



## The Implementation of Radin Inten II's Nationalism Resistance Values within Local History Learning

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**Abstract:** The purposes of this study are to find out: (1) the implementation of Radin Inten II's resistance nationalism values in the learning process; (2) the obstacles experienced by teachers when implementing Radin Inten II's resistance nationalism values in the learning process; (3) the efforts made by teachers in overcoming obstacles during the implementation of Radin Inten II's nationalism values in the learning process. This study used qualitative approach with the type of case study conducted at SMAN 1 Kalianda. Data collection techniques consisted of observation, interviews, and documentary studies. Data analysis techniques used the model of Miles & Huberman consisting of data collection, data reduction, data display, and conclusion. The results show: (1) the implementation of Radin Inten II's nationalism resistance values in the process of learning local history was carried out by compiling a syllabus and implementing learning plan (RPP) by incorporating local history into Indonesian historical material which was consisted of planning, implementation, and evaluation, (2) the obstacles experienced by teachers included: the ability of teachers during learning process, students' attitudes, and time constraints, (3) the efforts made by the teacher were taking the initiative to instill the values of nationalism in the resistance of Radin Inten II's, applying various models, strategies, methods and singing a national song before learning.

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui: (1) implementasi nilai-nilai nasionalisme perlawanan Radin Inten II dalam proses pembelajaran, (2) kendala yang dialami oleh guru saat implementasi nilai-nilai nasionalisme perlawanan Radin Inten II dalam proses pembelajaran, (3) upaya yang dilakukan guru dalam mengatasi kendala yang dihadapi saat implementasi nilai-nilai nasionalisme perlawanan Radin Inten II dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus di SMAN 1 Kalianda. Teknik pengumpulan data terdiri dari observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan model Miles & Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) implementasi nilai-nilai nasionalisme perlawanan Radin Inten II dalam proses pembelajaran sejarah lokal dilakukan dengan menyusun silabus dan rencana pelaksana pembelajaran (RPP) dengan memasukkan sejarah lokal kedalam materi sejarah Indonesia yang terdiri dari perencanaan, pelaksanaan, dan evaluasi, (2) kendala yang dialami oleh guru diantaranya: kemampuan guru dalam proses pembelajaran, sikap siswa, dan adanya keterbatasan waktu, (3)

*upaya yang dilakukan oleh guru yaitu berinisiatif menanamkan nilai-nilai nasionalisme dalam perlawanan Radin Inten II, menerapkan berbagai model, strategi, metode dan menyanyikan lagu nasional sebelum pembelajaran.*

**Keywords:** *Values, nationalism, local history learning*

## INTRODUCTION

The era of disruption has eroded nationalism attitudes. It diminishes the spirit, awareness, and loyalty stating that a nation is a family and on the basis of that feeling, the state is formed (Hoge, 2002). For Indonesian people, nationalism is a very basic thing because it has guided and led the Indonesian people in navigating their lives and experiences. It can be said that the Indonesian nation is a nation which is born from the spirit of nationalism (Fathurahman, 2012). The nationalism values are important for Indonesian people. Therefore, it is not surprising if nationalism values are continuously implemented in all components of the nation (Noddings, 2002; Rivers, 2004; Setiawan & Wulandari, 2020; Skaggs & Bodenhorn, 2006). Nationalism values which are needed to be instilled in students including love for the motherland, self-sacrifice, pride on diverse cultures, respecting the services of heroes and accepting diversity (Aman, 2011). The implementation values of nationalism is expected to be the provision of the community to keep the spirit in maintaining the unity and integrity of the nation (Onotani, 2012; Pike, 2010; Todosijevic, 2001).

The values of nationalism above can be grown through the process of learning in high schools (Agboola & Tsai, 2012; Arthur, 2003; Toraman, 2020), namely through history learning (Drake & Nelson, 2005; Katilmis et al., 2011; Sartika, 2016). Learning history can function as a basis for the development of national identity (Ulger et al., 2014), which is one of the main assets in building our nation at present and in the future (Novianti, 2017; Stallions & Yeatts, 2003). In history learning, students are able to develop competencies for thinking (Alper & Deryakulu, 2016), chronologically and

have past knowledge that can be used to understand and explain the process of development and change in society and sociocultural diversity in order to find and grow nation's identity in the midst of world community life (Agung & Wahyuni, 2013; Althof & Berkowitz, 2006).

