

The Internalization of R.A Kartini's Heroism Values in Social Science Learning to the Students of Junior High School

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Abstract

This research aims to describe the internalization process of RA Kartini's heroism values in social science learning to the students of Junior High School with the aspects which includes (1) the teachers' understanding of RA Kartini's heroism values and (2) the identifying of internalization process of RA Kartini's heroism values in social science learning to students. This research used a qualitative technique with case-study strategies. The research result showed that RA Kartini's heroism values are understood as the value that needs to be inherited to young generation especially female teenagers such as a high fighting spirit in fighting for women. RA Kartini's heroism values are understood well by teachers so that it can ease the teachers in transferring the values to students through learning. Second, the internalization process is basically the implanting process of RA Kartini's heroism values so that it can develop the students' qualities and personality development by understanding, appreciating, and implementing RA Kartini's heroism values such as defense of the truth, discipline, hard work, independent, homeland loving, persistence, responsible, sacrifice, respect, and care.

Keywords: Internalization, R.A Kartini's Heroism Values, Social Science Learning

1.Introduction

One of the struggle values in past is the heroism spirit that had been implemented by the patriots as the struggle charities dedicated to the nation and homeland. They struggled based on the soul and spirit of self-sacrificing for the nation. The tempestuous morale, courage, high solidarity, the strategy and right calculation, self-sacrificing, the nature of mutual cooperation, loving to homeland and nation, knowing no surrender and trusting in self are the heroism values which are still relevant and should be a role model for the young generation as the nation's future. The heroism values need to be upheld with pride and practiced in various development activities as well as in everyday life. It is undeniable that the heroism values tend to be degraded in its practices. Therefore, the introduction of heroism values need to be done and socialized to the young generation. Heroism values are one thing that should be imitated, as the time going is common for people becoming individualistic (Henk Schulte, 2008: 172). Furthermore, Montefiore and friends (2012: 1) explain that heroism values are courage, tolerance, and the willingness of sacrificing. The heroism involves a willingness to take risks, both to protect the weak and defend the freedom. Heroes feel an obligation toward something more than just pursuing self's happiness. There are some heroism values in Indonesia; they are the value of sacrifice, patriotism (nationalism), being a knight, patriotism, honesty, courage, mutual cooperation, independent, responsible, and selfless. One of the heroes who fought through the education field is Raden Ajeng Kartini. The first president of Indonesia, Ir. Soekarno through Keppres (President's statements) of Indonesia Republic No. 108, 1964, on May 2, 1964, raised R.A. Kartini as the National Hero and setted April 21 as Kartini Day. she was appointed because of her ideastoward women fate.

She is also remembered for her letters containing various revolutionary ideas for promoting Indonesia that was still ignorant and poor. Kartini wanted to elevate the indigenous women to be equal with men, especially in the terms of education. Raden Ajeng Kartini is a hero who takes a special place in the public's hearts with all her ideas, determination, and actions. Her great ideas had been able to mobilize and inspire the struggle of her people from unconscious foolishness in the past. She was able to inspire her people from the shackles of discrimination with courage and genuine sacrifice. The women of this nation have enjoyed that equality rights because of her initial efforts. The struggle is not over yet, there are still a lot of oppressions and discriminations against women in this globalization era. The heroism values, such as sacrificing-value, patriotism, hard working, exemplary, honest, democratic, independent, and responsible should be integrated in character education. Each subject in the school can be a means of heroism values implementation, particularly the subjects of Civic Education (PPKn), history, social sciences, and Indonesian. (J.B Sudarmanto, 2006: 25). There are many learning materials that can be used to build the heroism values through the learning of social science in Junior High School. There are some messages associated with heroism values such as exemplary, self-sacrificing, patriotism, unity, freedom, equality, nationalism and patriotism among others. Social science learning will develop the activities of learners to study a variety of events that would be understood and internalized toward her so it bore a good role to behave and act. The Education Unit Level Curriculum (KTSP) implementation at the Junior High School level is as a decentralized principle manifestation in education management, so that there is curriculum improvement referring to the Law of the Indonesia Republic Number 20 of 2003 about national education system in article 35, paragraph 1, and the Government Regulation No. 19 of 2005 about National Education Standards which mandate any educational institution to make the Education Unit Level Curriculum (KTSP) which will be held at the level of the related educational unit. This curriculum implementation asserts that the learning materials do not only require a cognitive understanding but also it should include affective and psychomotor aspects. One of the benchmarks are giving learning material that leads to form students' attitudes.

