

Modeling the Nationalism Character Building through Hidden Curriculum Attachment for High School Student at Frontier Area of Indonesia

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Abstract

One important issue in education today in Indonesia is the morality as part of educational outcomes. The difference characteristics of students in today's era compare to the previous, cannot be approached in traditional ways of learning. Society needs an alternative educational model that can produce graduates with strong character on morality. This research aims to develop a model of education in schools based on nationalism values based on the experience of certain school. The model will be implemented at the frontier area of Indonesia. This study is a qualitative research used focus group interviews method to explore the experiences in the assembling of value-based boarding school. The subjects of this study were Taruna Nusantara, Muallimin and Muallimaat high schools. The result of this research is a modified model of education for building student character that can be applied to other un-boarding schools or regular schools at frontier are of Indonesia.

Keywords: *character building, boarding school, education modeling, nationalism, values, hidden curriculum.*

INTRODUCTION

Most people of Indonesia live at governance center area, industry and trading center area or city, while a few numbers of people live at rural area and at frontier area. Among those areas, there is a wide gap in the various sectors (Sulisworo, 2016). The low concern to the certain area will cause the frontier problem. The feeling as isolated and remote people or the low concern from the central and regional government compared to other areas will make people easy to get influenced by another ideology. One of alternative ways to develop the nationalism at frontier area is by attaching nationalism values in the hidden curriculum. Until today, at frontier area the formal curriculum has not completely fulfilled the need of the students to get the experience related to value/ character building. Therefore, it needs to optimize the hidden curriculum or well-known as the implicit curriculum.

Education is the key for sustainable development through the national values inheritance. Various problems of education at frontier area are issues mostly discussed by the national policy makers. The gap at frontier area tends to decrease the society's nationalism there. It shows that education development needs to fulfill the need of the students to get the experience related to the value/ character building especially for the school at frontier area (Sulisworo et al., 2016). The optimization of the hidden curriculum or well known as the implicit curriculum becomes one alternative way in developing nationalism of the students at frontier schools (Maryani & Sulisworo, 2016). Theoretically, the hidden curriculum rationally influences the students in relation to the school environment, classroom atmosphere, even the school management and

policy. It also influences the value and character internalization in the elementary school.

Nationally, at frontier areas frontier problems often occur and they are not solved yet. The nationalism value building as hidden curriculum that supports the nationalism building can be an opportunity for the better frontier area management. The aim of this research is to arrange the model of nationalism value building module as hidden curriculum functioning as a guide on student's individual character building system for the educators at frontier area of Indonesia. The main benefit of this modeling is the availability of hidden curriculum implementation to strengthen the national integration at frontier area through the attitude improvement and the understanding of nationalism values. To achieve the benefit, the module on nationalism values in form of hidden curriculum as the education implementation guidance needs to be arranged.

THEORETICAL BACKGROUND

This implementation of education at frontier area of Indonesia is oriented to character building system through hidden curriculum that focuses on individual character building of the student that is nationalist. This system is implemented based on the nation's ideology which is Pancasila as nation principles and UUD 1945 as the nation fundamental law based on the religious values, tinged by the cultural value of the nation and the local wisdom.

The ideology of the nation (Pancasila and UUD 1945) is a form of value teaching to build the individual character that has much love and high responsibility to the nation and mother land, has loyalty and sincerity to sacrifice for the nation and the state, in form of state nurture attitude. Religious values building is a form of value building that builds an individual character to have a strong faith and loyalty as a fundamental of behaving in daily life as a form of spirituality. The cultural values of the nation and the local wisdom are forms of character building that highly uphold togetherness, community cooperation, and tolerance to create unity and oneness of the nation that consists of various ethnics, religions, races and traditional customs in the Republic of Indonesia area. Education based on value or religion as a model of character building has a long history in Indonesia (Azra, 2015). This education model gave important influence to socio culture development. It is then implemented in the capability of organizing in the form of leadership. In addition, to sustain the value strengthening, policy on formal curriculum that shows the academic excellence is necessary.

The process of student individual character building at frontier area is basically a value internalization sourced from the noble culture of Indonesia. What is expected from this process is the individual self-value system that is consistently realized in daily attitude and behavior. Character education is an effort to educate the children to decide wisely and practice it in daily life, so they can positively contribute to the environment. The following figure 1 is the student individual character building scheme planned. Character will appear as behavior in family, society, and nation in many aspects (Fauzi, 2015) as a moral response to the environment (Abdurrahman, 2016). Therefore character can be built through exercise and practice as a habituation (Arwiya et al., 2016; Dakir et al., 2015). The actualization of the character not only refer to the moral and ethics but also cover the intellectual, emotional, physical, priritual, an social aspects integrated to the system (Yaumi & Husain, 2015; Abdurrachim, 2016).