Historical learning material which is used to foster nationalism values (Kasih et al., 2017), does not have to be centered only on Indonesian historical material but it can also use local historical material (Oguzhan, 2015; Priamantono et al., 2020; Priyadi, 2012; Tery et al., 2018), because local history is the basis for the development of students' personal, cultural, and social identity (Dyckhoorn, 2002; Fitzsimons, 2015). A special advantage possessed by local history teaching is the ability to bring students into more realistic situations within their environment. In other words, it is as if they are able to break through the boundary between the school world and the real world around schools (Romanowski, 2005). The local history learning material of class XI used in the effort to implement nationalism values is a matter of strategy of the Indonesian nation's resistance to oppose European colonization (Portuguese, Spanish, Dutch, English) until the 20th century. The subject of the 19<sup>th</sup> century opposition is the fighting of Kalianda community against Dutch colonialism with its main character, Radin Inten II.

Based on observations made on August 6, 2019, one of the senior high schools that had instilled the values of nationalism in the history learning process was Kalianda 1 High School. The observed phenomenon was the history teacher learning activities at Kalianda 1 High School in instilling nationalism values. Local historical events in Kalianda such as the Radin Inten II's resistance, were also implemented in the

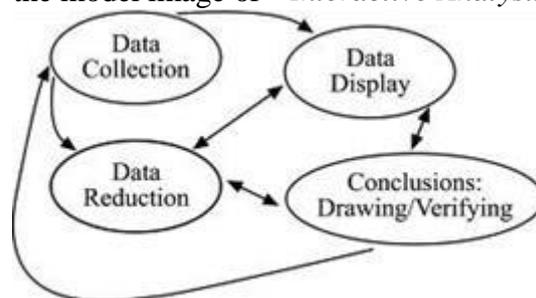
process of learning Indonesian history. Hopefully, through the process of learning local history, students will be able to develop attitudes of nationalism by taking real examples that occur in their environment, so that local history learning becomes effective in shaping their nationalism attitudes (Berkowitz & Hoppe, 2009; Milliren & Messer, 2009). History learning can teach tolerance and strengthen a sense of nationalism (Kochhar, 2008). The results of the research conducted by Syaharuddin et al., (2019) regarding Hassan Basry's struggle, which contain nationalism values are very important to be internalized in history learning. In line with the results of research was that conducted by Lestari et al., (2018) regarding the cultivation of nationalistic values in the struggle of the Sukorejo people through historical learning. The implementation of the values of nationalism contained in the struggle of a character has a strategic function in ordering the character of students through history learning in the classroom.

The purposes of this study were (1) to determine the implementation of Radin Inten II's resistance nationalism values on the process of learning local history in class XI students at SMAN 1 Kalianda; (2) to find out the obstacles experienced by the teacher when implementing Radin Inten II's nationalism resistance values in the process of learning local history in class XI students at SMAN 1 Kalianda; and (3) to find out the efforts made by the teacher in overcoming obstacles when implementing the Radin Inten II's nationalism resistance values in the process of class XI students' local history learning at SMAN 1 Kalianda.

## METHOD

This study used qualitative approach for the type of case study (Sutopo, 2006). Data sources in this study consisted of teacher and student as informants, while the documents consisted of syllabus and lesson plans, and documentation in the form of photographs to capture the observed phenomena. Data collection techniques were carried out by

using three techniques, namely observation, interviews and documentary studies (Sugiyono, 2015). Data were validated by two triangulation techniques, namely source triangulation and technical triangulation. The triangulation of sources was done by interviewing informants who were considered to have knowledge of the formulated problems and the technical triangulation was performed by checking the same data in different ways, namely through interviews, observation, and documentation. Data analysis techniques used the model of Miles & Huberman., (2007) consisting of data collection, data reduction, data display, and conclusion drawing and verification. Here's the model image of "Interactive Analysis":



Picture 1. Interactive Analysis Model from Miles & Huberman

In the first model of analysis, the data collected from interviews, observations, and documentary studies. Data reduction was performed to classify data from interviews, observations, and documentary studies. Display of the data was conducted after the data reduction process, which was presented in the form of descriptive text. The next analysis was drawing conclusions by finding out the meaning of the data relationships obtained from interviews, observations, and documentary studies.