This curriculum enforcement provides opportunities for schools and other formal institutions to develop the potential of each school. The further developed process is an attempt to organize the learning process for transforming the values of the subject matter to students who have further potential to grow after setting up the curriculum. There are some learning materials that require intellectual abilities as well as materials related to the value of affectiveness and psychomotor, for example in teaching science and mathematics are required intellectual ability while we need social science and civic education for attitudes development. The education curriculum of social science in 1994 as stated by Hamid Hasan (in Trianto, 2014:172), is a fusion of various disciplines, Martoela (in Trianto, 2014) stated that the education learning of social science more emphasizes on the "educational" aspect rather than "concept transfer", because, in social science learning, students are expected to gain an understanding towards several concepts as well as develop and train the attitudes, values, morals, and skills based on the owned concepts. Thus, the education learning of social science should be formulated on educational aspects. As the materials related to the social science, students are expected to be able to understand the events cognitively which related to the struggle value in the past, while students will be able to apply and develop the historical values affectively in everyday life. Furthermore, students are expected to be able to control and resolve any issues in psychomotor that will be faced in the future

Based on the information obtained, the learning of social science in SMPS Kartini Mataloko is integrated the heroism values of R. A. Kartini in which the learning process is not only limited to the provision of material and evaluation but also trying to relate whether the essence of the material contains the heroism values of R. A. Kartini or not. SMPS Kartini Mataloko was established on August 1, 1956. SMPS Kartini is very popular in the area of East Nusa Tenggara. The school is girls' school which is based on Catholic. The school was founded to fulfill the education needs of teenage girls and it is under the auspices of St. Gabriel foundation. This Junior High School has particular purposes for girls students to stay in this dormitory under the nurture of SSps sisters since its establishment. SSps congregation has mission for education in general and women education in particular. This congregation chose women as the priority because of the strong desire. Besides, the SSps involvement in education is encouraged by a sense of responsibility to participate in the country's development, especially participates in educating the nation and raising the dignity of women in particular according to the ideas of R. A. Kartini (Sara, 2006).

Therefore, the implementation efforts of Raden Ajeng Kartini's heroism values and various aspects related to character Raden Ajeng Kartini are applied in social science learning in SMPK Kartini Mataloko especially in VIII grade's material which related to RA Kartini's heroism value besides it is applied in daily life.

It is intended to develop the learners quality and personality development Furthermore, in discussing topics related to teaching materials, teachers actualize and implement the essential values that are relevant to the learners, such as independence values, responsible autonomy and freedom, patriotism, leadership problems and exemplary which have been demonstrated by patriots and national heroes.

2. Method

This research is a descriptive qualitative research with the usage of case study research strategy that is expected to reveal several detailed information and in-depth about the internalization of Raden Ajeng Kartini's heroism values in SMPS Kartini. The data used in this study includes places related to the research objectives in SMPS Mataloko Kartini and archives. The data collection technique used is direct observation, interview, record and archive documents, as well as filling out the questionnaire. The validity test of this research used triangulation to obtain the valid data. The analysis process used analysis which was developed by Miles and Huberman (Sugiyono, 2008), is an interactive model that includes data reduction, data presentation, and conclusion.

3. Teachers' Understanding towards R.A. Kartini's Heroism Values

R.A Kartini's heroism values in social science learning obtain the particular attention in SMPS Kartini Mataloko with expectations: First, woman education should be emphasized earlier as the efforts to develop the nation personality as a whole. Second, besides it is oriented to the knowledge and skill, education should also be directed to the formation of learners' character and personality. Third, the key to the progress of this nation lies in education, because of that, all the people should be able to receive the same education. The teachers' material understanding becomes important in achieving the learning objectives. Confirmed by Majid (2013) that it is not frequently the failure of curriculum implementation is caused by lack of knowledge, skill and teachers' ability of to understand the duties that must be implemented. Therefore, teachers are required to understand the material and the purposes of which will be taught in social studies learning first. In learning, teachers must understand the nature of the subject matter in this case related to the heroism of R.A Kartini as a lesson that can develop students' thinking ability and understand the different models of learning that can stimulate students' ability to learn in order to transfer R.A Kartini's heroism values to students in SMPS Kartini Mataloko. The main duty of a teacher is to teach and educate students. Besides delivering knowledge and skills to students, teachers also provide directions and guides to the student to become a better person. Therefore in guiding the students, teachers should reflect the good attitude and behavior because a teacher has always been a role model for the students.

