



Original Article

The Integration of Lafran Pane Thought in Material for Teaching History to Indonesian Students

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Abstract: One of the goals of history learning is to improve state defense attitude of students (patriotism and nationalism). To achieve this objective, innovative non-monotonous teaching materials are needed. This Needs analysis research describes innovated historical teaching materials to improve state defense attitude of senior high school students in Kebumen district, Indonesia. The study results show that: (1) The current historical teaching materials are monotonous; (2) The student's state defense attitude needs to be improved; and (3) The teacher needs the kind of historical teaching material that helps improve the student's state defense attitude.

Keywords: Historical learning, teaching material, state defense attitude.

1. Introduction

The era of globalization has made it easier for foreign cultures to enter the Indonesian society. The rapid flow of technological development makes it easy to access various information from around the world in a very short time. Technological change and generational change often go hand in hand (PRC, 2010: 25) [1].

The existence of globalization has brought many positive impacts on the development of Indonesia. One of them is the development of technology advanced and facilitate the activity of daily life. However, globalization also has a negative impact on the people of Indonesia. One of them is to dissolve local cultural values in everyday life, the low state defense attitude especially among the younger generation.

Suneki (2012) [2] states that globalization has shifted the value of nationalism and culture that already exist in Indonesia. Globalization raises various problems in the field of culture such as the loss of native culture of an area, the erosion of cultural values, a decline in the sense

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of nationalism and patriotism, and a lifestyle that is not in accordance with our customs. Mubah (2011) [3] states that globalisation actually threat Indonesia's identity. The statement of Suneki and Mubah reinforced by Surahman (2013) [4] states that, the impact of the development of globalization, especially in the fields of technology and media, has influenced the arts and culture of Indonesian society.

Seeing the development of globalization that continues, then a way is needed to overcome this problem. One of them, by increasing the attitude of defending the country through learning history. Historical learning that aims to build a collective memory as a nation to know its people and build a sense of unity, should be able to bridge students in maintaining and increasing their love for their nation and country. Therefore, historical learning must be supported by media and adequate learning resources.

Seeing the current phenomenon, there are still many history teachers who only use textbooks from the government, Illustrated images and short videos of past history that have often been seen by students in history books, television and other social media. While there are still many historical archives and other historical events that are still unknown to students.

Low understanding of the nation history, will affect students towards a sense of nationalism and attitude to defend the nation. Learning history in Indonesia is a learning that has a strategic meaning in the formation of character and civilization of Indonesia. and in the formation of Indonesian people who have a sense of nationality and love for the country (Hatikah et al, 2018: 15) [5]. To improve attitude of defending the students' state through historical learning, can be done by integrating the thoughts of hero figures that contain the values of state defense in historical teaching materials. One of the heroes whose thoughts contain the values of state defense is Lafran Pane.

Lafran Pane is an Indonesian hero who was appointed as a National hero on November 6,

2017. Lafran Pane figure is rarely known by senior high school students. Historical teachers can take advantage of the thoughts of hero figures that are still rarely known by students. History does not only talk about events in the past, but also about figures who have names in the event.

Developing historical teaching materials by integrating the thoughts of hero figures that contain values of state defense is an alternative to improve state defense attitude of student. The importance of defending country in face of globalization is currently a challenge for history teachers be able to improve the state defense attitude of students through learning history. This research aims to determine the historical learning needs in improving state defense attitude of students the current era.

2. Methodology

This study is only limited to the needs analysis that comes from results of preliminary observations in field and also studies of relevant literature. According to Borg and Gall (1983: 753) [6], *a need is usually defined as a discrepancy between an existing set of conditions and desired set of conditions*. Needs analysis is very important before doing product development. McCawley (2009: 4) [7], there are seven steps taken in carrying out a needs analysis, that is write objectives, select audience, collect data, select audience sample, pick an instrument, analyze data, and the last follow up.

This research aims to determine needs in history learning process that has been carried out. The population of this study was students and teachers in one of the Public senior High Schools in Kebumen District, that is SMA N Kutowinangun. Observation is done directly by taking part in historical learning in class XI. Data collection techniques in this study used the instrument of needs analysis (questionnaire) for students. Distribution of questionnaires is used to determine the level of state defense attitudes of students. The author also conducts in-depth interviews with several students and history

subjects to find out more about the problems often encountered during history learning in class. The final step of the author documentation for information and a number of facts that have been obtained. The data obtained is in the form of qualitative data, so the data analysis is done in qualitative descriptive.