## RESULTS AND DISCUSSION

### Radin Inten II's Nationalism Resistance Values Implementation in the Learning Process of Local History at SMAN 1 Kalianda

Nationalism was an attitude and behavior that refer to loyalty and service to the nation and state. Nationalism values were values which were based on the spirit of nationalism and were also expected to be a standard of

citizens' behavior in society, nation and state. The implementation of nationalism values was related to history learning. The implementation of nationalism values in history learning was based on the 2013 curriculum which hopefully, students would be more easily understand the purpose of history learning. This was because the essence of the material conveyed contained the values of nationalism in it (Pamental, 2010).

The implementation of nationalism values could be achieved through the implementation of historical learning. The events of Radin Inten II's resistance towards Dutch's colonialism contained nationalistic values, such as love for the motherland, willingness to sacrifice, pride in diverse cultures, valuing the heroes' services, and pluralism acceptance which could be explored through the process of learning history inside classroom (Arlina & Santoso, 2020).

The learning process, especially learning history was a learning process carried out by the teacher and the students within a history subject in class (Munro, 2005), while, the implementation of nationalism values in local history learning was the teacher's effort to instill nationalism values that were around students' school environment aiming to be implemented by students in their real life.

#### **a. Planning Stage**

If we took a look upon the process of learning, the implementation of nationalism values in learning local history included three stages of activities namely, the stage of planning, the stage of implementation, and the stage of evaluation (Creswell, 2015; Zamroni, 2020). At the planning stage (Majid, 2013), the teacher created a learning kit which included a syllabus and a lesson plan (RPP). The learning implementation plan was made by the teacher in the hope that the learning implementation could run systematically and could achieve the learning objectives that have been prepared (Lestari et al., 2018; Warsono & Hariyanto, 2017).

History subjects at SMAN 1 Kalianda referred to the 2013 curriculum. The history

learning material which was the focus of this study was the fight of Radin Inten II's against Dutch colonization. The material was in KD 3.2. analyzing the Indonesian resistance strategy against European colonization (Portuguese, Spanish, Dutch, English) until the 20th century, and KD 4.2, processing the information about Indonesia's resistance strategy against European colonization (Portuguese, Spanish, Dutch, England) until the 20th century and presented it in the form of historical stories.

The preparation of lesson plans was adjusted to the implemented curriculum in Indonesia and supplemented by curriculum in schools which were tailored to the characteristics of each student (Wentzel, 2002). When presenting the material, it was expected that the teacher gave the real example that could raise nationalism awareness in students. The students' condition in the classroom also influenced the selection of media, methods and learning models used in the learning process (Sudjana & Rivai, 2015). The research took place in three classes including class XI IPS 1, XI IPS 2, and XI IPS 3. They were the classes where researchers conducted observations and determine teacher's efforts in implementing nationalism values of Radin Inten II's in the local history learning of resistance in Researchers conducted research in the classroom on 13, 20, 27 August 2019.

The research were conducted only on the three classes included material on the resistance of the Indonesian people against European colonization (Portuguese, Spanish, Dutch, English) until the 20<sup>th</sup> century. Preparation of learning in class is as an effort to implement the values of nationalism in local history learning. The way in implementing the Radin Inten II's nationalism values based on the history teacher's opinion was in accordance with the proper procedures. However, the teacher prepared a special record of local history learning material that would teach about Radin Inten II's historical resistance, because the material had not been included in the textbook's discussion material (Harrison,

2001) or listed in the Indonesian History Worksheet. The material was still new, both for teachers and for the students (Interview on 13 August 2019). Yet the teacher found zero difficulty in delivering the material, because the material was still very related to the existing subject matter. It's just that the scope of the subject was on the school environment's local history (Kagan, 2001).

#### **b. Implementation Stage**

At the implementation stage, the nationalism values instilling program was in the local history learning (Wiriaatmaja, 2002). First, when they were about to start learning in class, the teacher delivered an apperception in the form of greetings and checking students' attendance and asking the students to fill the class journals. This happened in all classes which were parts of research objects, namely class XI IPS 1, XI IPS 2, and XI IPS 3, then the teacher explained the aims and objectives of learning. When delivering the material, the teacher started by asking questions to the students about the forms of popular resistance against the Dutch colonialism and the examples of popular resistance known by the students. There were students who were quite good but some were not good enough in responding to the questions asked by the teacher. Students were asked by the teacher to explain the findings about the resistance of any area in Indonesia that made similar resistance on the Dutch colonialism. The teacher explained thoroughly the strategies and forms of resistance of the Indonesian people against the Dutch colonialism afterwards.