Figure 1. The Individual Character Building Scheme

The implementation of individual character building is done by using school parenting concept, where the school is guided by Ahmad Dahlan University in various aspects. This concept is combined to reach the effectiveness and efficiency with LMS

(learning management system) obtained from the previous research (Sulisworo & Toifur, 2016). With the institutional experience in the school network management, then the excellent schools at frontier area can be connected to other schools as sister schools.

METHOD

This research was a qualitative research using grounded theory to show up the finding of theory based on the empirical collected data or situation (Pestinger et al., 2015; Morse, 2015; Charmaz, 2015; Wlsh et al., 2015). Before collecting the data, literatures study was done to understand the topic and to prepare the measurement tools for the reasearch (Foley & Timonen, 20150; Gentles et al., 2015). Information and data were gathered from academics and non academics staff of Taruna Nusantara High School, Muallimin Boarding High School, and Muallimaat Boarding High School. Focused group discussion method was used to find the data. The research was conducted from March to September 2016.

RESULTS

The research was committed through the test of the Euclidean Geometry subject and based on the data obtained through the test results of 180 second semester students in 2014/2015 academic year. The learning results were grouped into three categories namely those with high, middle and low achievement. From each group, two learning results were analyzed and the concerned respondents were interviews on the learning results as the step to analyze their awareness aspect from the metacognitive approach as stated in the following problem solving.

DISCUSSION

Educational Approaches and Methods

The implementation of hidden curriculum based on the ideology of the nation, the religion, and the culture in building the student nationalist individual character is carried out by using three approaches, those are organizational approach, social system approach, and cultural approach. The organizational approach by using asah (teaching/educating) method emphasizes on team teaching, grade promotion, capability-based student grouping, and curriculum focus to develop the student's intelligence. The social system approach by using asuh (loving) method relates to the social competence of the teacher that will implicate their relation with the students, other educators, other educational staff, parents and society to create independency character. The cultural approach with asih (caring) method relates to the faith of system, values, theory structure, meaning to build the noble values of the life.

Educators

The implementation of hidden curriculum at frontier area is a special challenge in the process of the implementation. This is because the minimum number of human resources at frontier area, whereas we know that educator is an important element in the process of education implementation. Therefore, considering the importance of the human resource as the educator in the implementation process, there are some requirements to fulfill as an educator. Besides having suitable educational background that meets the subject to teach, they also believe and loyal to Allah the one God, have integrity, intelligence, commitment, highly motivated to dedicate themselves as teachers, and good personality.

Evaluation Concept

The evaluation process has an important role to know the progress of the implementation of an activity. The evaluation of the change and or the development of

nationalist individual character experienced by the student in education are an inseparable part of the whole education done by the education caretaker. Therefore, the evaluation process has to be carried out correctly to avoid unwanted things or improper with the aims of this module arrangement. The objectives of the evaluation process are:

- To know the success of the implementation process
- To know how far the result of the implementation influences the student nationalist character building individually or in group
- To direct the nationalist character building to increasingly reach the goal determined
- As an evaluation material of the implementation process of nationalist value building by using hidden curriculum and the improvement in the future
- To develop the educator's skill in carrying the process of nationalist individual character building out
- To know the weaknesses in the process of activity implementation, so the better guidance can be carried out

The methods used in the evaluation of nationalist individual character are done by using some observation and competence test. The evaluation technique used is active observation that is a direct interaction between the evaluator and the student based on observation method, test or scale. The evaluated aspects include the attitude and behavior of the students in any chances created. The evaluation process of nationalism value building by using hidden curriculum is done periodically, starting when the students are in grade X till grade XII. Here are some values as the measuring rods in the evaluation process:

- State nurture: nationalism, patriotism
- Spiritual: faith, loyalty, consistency, honesty, discipline, independency, affection, care
- Leadership: emotional quotient, organizing skill, bravery, responsibility, communication, deciding, initiative, self-confidence, cooperation, tolerance, peace-loving

Based on the above discussion, the model includes three big activities implemented those are state nurture, spirituality and leadership. The detail for this model is shown in the appendix 1 for state nurture, appendix 2 for spirituality, and appendix 3 for leadership.