3. Results and discussion

Data from field observations show that historical learning at Kutowinangun senior High School is still focused on teaching materials provided by the government. This is evidenced by the history book owned by students only textbooks from the government. The teacher delivers the material in accordance with guidelines in the syllabus and displays a few historical videos that are often seen by students in learning process. In one semester, only one two times the teacher invites students to watch historical films in one meeting. Sometimes, the film has been shown on television or other social media. In this case the teacher does not develop the historical learning material. The interview results show that the policy is very short time for historical subjects, namely 2 hours in one week. In addition, facilities and infrastructure are also less supportive for developing materials through learning teaching materials.

The results of the questionnaire on the state defense attitude, shows the number 12% of students who have a high state defense attitude, 56% for the low category, and 32% for the medium category. This shows need for an increase in state defense attitudes for students. Looking at the results of the questionnaire calculations, historical teaching materials are needed that can be used to improve the state defense attitude of students'. Some students also say that not a little material has been discussed at the previous level, discussed again at the next level. So that their knowledge is limited to the material in the textbook. The development of historical teaching materials about thought Lafran Pane is an alternative way to answer the

above problems. The teacher and students agree to the development. With the development of teaching materials from historical material that students have never known. they hope to add historical insight and literacy about their nation.

3.1. The results analysis of Lafran Pane thought

Lafran Pane besides being a national hero in Indonesia, he is also an intellectual. He is not a politician but a figure who is involved in the field of education. even though he was a founder of the Islamic Student Association (HMI) organization in Indonesia. His thoughts on the attitude of an Indonesian Intellectual contained state defense values which could be used as historical learning material to improve the state defense attitude of student. The thoughts about the attitude of an Indonesian intellectual are as follows (Satria, 2010: 187-255) [8]:

First, with the majority of the Indonesian people who are Muslim, Lafran Pane emphasizes to believe in the perfection of the teachings of Islam. With his adherence to the teachings of Islam, the Indonesian people will not be colonized by the Dutch in a very long time. Because the invaders at that time understood the weak potential of Islamic education in Indonesia. *Second*, an intellectual must have a balance between world science and religious knowledge. World science will guide him in matters of life in the world, and religion will be a guideline in carrying out world affairs. So they have a firm grip and are not easily affected by influences from outside parties, especially in the nation and state. *Third*, an intellectual must be able to carry out reforms in various fields for the progress of his nation and country. *Fourth*, an intellectual must be able to create harmony in religion, both in fellow religion and between religions. *Fifth*, they must be able to become fighters in elevating the dignity of Indonesia. *Sixth*, the ideology of Islam and nationality as the starting point of movement.

Thought Lafran Pane above contains state defense values that can be learned by students. Widodo (2011: 19) [9] states the values of

defending the country include love of the country, awareness of nation and state, convinced that Pancasila as the ideology of the nation, willing to sacrifice for the nation and state, has the ability to defend the country early. The five values of the state defense are found in the thoughts of Lafran Pane. An intellectual, especially from the class of students, must love his homeland as evidenced by various things. The form of love the homeland found in the thought of Lafran Pane is maintaining harmony in religion, contributing as a reformer of thoughts in various fields for the advancement of the nation and state, as well as being ready to sacrifice for the nation.

Awareness of the nation and state, believe in Pancasila as the ideology of nation are found in the thought of Lafran Pane, namely making the ideology of religion (Islam) and nationality (Pancasila) as the starting point of their movement. The value of state defense the next is to be willing to sacrifice for the nation and state. This value is found in Lafran Pane's thought that an intellectual must have awareness as a warrior for the nation and state. Which means that as a nation must be prepared to sacrifice everything in every time for the nation. The final value is having the ability to state defend by having a balance between science and religion. The initial ability to state defend does not have to take military service, but it can also be done by studying hard, having extensive knowledge and experience.

Thought of Lafran Pane about the attitude of an Indonesian intellectual and the values contained therein are very important to be taught to students today. Not only his thoughts, life history to the contribution of Lafran Pane in maintaining independence is also important to be taught. So that students not only gain knowledge from Lafran Pane's thoughts, but also the spirit of heroism, nationalism, and unyielding spirit. As stated by Sapriya (2009: 209) [10] that one of the scope of historical learning is to contain the values of heroism, exemplary, pioneering, nationalism, and unyielding spirit that underlie the process of forming students' character and personality.