Related to learning material, the teacher also explained people's resistance in general which was first fixed on the worksheet summary and textbooks owned by students (O'Sullivan, 2019). Then the teacher asked the students with: "Does anyone know the history of popular resistance in Lampung?". However, many students did not know or were still confused by these questions. There were students who knew at the surface, such as answering "Watermelon areas had been used as the headquarters of previous

fighters" or "Lampung had been invaded by the Dutch". After hearing the students' answer, then the teacher gave a correct explanation and examples of historical resistance within the students' environment, namely the resistance of Kalianda's people against the Dutch colonialism led by Radin Inten II.

When the learning process took place, the teacher used participatory learning methods, in addition to the use of lecture method. The teacher gave the students an opportunity to have an opinion related to the Indonesian people's resistance against Dutch colonialism. The students were also quite active in following the learning conducted by the teacher, although not all students could answer the given questions, but the questions could provoke students to express their opinions. Students also took note for each time the teacher explained the learning material.

When the learning process was still going on, there were some notes that the researcher's observed from the learning process. First, it was related to the adjusted time management which was 2 hours or 90 minutes. The use of time in each class provided the same portion: 10 minutes to open lessons; 75 minutes for the core learning, and 5 minutes for the closing. Second, the history teacher often used lecturing method, asking and answer session, and writing summaries on the board. He revealed "I rarely used PPT, because I used question and answer method more" (Interview on 13 August 2019).

Third, was the way teacher motivated students by connecting learning material with the mandate that the teacher would likely to convey. Furthermore, the teacher also motivated the students that nationalism values were important. According to the history teacher, nationalism values were very important to be applied on the process of learning local history, especially these days when the students are easily influenced by things that are not good. The values of nationalism could be taken from Radin Inten II's resistance events, which included:

willingness to sacrifice, integrity and unity, cooperation between students, and proud to be an Indonesian. Those were the main spirits of nationalism that needed to be maintained. To close the lesson, teacher asked students to sum up the previously taught learning material, then the teacher told the students about what material to be delivered on the upcoming meeting. Last, the teacher closed the class after greeting the students.

The implementation of nationalism values in school's local history learning was also inseparable from the strategies used by the teacher itself (Bohlin, 2005; Tirri, 2009). This strategy was used to facilitate the process of implementing nationalism values in learning local history. The following are the results of the interviews regarding to the strategy of implementing nationalism values in the learning process of Radin Inten II's resistance local history. According to the history teacher, the learning history system was very clear and led to the formation of an attitude of nationalism, where the teacher always provided reinforcement, motivation that is reminiscent of important events in the past. In addition, the history teacher gave a real example of the form of nationalism in the school environment, by linking the material of Radin Inten II's resistance to the subject matter of the Indonesian resistance to Dutch's colonialism until the 20th century (Interview on 20 August 2019). This was because history was the study of three dimensions of time, namely past, present and future lives, so that the students could look back and appreciate more important events in the past to be used in learning.

The strategies undertaken by the history teachers when implementing nationalism values in local history learning at SMAN 1 Kalianda apart from interviews and observations, were also supported by the syllabus and lesson plans for each teacher. Syllabus and RPP contained learning material about Indonesian's resistance to European colonization (Portuguese, Spanish, Dutch, English) until the 20th century. It could be used as a guide for history teachers

in delivering historical material when there was learning about the values of nationalism. It was also associated with local history within school environment, namely the opposition of Radin Inten II's to Dutch colonialism. However, in the implementation of learning process, some teachers did not fully comply with the contents of the syllabus and the lesson plans. Sometimes, the teacher developed his own material related to the values of nationalism in the history learning which was in accordance with the conditions and needs of the students in the class. Based on study conducted by the researchers, the teachers still used lesson plans in learning history, yet there was not any material on the implementation of nationalism values in the local history learning on the lesson plan so that the teacher developed his own learning material related to the local history. It had an aim to instill the values of nationalism in the local history material about Radin Inten II's resistance to students. Based on the observations made by the researchers on the teachers during the teaching and learning process, the implementation of nationalism values in learning local history in the classroom was usually in the form of writing assignment by explaining historical events in detail and comprehensively.

Basically, Indonesia's history recorded events of Indonesian people resistance that came from various regions who participated in the fight against the Dutch colonialism. Yet, the portion of their studies within this context was quite small. Therefore, it would be better if the events of popular resistance in the area were examined through local history and conveyed through history learning as an attempt to bring history lesson close to students' environment (Lickona & Davidson, 2005). Through the help of 2013 curriculum, teachers could improvise learning including history learning, so that teachers' efforts to instill nationalism values in local history could be achieved by implementing historical learning. The events of Radin Inten II's resistance towards Dutch colonialism contained nationalism values

such as love of the motherland, willingness to sacrifice, pride in diverse cultures, respecting the services of heroes, and accepting pluralism.

