

## **The Effectiveness of Bung Tomo's Biography Module Based on VCT in Historical Learning to Improve the Value of Patriotism**

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### **Abstract**

*This study aims to describe the strategies and effectiveness of Bung Tomo biography module based on Value Clarification Technique (VCT) in improving the Nationalism and Patriotism of Senior High School. The efforts to improve the nationalism and patriotism of high school students are done to provide values and examples of the love of the homeland and willing to sacrifice as one indicator of Nationalism and patriotism. To achieve this objective, this study used a combination of qualitative and quantitative methods that refers to the exploratory sequential mixed methods design. The results showed that through Bung Tomo's biography module based on Value Clarification Technique (VCT), students could understand the material and solve the problem in a structured way. The problems compiled in the module are contemporary and related to Bung Tomo's biography which will be an example to improve the nationalism and patriotism value of learners. Meanwhile, the material in the module is the historical struggle of Bung Tomo. The student's understanding of material and the ability to relate it to contemporary issues can enhance the nationalism and patriotism. Based on the statistical data analysis, Bung Tomo biography module based on Value Clarification Technique (VCT) is effective to improve the nationalism and patriotism.*

**Keywords:** the values of patriotism of high school students, Bung Tomo biography module, learning based on Value Clarification Technique (VCT)

### **Introduction**

Sutomo or better known as Bung Tomo has been known as a national figure who is noble personality, steadfast, willing to sacrifice, and soulless knight. The personality reflects his strong patriotism. The patriotism is a tendency to behave that is owned by a person as a manifestation of love, loyalty, and pride of his homeland. This understanding is in line with Zdenko Kodelja's thought that, "Patriotism has been always defined as love of country, and this love has been mostly understood as a natural feeling, affection or passion"(Zdenko Kodelja, ProQuest, Vol.30, No.2, Maret 2011: 131). This tendency to behave arises because of a feeling reaction within a person. Patriotism is needed by the young generation during this period of development. However, over time the patriotism of Indonesian has suffered a deterioration caused by various things, one of them is the influence of globalization. Globalization has had a major impact on all dimensions of human life (Budi Winarno, 2009). Globalization makes foreign culture easily enter and influence the young generation. The rapid development of information technology is a positive impact of globalization, while the negative impact is the fade of patriotism of younger generation.

Irwan Abdullah (2000: 53) states that the objective conditions which are faced by Indonesia today are a severe condition that can be seen in various dimensions of the problem, from the limited public security problem, the low quality of human resources, the conflicts and violence that arise, to the low credibility of the government. The problem until now (2013) is still an essential problem that has not been solved such as the rise of crime/criminality, cases of pornography, the increasingly widespread fights between students, and others that often appear in print or electronic media show this reality. It shows how low the moral quality of some people of Indonesia is (Darmiyati Zuchdi, 2009: 34). Related to the condition of Indonesia, Ahmad Syafii Maarif (2001: 6) states that "Indonesia is now like a floating leaking ship, floating in the open sea waiting for being a shipwreck, while the captain has no compass". The young generation at this time lacks the love of the homeland towards the nation and state. There is only a few younger generation who have a bold attitude, willing to sacrifice, and never give up to help to build the country. The majority of young people are students, and they have less understanding towards the importance of education. There are not only a few of them who waste the opportunity to learn. As one example, many students were caught by Satpol PP (Civil Service Police Unit) while they were playing truant, brawling, and even having liquor party (Kompas, December 14, 2015). Seeing these conditions, it is needed qualified education to improve the patriotism as a student character.

Besides patriotism, a nationalism value also needs to be upgraded, the spirit of nationalism must be nurtured and developed to be relevant to the present challenges. Relating to the concept of nationalism, Benedict Anderson (Baskara 2002) defines the nation as "an imagined political community as well as imaged as both inherently limited and sovereign (an imagined political community and imagined as both inherently limited and sovereign). The term "imagined" is because it remembers that members of the nation have mostly never met each other, but at the same time there is a shadow in their minds that they are in one particular community. In this Globalization era, the nationalism development of Indonesia can only be characterized as the third wave of nationalism. According to Anwar Efendi (2011: 16) third wave nationalism has characteristics that include (a) open nationalism, (b) the final goal of the struggle, (c) the love of peace, (d) parallel to other nations, (e) new patriotism, ) Mastery of science and technology, and (g) the attitudes and spirit of independence. Historical learning has important relevance in relation to the character formation of the nation. Historical learning is expected to lead learners into critical and democratic citizens, uphold the independence and love the homeland, tolerate and respect others, possess wisdom, and social intelligence (Sardiman AM, 2004: 7). Relating to the role, it is always necessary to develop the ideal quality of historical learning.