CONCLUSION

The model in this module is arranged as the guidance in the implementation of nationalism values building as hidden curriculum in the high school at frontier area of Republic of Indonesia. As the aim, the module is arranged to build the individual character of the student that is nationalist. The idea and the concept of thinking in this module is dynamics and still in the process of finding the best model, so it will always be developed. However, what is written in this module can be implemented by the educators without any doubts as the direct instruction, so the optimal result can be achieved.

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Appendix 1. THE IMPLEMENTATION OF STATE NURTURE EDUCATION

NO	THE CONCEPT OF CHARACTER BUILDING	DESCRIPTION	REALIZATION	CHARACTER PERFORMED	GRADE	ROUTINE ACTIVITIES		
						DAILY	WEEKLY	ANNUAL
1	Ideology (Pancasila & UUD 1945)	Value education that will build the individual character who has much love and high responsibility to the nation and the motherland, has loyalty and sincerity to sacrifice for the nation and the state	State nurture	nationalist, patriotic, responsible	X	Morning and afternoon ceremony	Flag ceremony	Napak tilas (tracing the track)
							Marching orders	
							Exercises	
					XI	Morning and afternoon ceremony	Flag ceremony	Survival and Night War Trip (Jurit Malam)
							Unarmed Self Defense	
							Marching orders	
XII	Morning and afternoon ceremony	Flag ceremony	Internship at the military institution (national caution) as a field study within or outside of the province (one week)					
		Unarmed Self Defense						
		Marching orders						

Appendix 2. THE IMPLEMENTATION OF SPIRITUALITY EDUCATION

NO	THE CONCEPT OF CHARACTER BUILDING	DESCRIPTION	REALIZATION	CHARACTER PERFORMED	GRADE	ROUTINE ACTIVITIES		
						DAILY	WEEKLY	ANNUAL
2	Religious values	Religious values building is a form of value building that builds an individual character to have a strong faith and loyalty as a fundamental of behaving in daily life	Spirituality	Faith, Loyalty, Consistency, Honesty, Discipline, Independence, Affection, Care, Curiosity	X	Congregational prayer	Jumat Prayer	Writing preaching script
						Dhuha Prayer	Learning to read Qur'an correctly	
						Praying together and reading one page of Al-qur'an when opening and closing the class	Reading a religious holy book	Short Boarding Program (one week)
					XI	Congregational prayer	Jumat Prayer	Training and Practicing to be imam and preacher (male), religious holy book study (female)
						Dhuha prayer	Memorizing Qur'an	
						Praying together and reading one page of Al-qur'an when opening and closing the class	Reading a religious holy book	Internship at the mosque for two weeks
XII	Congregational prayer	Jumat prayer	Idul Qurban in the society					
	Dhuha Prayer	Memorizing Qur'an						

					Praying together and reading one page of Al-qur'an when opening and closing the class	Writing opinion	Writing positive articles on religion topic
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Appendix 3. THE IMPLEMENTATION OF LEADERSHIP EDUCATION

NO	THE CONCEPT OF CHARACTER BUILDING	DESCRIPTION	REALIZATION	CHARACTER PERFORMED	GRADE	ROUTINE ACTIVITIES					
						DAILY	WEEKLY	ANNUAL			
3	The culture of the nation and the local wisdom	The culture of the nation and the local wisdom are forms of character building that highly uphold togetherne ss, community cooperatio n, and tolerance to create unity and oneness of the nation that consists of various ethnics, religions, races and traditional customs in the Republic of Indonesia area. It is then implemented in the capability of organizing	Leadership	Emotional quotient, organizing skill, bravery, responsibility, communication, deciding, initiative, self-confidence, cooperation , tolerance, peace-loving	X	Managin g the cleannes s of the classroo m and the environ ment	Group Discuss ion	Leadership training I: Creativity and Communic ation			
							Scout	Saturday-Sunday Camp			
						Ant Greeting	Taking turns to be the captain of the class for one week	National Day Celebration			
					XI	Managin g the cleannes s of the classroo m and the environ ment	Guiding the group discuss ion activity of grade X student s	Leadership training II: Decision making and problem solving		Scout	National Jamboree (A Large gathering of Scouts)
									Ant Greeting	Taking turns to be the captain of the class for one week	National Day celebration
									Managin g the cleannes s of the classroo m and the environ ment	Scout	Social charity to society

						Ant Greeting	Taking turns to be the captain of the class for one week	National Day Celebration
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