If teacher could convey the teaching material well and be able to provide examples in the student environment (Parker et al., 2010) students would find an ease in understanding teaching material and would have an overview related to the presented material. Nationalism values conveyed by the teacher through the existing real example in local history of student's environment, namely the resistance of Radin Inten II. Radin Inten II's resistance was actually like the people's resistance in general, but the difference lied on the area of resistance and the figures who contributed on the resistance against the Dutch invaders. When talking about popular resistance, it was not only spoken or explained verbally, but popular resistance related to character values, namely nationalism, could be used by the students as a source of learning since it aimed at instilling the values of nationalism in learning of local history of Radin Inten II's resistance.

Based on the study's results, the Radin Inten II's nationalism values of resistance in the learning process of local history in class XI IPS students at SMAN 1 Kalianda has been well implemented. It could be seen from some of the students' answers who underwent interview process. The students could cite real examples of nationalism values application that they had found previously in their daily lives at school and at home, including: maintaining the good name of the school, following the ceremony seriously, singing the national anthem (Indonesia Raya) every morning before starting the lesson, speaking in good and correct Indonesian, appreciating all the differences between peers, studying hard to make achievements, appreciating the services of heroes, loving domestic products, and being willing to sacrifice between fellows (Interview on 27 August 2019).

### **c. Evaluation/Assesment Stage**

Based on the results of the research obtained from the teachers regarding the evaluation of the implementation of Radin Inten II's Nationalism Resistance Values of Local History Learning Process at Kalianda 1 High School, it was indicated that the assessment of the learning did not appear to be an assessment of the values of nationalism, the lesson plan only included the assessment techniques: (1) the written test (essay), (2) the assignment (homework), and (3) the observation (observation sheets: presentation observation sheet, and discussion observation sheet). Likewise, in the closing learning activities there was no specific assessment for the values of nationalism. It's just listed the teacher's carrying out the test assessment and giving assignments to students. The result of the interview with the history teacher was: "So far, I have only conducted assessments by giving tests, assignments, observations of student behavior. I have not yet fully understood how to provide an assessment of the values of the nationalism of the KH. Radin Inten II's struggle which has been invested in the learning process activities in the classroom" (Interview on August 27, 2019).

### **The Obstacle Experienced by History Teacher on the Implementation of Radin Inten II's Nationalism Resistance Values of Local History Learning Process at Kalianda 1 High School**

The cultivation of nationalism values of the Radin Inten II's resistance in the process of class XI IPS' history learning at SMA Negeri 1 Kalianda certainly had obstacles. The constraints were derived from the students, the teacher and the limited time. From the teacher's view point, it was found that Radin Inten II's resistance material was not listed in the syllabus and the Lesson Plan of Indonesian history, but in general there was only material about the strategy of Indonesian people against European colonization (Portuguese, Spanish, Dutch, English) until the 20th century. This material contained the information of resistances from

various regions in Indonesia that fought against the colonization of Europeans, especially the Dutch. It included the resistance by Lampung people against the Dutch occupation which was led by Radin Inten II. The history teacher at SMAN 1 Kalianda often did not realize how important it was to present local historical events which existed around the school environment through syllabus planning and lesson plan in Indonesian history subjects,

The students were one of the main components in the process of learning local history, without students learning local history could not be carried out. The implementation of nationalism values of Radin Inten II's resistance on the process of learning local history was also influenced by the students' participation. Students had different educational backgrounds, so that they were also influenced by their families (Berkowitz, M. W., & Bier, 2005; Wulandari et al., 2019) and the environment of the communities around their homes, so that the values of nationalism in the students were different between one another. This difference caused a different response from each student during the implementation of the values of nationalism in the process of learning local history under the subject of Radin Inten II's resistance to European colonialism. Another obstacle was that some students did not pay attention to the teacher when teacher explained the material.

The last one was the *limitation of time*. According to the history teacher, the material in Indonesian history learning was abundant, while the available time was insufficient, in addition to the local history materials that a teacher wanted to teach at his school. When the learning process took place, sometimes there was an announcement from school so that the learning process would stop for a moment. Unforeseen things which happened during the learning process, were not errors but in reality these things could cause the learning process to stop and was not in accordance with the plans that had been made.