The ideal historical education is a historical education that should be "interesting, high quality" (Daliman 2004: 5). An ideal historical education should return to the whole historical understanding of the human history or precisely humanity. Cyriaco E. Kanichai, CMI, 1972 (Daliman, 2004: 6) states that historical education teaches us about what man has done, what man can do, what man should do, and thus what man is. From the description above, it can be concluded that the ideal historical education is a historical education that emphasizes on the empirical (human experience), contextual, contains the values of life (build personality character of a person). Relating to the investment of values, appropriate techniques should be chosen, so that the effective learning is more effective, it is necessary to use historical module based on Value Clarification Technique (VCT) as a media for learning and textbook companion. The historical module based on Value Clarification Technique (VCT) is a historical module of which the material is Bung Tomo's biography. The module applied the VCT approach. One of the VCT characteristics is the process of value-investing which is done through the process of value analysis that already exists in the student and then aligning it with the new values that will be inculcated.

### ***The Research Method***

The method used in this research is a combination of qualitative and quantitative that refers to the exploratory design of sequential mixed methods. The exploratory sequential mixed methods design includes two stages of research conducted at different times. The first stage used qualitative methods to collect data through interviews, observation, and document analysis. The qualitative data was then analyzed to describe the problem and find the hypothesis. Based on the hypothesis, the research was continued with quantitative methods. Quantitative methods are used to prove hypotheses. The analysis of quantitative methods used instruments that have been validated and tested its reliability.

The subject of this research is the third grader of State Senior High School in Kediri, East Java. In the qualitative research phase, interviews were conducted with teachers and students to know the level of nationalism and patriotism as well as understand the value problems that they can get in the learning process using the module, the observation was done to know the process and the usage of media in historical learning, then document analysis was done to find out the learning devices used by teachers. Meanwhile, the quantitative research stage was done to test the hypothesis through the instrument. The respondents used were 186 students which are divided into experimental class and controlled class. The quantitative analysis was done through t-test to compare the results between the experimental class using historical module based on the Value Clarification Technique (VCT) and the controlled class which did not use the module.

## ***Discussion and Results***

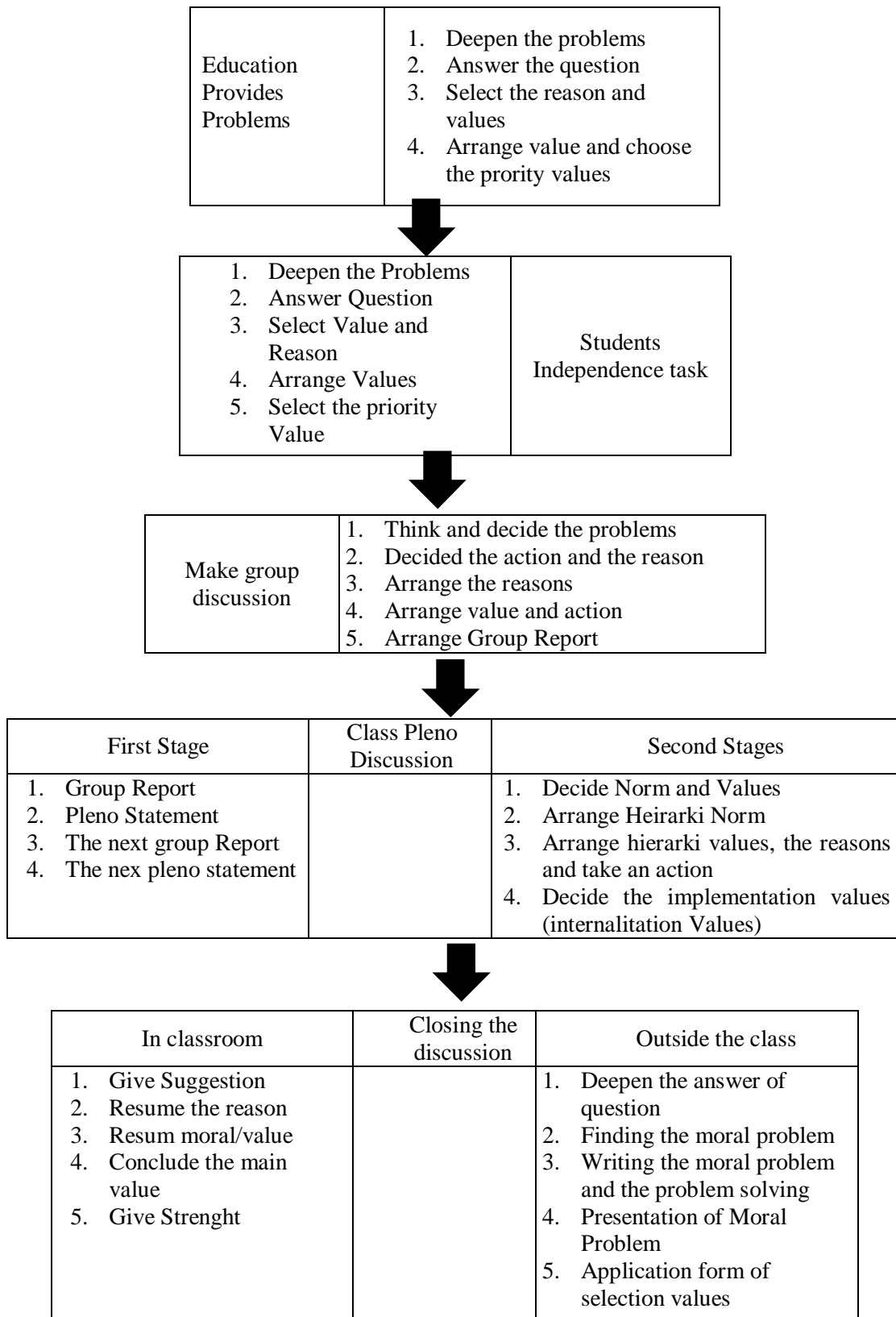
### **1. Patriotism of High School Students**