3.2. Integrate Lafran Pane thought in teaching materials for historical learning

The results of Lafran Pane's thought analysis and the values contained therein show that it is important to integrate into historical learning teaching materials. The material in the teaching material will later help the teacher to improve state defense attitude of student. Learning history is not only a process of transferring ideas, but a process to mature students in understanding the identity, and personality of the nation by understanding historical events (Zahro et al., 2017: 5) [11]. To achieve these goals students are not only given material about historical events, but also about the history of thought and other history that can add insight and knowledge of students about the state of the nation and its country in the past in various fields.

To integrate the thought of Lafran Pane in historical teaching materials, it is supported by learning models that are used according to the curriculum issued by government. The learning model is then applied in the teaching material, so that the teacher feels easy in using teaching materials. Students will also understand easily when reading the teaching material. In accordance with the curriculum used in Indonesia, namely the 2013 curriculum, the approach in teaching materials is complemented by a scientific approach.

Integrate the thought of Lafran Pane in historical teaching material must also refer to the core competencies in the history learning syllabus in Indonesia. Thought of Lafran Pane is integrated in basic competencies 3.6 about analyzing the role of national and regional heroes in fighting for Indonesian independence. However, the values contained in Lafran Pane thought can also be applied in other basic competencies. by analyzing values that can be integrated in accordance with the material on these basic competencies.

To attract students' reading interest, teaching materials about thought Lafran Pane can be used as digital books. The current generation is referred to as the millennial

generation, namely the generation that is influenced by the emergence of Android, the expansion of the internet, and other social media (Purwandi, 2016: 15) [12]. Almost more than 80% of students already have an Android and make Android the closest thing to it.

The boredom that arises in students when history is a separate obstacle for teachers. Therefore, we must use objects that are close to students, interesting historical material and still rarely known by students. If students understand history well then they will become a nation that cares and is loyal to their homeland. As stated by Gruev (Albena, 2011: 35) [13] that to love and serve his country well, one must know the history and geography of his country.

History is the subject of open social studies, discussing various human experiences and their development through time lines (Whelan, 2011: 55) [14]. Therefore, learning history does not have to focus on material around colonialism, independence, and world war, but also discusses other historical events that continue to emerge over time.

3.3. Historical learning to improve state defense attitude of student

Historical learning has an important role in enhancing state defense attitude of students. In the current era of globalization, there is a needed state defense attitude from every Indonesian citizen, especially the student class. Technological developments facilitate global culture into life of the Indonesian people. So that not a few students are affected by the culture. Smith and Baylis (2001: 9) [15], one sign of globalization is the emergence of global culture. Smith and Baylis opinion is reinforced by Sztompka (2004) [16] which states that globalization is defined as a process that produces a single world. This means that people throughout the world depend on all aspects of life, one of them in the cultural field.

Global culture will enter countries through media and cause erosion of local culture in a country. As stated by Joseph Klapper (1990) cultural contact in the era of globalization is

very possible through media. So that it is mass and involves many countries. Not only causes cultural erosion, global culture can also lower the love of the Indonesian nation's homeland. Smith (2003: 166) [17] argues that waning love of the nation's homeland begins with the idea of a global culture based on electronic mass communication.

The negative impact of globalization must be resisted by the spirit of defending the country, and reshaping the national identity through historical education. Collingwood (2001) [18], states that historical knowledge can be used as the formation of national identity. Hunt (2013) [19], also stated that, historical learning has a purpose as the formation of national identity, increasing the spirit of nationalism, and developing a historical awareness of the nation.

Integrating Lafran Pane thought into historical teaching materials is the right choice to improve state defense attitude of student. Through his thoughts, Lafran Pane invited Indonesian students to care about national unity, culture, progress, and be ready to become fighters for the nation and state of Indonesia, and love for the homeland. Invite students not to directly accept global culture. Instead, analyze carefully, which parts are good and which parts are bad.

4. Conclusion

The negative impact of globalization has eroded the local cultural values of the Indonesian people. The erosion of cultural values due to the arrival of foreign cultures, shows the low attitude of defending the Indonesian nation, especially among the younger generation. Historical learning has an important role in shaping the identity of students as a nation that loves its homeland. Therefore, it must be supported by adequate facilities and infrastructure in the learning process. Extensive material and interesting teaching materials are needed to attract students' interest in learning history. By

integrating the thoughts of Lafran Pane (the history of life, thoughts, and values in his thoughts) can be an alternative and help the teacher to improve state defense attitude of student.

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