### **Efforts to Overcome Obstacles in the Implementation of Radin Inten II's Nationalism Resistance Values in the Learning Process of Local History Class XI at Kalianda 1 High School**

From the teacher view-point, he should be able to present local historical events around where he taught. Even though it was not listed in the syllabus and lesson plan, the teacher should have initiative to include local historical events in Lampung on Indonesian history learning. It could be included in KD 3.2 material on the strategy Indonesian resistance's towards European colonization (Portuguese, Spanish, Dutch, English) until the 20th century or it could put in KD 3.2 as an one of local historical event examples in Lampung in relation to Radin Inten II's resistance against European invaders, especially the Dutch. History learning teachers' ability was needed in presenting past events to take the values of nationalism contained in the material of resistance Radin Inten II. The teacher also had to set an example for the students what nationalism values that could be taken from the Radin Inten II resistance event and could be done in daily life, such as the value of patriotism, prioritizing the public interest, appreciating the services of heroes, and being willing to make sacrifices between fellow living beings.

Efforts that were also made in dealing with the obstacles deriving from the students, according to the history teacher, was by delivering the values of nationalism continuously to the students, so that the students would always remember the Indonesian's hero services who had fought for the state and the nation of Indonesia, especially the services of Radin Intan II. To manage students' lack of attention, the teachers should be able to apply various models, strategies or variations of teaching methods so that there were variations when delivering teaching material. The results of the interview with an Indonesian history teacher indicated this fact: The existence of variations in learning was meant that teacher would be able to bring students to remain

passionate in learning and would always give a positive response to the receiving material (Interview on 27 August 2019). The students who have a positive attitude (active) during teaching and learning activities basically have a higher enthusiasm and motivation to learn compared to those whose attitudes are negative (passive). Therefore, high learning motivation in the students would be followed by their higher learning intensity ultimately that their learning achievement would also be higher than before. Thus, the quality of the process and the results of historical learning were also influenced by the students' attitudes while taking part in ongoing teaching and learning activities.

Concerning the *limitation of time*, the efforts made in dealing with the time constraints according to history teachers was by extending important historical values outside school hours of local history lessons. The school took part in this matter by establishing rules. In SMAN 1 Kalianda there were 3S habit namely (smiles, greetings, salutations) and singing the national song before learning. These habits also reflected the value of nationalism, so that the students would be continuously getting nationalism values in school.

## CONCLUSION

Based on the results of the study, it can be concluded that the implementation of Radin Inten II's nationalism resistance values in the Local History learning process of class XI students at Kalianda High School 1 Kalianda has been well implemented. At the planning stage, the teacher prepares a syllabus and lesson plan (RPP) by incorporating local historical material of Radin Inten II's resistance towards Dutch colonialism in Indonesian history learning, which is written in KD 3.2. It analyzes the strategy of Indonesian resistance towards the European colonialism (Portuguese, Spanish, Dutch, England) until the 20th century. At the implementation stage of learning, the teacher uses various learning methods such as participatory methods, questions and answers, lectures, and discussions so that the

students are able to understand the material and are more enthusiastic in the learning process. Radin Inten II's implementation of the nationalism values of resistance in the process of learning local history is able to raise their awareness of national history and prevent the students from ignorance on nationalism value on the local history around them.

The obstacles encountered during Radin Inten II's nationalism resistance values implementation in the process of learning local history include: the ability of the teachers in the learning process, the students who do not pay attention to the material, and the lack of lesson time allocation. However, the evaluation stage in history learning needs to be measured so that students can understand the value of nationalism which is very specific and directed to history learning.

The efforts made in overcoming the problem of inculcating the values of nationalism in the students are: *Firstly*, the history teacher. Approaching the students when learning so that they always leave actions that can destroy morals and instill the values of nationalism contained in local history lessons, such as stories. the struggle so that Radin Inten II students always imitate their characteristics. *Secondly*, to overcome the problem of the students who do not pay attention to the material in the history learning process, the teacher must be able to apply various models, strategies, and methods, so that there are variations when presenting the material. The existence of variations in learning will be able to bring the students to remain passionate about learning and will always give a positive response to the material they receive, and this is done in the face of time constraints according to the history teacher, which provides the values of nationalism not only in the classroom but also outside of local history lessons. There are 3S habits, namely smiling, greeting, greeting and singing the national song before studying. These habits also reflect the value of nationalism, so that the students will continue to get the values of nationalism in school.

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