orientation, a soul that is necessary to properly understand the notion of national personality. This historical awareness guides humans to an understanding of themselves as the nation of a nation.

5. The Value of Nationalism Character Value of History Learning

One of the character values in history learning contains the value of nationalism. Historical education is expected to be able to socialize and internalize these values, so that students have an awareness of history and the nation's personality. Nation is the soul and spirit that form a common bond, both in terms of togetherness and in terms of sacrifice. According to Kartodirdjo (1972:64) that nationalism as a historical phenomenon arises as a response to certain historical, political, economic and social conditions. The conditions referred to are the emergence of colonialism from one country to another. This happened because nationalism itself emerged as a reaction to colonialism, a reaction that came from an exploitation system that always led to continuous conflicts of interest.

History education with the attitude of nationalism shows that there is a significant relationship and a strong influence in the understanding of interesting history education will form the attitude of nationalism. Fun history education will change the paradigm of learners about history itself. The right teaching model for history education will increase the enthusiasm of the learners to dig all the potential of the nation and country so that there is pride in their own nation. Studying history can conceptualize life in accordance with the passage of time that occurs by placing ourselves in it. Instilling a sense of pride in history education is not an easy thing, it takes various efforts to make history education liked by learners.

The role of historical education on the formation of nationalist attitudes among students has a relationship with such a great attitude of nationalism. History has indeed recorded events that are capable of giving birth to emotions, attitudes, values, and ideals that give life meaning through a life struggle that requires self-sacrifice and even risking one's life. History can also bring up all one's loyalty to the country, religion or group itself.

The process of instilling the values of nationalism is carried out by teachers in various ways. The values that are instilled in students during learning, such as the material for the proclamation of independence, are love for the homeland, unity and integrity, willing to sacrifice, courageous and disciplined. The next value is unity and unity. This value is important to be instilled in students because it is known that in the current era there are brawls committed by students. The value of unity contained in the material is the unification of all ethnic groups from various regions for the sake of Indonesian independence. The history teacher applies the value of unity and integrity in the classroom at the time of learning, namely by respecting each other when a friend asks a question. Do not criticize the opinions of friends and respect others so that it does not cause division. There are already some students who apply the values of nationalism and unity by not imposing personal opinions if there are friends' opinions that are different from their personal opinions.

In addition to learning history, inculcating the values of nationalism is also carried out through school regulations. School regulations in the context of inculcating the values of student nationalism have been developed and implemented properly. Enforcement of regulatory violations has also been implemented so that it will further support efforts to inculcate the values of nationalism. School regulations in essence will provide support and identity to the school.

CONCLUSION

As a young generation, it is fitting to have historical awareness, because the history of a nation is on the shoulders of the youth. With today's developments, youth should be greatly helped because studying history can be done in many ways. Historical awareness informs us that we will appreciate the services of heroes who have reflected their lives as the nation's ethos (Anis, 2016: 493). With history education, it is hoped that historical awareness will arise which is expected to help students know themselves in living together in the larger community, thereby fostering collective awareness in having togetherness in history, togetherness in having a past history. The process of self-introduction that increases into collective awareness is the starting point for the emergence of a sense of self-esteem, pride and belonging to the nation and homeland. The process of instilling the value of nationalism is carried out by instilling several values of nationalism. The values instilled by the teacher at the time of learning history include: love for the homeland, unity and integrity, willing to sacrifice, discipline, and courage.

This is what our nation needs so that history has a lot of interest, especially for the younger generation. Historical awareness must be learned from school, how students learn history in school properly and correctly assisted by educators by utilizing technological advances to attract students' interest in learning history. So in this case, it is

necessary to carry out proper packaging in conveying history to the millennial generation, so that they are interested in studying history, including history related to indigenous Indonesian culture, in order to strengthen the knowledge of the younger generation about the culture and history of their beloved country. Even as the times change from time to time, until we arrive at this millennial era, there are a lot of challenges for the current generation and subsequent regeneration. Therefore, never forget history, especially the history of our own nation even though the context of the era is different, because the nation is formed from extraordinary history, it is not easy to struggle.

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