Teachers in education still play an important role in the students' learning process. This is in line with the opinions of Robani and Ahmadi (1995) that to this day the education world still thinks that learning resources are a teacher and teaching materials or teaching material either reading books or so on. Thus, teachers are described as a living learning source, hence, teachers are required to revive other learning resources and make it easier to be caught, accepted and digested by learners. In creating a vibrant learning environment, mental attitude, the teachers' views, the ability to imagine and determine students' acceptance to the subject matter. Besides, the attitude, view, and confidence of teachers toward learning resources will affect the understanding efforts. The effort meant is teachers' effort to capture the meaning not only in the form of a material summary but rather to catch the implied meaning in the subject matter. Teachers as components that store, process and present the message will participate coloring material content which is presented to students. Teachers' understanding of R.A Kartini heroism values in implementing social sciences learning, are the main factors that determine the success level of R.A Kartini heroism values implementation in Social sciences learning. In an effort to implement R.A Kartini heroism values in social sciences learning, teachers have to understand R.A Kartini heroism values. This allows teachers to transfer R.A Kartini heroism values to students through social sciences learning. In addition through learning, positive attitudes of R.A Kartini has been introduced and applied to all citizens of SMPS Kartini Mataloko in their daily lives. RA Kartini heroism values understood as a value that needs to be passed on to the younger generation especially young women as his fighting high spirit in the fight for women, Kartini was seen as someone who never gave up, concerned about the environment, honest, hard-worker, independence person, patriotism, diligence, has responsibility, respect and attentive person.

On the basis of this, R.A Kartini heroism values become a reference for teachers in implementing social sciences learning at SMPS Kartini Mataloko. Therefore, the appreciation of R.A Kartini heroism values must be grown inside a teacher before taught to the students.

4. Internalization Process of R.A Kartini Heroism Values In Social sciences Learning at Kartini Junior High School

The internalization process is defined as the process of implementing a value in a person so the value is reflected in the attitudes and behavior shown in everyday life. To support the success of the process of internalizing the values of R.A kartini heroism, teachers make efforts to instill such values through learning social studies in order to develop the quality of self-learners and personality development of students. One of social sciences learning goals at SMPS Kartini Mataloko must have awareness and concern for the community or the environment, through the understanding of historical values and society culture. Through this goal, The students at SMPS Mataloko Kartini expected to appreciate the history of its past and willing to learn and emulate the fighting spirit of hero as the next generation who will build this nation. The teachers efforts in internalizing R.A Kartini heroism values to students can not be separated from learning role in the classroom. Before carrying out teaching and learning activities in the classroom, the teacher make plans to prepare the syllabus and RPP (Lesson Plan), which also included teaching materials about R.A Kartini and R.A Kartini heroism values. Furthermore, in the material discussion the teachers use Cooperative Learning Jigsaw models. Furthermore, in the teachers discussion using lecture methods, punctuated by the method of question and answer and discussion method.

Lecture method selected for the use of lecture method was appropriate for the material requires the teacher to tell story. Associated with the lecture method used by teachers to deliver the obtained material some responses from students. The first response giving a positive response, in the sense of the using methods used to make the students more understand the material because the telling story was interesting and linked to current events. While the following response giving negative feedback during the lectures learning, teachers tend to telling so students feel bored and the explanation has given too quickly not all of the material was captured by the students. Question and answer method allows for direct communications between teachers and students. The Using of this method will stimulate students' thinking so students will concentrate on the lesson instead of teachers must be prepared if teacher get questions from students about the material which they have not understood yet. The advantages of this method is able to pushing students to be active and responsive where students can submit issues that have not understood yet. Furthermore, the using of discussion method is a learning method that face students on issues. This method requires the active participation of all parties, both teachers and students in the learning process. the benefits of this discussion that students become more critical, able to develop logical thinking, students learn to deliberation, learn to respect the opinion of fellow participants and increase the students confidence. Through this discussion methods, students are expected to remember continously, understand and grow the fighting spirit of Kartini and able to apply in students's life later.