Suprpto et al. (2007: 38) states that patriotism is the homeland love spirit or the attitude of someone who is willing to sacrifice everything for the prosperity and prosperity of his homeland. Patriotism is the soul and homeland love spirit that complements the nationalism existence (Bakry, 2010: 144). A group of people who inhabit the earth of Indonesia must unite, sincerely, and willing to sacrifice defending the Indonesia as an independent nation (Bakry, 2010: 144 ). Furthermore, Bakry (2010: 145) states that patriotism is part of the nationalist understanding of Indonesian nationalism. Recently, The patriotism soul and nationalism of Indonesian society is very fragile both the young generation and the old generation. One solution to get out of the crisis is to inculcate the patriotism and nationalism to all nation citizens, especially in the younger generation. Thus, one effective step to build and instill the nationalism to the young generation is through education. With a sense of patriotism and high nationalism, the child will be more self-guarded, so they will not do things that are not useful. Against fellow friends, they will feel the same fate as a whole Indonesian army. The presence of a unity sense and high unity between children makes one of them do not have the heart to hurt the other.

Based on these assumptions, the focus on this research is a strategy to improve patriotism and nationalism in high school students. The aim is to make the student paradigm of Patriotism and nationalism evolve and not be limited to collective bonds. Because the various problems that occur among high school students show that the attitude of Patriotism and Nationalism need to be improved. Malewiz and Pacheco (2016: 324-332) in his research explain that in relation to diversity and face an increasingly global life, social awareness needs to be enhanced, especially to develop the patriotism and nationalism in the students. Meanwhile, Sammut and Gillespie (2011: 1-7) In his research explains that the implementing of patriotism and nationalism is a duty and a responsibility. Based on that opinion, this research offers solutions in the form of strategies to improve patriotism attitude and nationalism of high school students. The strategy is the use of a problem-based history module that describes the Biography of heroes by applying Bung Tomo's biopic module based on Value Clarification Technique (VCT).The Value Clarification Technique (VCT) approach in the course will give students the direction to interpret the Nationalism and Patriotism values from Bung Tomo biography and apply them in today's life.