The teacher is certainly working to make R.A Kartini heroism values can be implemented to the students. The first efforts made by teachers during learning activities, besides told about long history of R.A Kartini life and the women's liberation struggle, he also inserts Kartini heroic values in the material being taught by linking Katini life story in the past with teenage life at this time. This thing was same with research by Rawantina and Arsana (2013) that the teacher always gives encouragement and feedback to the student who slipped in the classroom. Giving encouragement and feedback are supplied by examples that exist in the environment. Something similar is delivered Sulistyani (2008) which states that the implementation model of heroism value is done by teacher with training students to do social interaction, the teacher provides information about the hero struggle, gives a good sample, which is reflected in the teachers behaviour everyday. The second effort has done to familiarize students respond actively in the question and answer activities during the learning process. During the process of student questions and answer activities, the students are disciplinly and sequentially deliver the answer, it was intended to make students more disciplined, respect other friends who were talking and able to take responsibility for what they said. The third effort that teachers has done through discussion. The group discussion was intended for students to collaborate each other to solve problems. in addition, the chairman in each group intended to lead and direct his friends in the discussion besides the chairman of the group should be able to be responsible for the group. Exchanging idea teaches students to respect the opinions of their friends.

The fourth efforts is giving assignments to the students to make a portfolio about life and struggle of R.A Kartini. Hopefully, through the portfolio assignments that students can know the figure of R.A Kartini and want to follow R.A Kartini attitudes. The importance of internalizing the heroism values in the social sciences learning at SMPS Kartini interpreted by the students with a different angle shown in the learning final stage where the teacher invites students to understand R.A Kartini struggle.

The teacher said that Kartini had given a good fighting spirit during the colonial period and the present. Teachers reiterated a question to students as follows: "I imitate the spirit of Kartini in fighting, fighting for what? Suppose Kartini's struggle embedded in my heart and in what form will I stand for today and beyond. Approximately, what would you imitate from Kartini spirit?" The statement and question responses were given by students very well. A student raised his hand and said: "I will keep the spirit and will not give up on learning". Furthermore, a student said: "Kartini's spirit makes me want to be a leader, so later I can pay attention to the needy, especially women. Based on some opinions above, it can be interpreted that the internalization of RA Kartini heroism values is basically the process of implementing RA Kartini heroism values on female students as unyielding, care for the environment, honest, hard-worker, independence person, patriotism, diligent, has responsibility, respect and attentive person. Therefore, these values become part of her, patterned on the thoughts, attitudes and behaviors that build self-awareness to apply these values in our daily lives.

5. Conclusion

Teachers' understanding of R.A Kartini heroism values in implementing social sciences learning, are the main factors that determine success level of the implementation R.A Kartini heroism values in social sciences learning. In an effort to implement R.A Kartini heroism values in social sciences learning, teachers must understand R.A Kartini heroism values. In addition through learning, positive attitudes of R.A Kartini has been introduced and applied to all citizens of SMPS Kartini Mataloko in their daily lives. R.A Kartini heroism values understood as a value that needs to be passed on to the young generation especially young women. In social sciences learning with regard to the implementation of R.A Kartini heroism values teachers use a variety of methods such as lectures, question and answer method and discussion method. The using of a variety of methods was used by teachers with the intention that the students do not feel bored with using one method. For this achievement, the teacher has important role. The teachers efforts to inculcate R.A Kartini heroism values to students. From the explanation above, it can be concluded that the internalization of R.A Kartini heroic values in learning social studies in SMPS Kartini Mataloko very useful for teachers and students as the nation's future. By understanding, appreciating and practicing R.A Kartini heroic values to defend the truth, discipline, hard work, independence, patriotism, diligence, responsibility, willing to sacrifice the respect and attention to develop the quality of learners and personality development. As an additional to ourselves, R.A Kartini heroism values also can be life provision of students in the future social life.

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