### **2. Bung Tomo Biography Module Based Value Clarification Technique (VCT) To Improve Nationalism and Patriotism**

Vocational Bung Tomo Biography Module based on Value Clarification Technique (VCT) is a module that contains the historical material of Indonesian heroes and applies it to the learning model. The selection of the nation heroes figure is a good figure, because Bung Tomo is a person who does not easily give up on a thing, in his young age he is able to carry a heavy burden as a rebel or as one of the invaders. He was a persistent fighter in the fight against the allies in the battle of Surabaya in 1945, Bung Tomo grew up in an ordinary environment with a modest family but that does not mean lowering the struggle spirit to defend the homeland, he also has a great soul , fortitude and courage. In addition, these leadership and patriotism factors are also owned by Bung Tomo, so the figure of Sutomo is very appropriate to be a good example in improving students' attitude of Patriotism. The VCT steps applied in the module include (1) student orientation on the given values, (2) organizing students in learning, (3) guiding individual or group assessments or analyzes, (4) developing and presenting the work, 5) analyzing and evaluating the problem-solving process and students can take the appropriate Value for learners. If the module is reading accordance to the VCT's instructions, the student will be directed to understand the importance of Patriotism and Nationalism because in each material there is a note sheet to describe the students' understanding.



From the figure we can understand that the approach of value clarification technique can improve the ability of learners to: (1) Selecting, deciding, communicating, expressing ideas, beliefs, values and feelings, (2) keeping

(understanding the feelings of others),(3) Solving the problems, (4) stating attitude: agree, disagree, reject or accept the opinion of others, (5) making decisions.  
(6) Have a certain opinion, internalize and behave accordance to the value that has been in Select and believe in. Therefore, the essence of VCT trains students to conduct an assessment of life values that exist in society, and finally set the value to be a life reference.

### **3. The Effectivity of Value Clarification Technique (VCT) Based Module**

The effectiveness of problem-based module can be seen from the improvement of pretest and posttest result both question and questionnaire in the experimental group using problem based historical module and control group which do not use module. Based on the result of the processed data, it is known that the assessment result is done through questionnaire and question. The results obtained in the normality test shows that both groups received significant values  $> 0.05$ , meaning that the two groups were used normally distributed. Furthermore, from the questionnaire data filled by the students, it will be known the students' social solidarity level through effectiveness test. The data in the effectiveness test is from posttest result of social solidarity questionnaire between experiment and control group. The result obtained from effectiveness test of students' social solidarity is on  $F = 1.447$  test with significance level  $0,235 > 0,05$  then there is variance equation. While on test result  $t_{hit} 26,698$  with significance level  $0,000 < 0,05$  hence  $H_0$  is rejected so that mean between experiment group and control do not same. Experimental group have higher mean in compare to control group. This means that there is a significant influence on the experimental group that uses the problem-based module.

While for the results of the effectiveness test students obtained results  $F = 0.084$  test with significance level  $0.773 > 0.05$  then there is a variance equation. While on test result  $t_{hit} 3,303$  with significance level  $0,001 < 0,05$  then  $H_0$  is rejected, experimental class and control class after treatment is not same. There are a positive and significant increase in the class that uses the module. From the results obtained can be taken a sense that the problem-based historical module has effectiveness if used in learning. Module can improve social solidarity of high school students and improve historical learning achievement. The results of the research in the opinion of Draghicescu (2014: 297-301) that The Value Clarification Technique (VCT) model is a learning strategy that leads students to action, experimentation, scientific investigation and solve problem. Value Clarification Technique (VCT) can help develop cognitive, instrumental and transcendental skills in students' competencies and enable to achieve broad knowledge. And Asy'ary (2013: 79-87) states that the implementation of the Value Clarification Technique (VCT) model can improve learning achievement and students' critical thinking skills. While in the research on VCT-oriented student activity sheets (LKS) conducted by Pertiwi and Agus (2016: 182-190) indicates that VCT-oriented LKS is effective used in the learning process. Based on several research that relevant to this research and based on effectiveness tests have demonstrated that Value Clarification Technique (VCT) historical module can be used to improve Patriotism and Nationalism Attitudes and student achievement effectively.

### **Conclusion**

As one of the subjects at high school level, history has a role in promoting social solidarity between students. social solidarity improvement is done to respond to contemporary situations in the community that requires students to accept diversity with a sense of social solidarity. In addition, some problems that occur in the school environment such as fights between students, competition among extracurricular activities, the less good perspective between students due to ethnic diversity, even Inter-school student fights, indicating a lack of social solidarity in high school students. For that reason, research on strategies to increase the social solidarity of high school students through VCT-based historical module. Based on the research, it is found that there is an average difference of achievement improvement and social solidarity in experimental group using VCT-based historical module with control group that does not use module. After being given treatment, the class using VCT-based historical module has material knowledge level and attitude of Nationalism and Patriotism which is better than a class that does not use modules. Therefore, it can be concluded that VCT-based historical modules can effectively be used to improve the Nationalism and Patriotism attitudes of high school students.

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