

## The correlation of the understanding of Indonesian history, multiculturalism, and historical awareness to students' nationalistic attitudes

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### ABSTRACT

This study aimed to analyze the relationship between understanding Indonesian history, multiculturalism, and historical awareness with the nationalist attitudes of state high school students in Yogyakarta. This type of research was correlational research with a quantitative approach. The sample consisted of 126 students. Data collection used tests and questionnaires. The test was used to reveal data about understanding of Indonesian history and multiculturalism, while the questionnaire was used for revealing students' historical awareness and nationalistic attitudes. The validity of the instrument used a biserial point correlation test and a reliability test with the KR-20 formula. The data then were analyzed by using quantitative descriptive analysis technique. The pre-requisite analysis consisted of the normality test, linearity test and multicollinearity test. The hypothesis testing used Product Moment Correlation, multiple correlation, relative contribution, and effective contribution. The results showed that there is a positive and significant relationship between understanding of Indonesian history, multiculturalism, and historical awareness with students' nationalism. History learning will be much more meaningful if these four concepts are used as the objectives of history learning.

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## 1. INTRODUCTION

Indonesia is a multicultural country. It is evidenced by the existence of social differentiation in the form of ethnic, ethnic, cultural, religious, social differences. There are approximately 1,320 ethnic groups in Indonesia. The Javanese is the largest ethnic group with 95.2 million people (40.45%). Meanwhile, in terms of belief, Islam is the majority religion adopted by the Indonesian people with a total of 207.18 million people (87.18%), followed by Christianity, Catholicism, Hinduism, Buddhism, Confucianism, and other religions, respectively. Each amounted to 229 thousand-16 million or 0.13%-6.96% [1].

The Indonesian nation, which has conditions with a pluralistic society, is marked by the fact that there are social ties based on differences in ethnicity, ethnicity, culture/custom, and region. Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and the motto Bhinneka Tunggal Ika, which have different meanings but remain one unit, are concepts to realize that pluralism in Indonesia has

two potentials that can occur [2]. The two potencies are unity (integrative) and disunity (disintegrative) [3]. Multiculturalism in Indonesia should put aside the conflict of ethnicity, religion, race, and intergroup relations which a group often considers their group to be the best. Public awareness of pluralism and nationalistic attitudes that is starting to fade make people especially the younger generation ignited so easily by conflicts [4]. According to Fatmawati, Pratiwi, and Erviana, the number of social conflicts in Indonesia has increased every year, and currently there are 189 social conflict-prone spots in Indonesia [5].

To prevent the recurring conflicts again, a solution is needed in the form of handling the root of the problem, that is by strengthening the nationalistic attitudes through the implementation of multicultural values in the field of education [6]. Multicultural education can develop attitudes of nationalistic, respectful, and esteemed towards the diversity of cultures that live in a plural society, so that students will have an understanding in responding social conflict occurring in society [7]. Therefore, multicultural understanding is needed to respect the differences, where the differences are the fact that cannot be avoided, but they are valued and respected in the same degree, so that they do not consider the cultural elements that are owned to be more valuable than the other cultural elements. Unfortunately, these understandings and attitudes cannot instantly exist, and they need to be instilled and taught through education [8], [9].

Education is expected to instill attitudes towards students to respect each other. The implementation of education with a multicultural perspective is a solution for students to accept, understand, and respect their friends who have different ethnicities, religions, and personality values [10]. Through multicultural implementation in schools, it will become a training and awareness medium for students to accept the differences of culture, religion, race, ethnic, mindset, personality, and make them want to live together peacefully when they are involved in the wider community [11]. Education not only aims to improve students' abilities in the cognitive, affective, and psychomotor domains, but also directs them to have good morals and character. Therefore, strengthening multicultural values is in line with the principles of implementing national education as contained in Law no. 20 of 2003, Article 4 paragraph 1 which stated "education must be carried out in a democratic and fair manner and is not discriminatory that upholds the values of human rights, religious values, cultural values, and national pluralism."

Multicultural education becomes a foundation for the implementation of education in Indonesia to strengthen the character. Character education aims to make students religious, knowledgeable, and responsible. Through character education, students will have knowledge (cognitive), feelings, and actions which are based on the prevailing norms, so that a character such as attitudes of nationalistic will be formed [12]. According to previous study, the nationalistic attitudes of students at the senior high school level is still low [13]. This problem is reinforced by previous researches, which shows that there is a need of efforts to increase the low level of nationalism among students through multicultural education [14], [15].

Based on the results of observations through interviews in several senior high schools which were used as research sites, it was obtained that the nationalistic attitude of students is still low. The low level of nationalistic attitudes is shown by their apathy towards political developments, lack of discipline in flag ceremonies and not memorizing the principles of Pancasila. To instill the values in order that students' nationalistic attitudes can increase, it can be done through multicultural education multicultural education can be integrated through certain subjects, one of which is the subject of Indonesian history. Indonesian history as a subject that has the aim of instilling knowledge, attitudes, and normative values [16], [17].

History learning in high school can develop a scientific understanding with a time perspective and awareness of national values to form a character identity [18]. History learning is an element of the development of the cult of nationalism which has a very important function to be used as a medium in strengthening the relationship between elements of society in Indonesia that have diversity and plurality [19]. Indonesian history subjects in high school have different characteristics from other subjects. According to Aman, learning history is very important because it has a strategic meaning for the formation of the character and civilization of the nation to be more dignified and in the formation of Indonesian people who have a sense of love for the homeland, and nationality [20]. This is in line with the opinion of Jaskowski and Surmiak who stated that history lessons can shape students' nationalistic attitudes [21].

Students' understanding in history lessons is very much needed. It is a form of understanding historical events in the collective record of the Indonesian nation's past. Historical events can be meaningful directly in social life if historical events are understood objectively. It can be done by examining the causes and effects of events, history, and trying to learn lessons from historical events that have occurred. History learning teaches values to form a personality with a character that have a certain character and civilized personality. To make these personality values realize properly, students need to have historical awareness that is instilled through historical learning as the inheritance of past historical values. To instill historical awareness, it is carried out in the learning process. Unfortunately, not all students realize its value uses in life. Historical awareness includes past experiences which eventually become a milestone for building union and unity in fostering love for the country [22]. Without historical awareness, personality attitudes such as

character of nationalism cannot be cultivated, because there is no sense of togetherness and awareness to create feelings of love for the country [23].

Previous research on the attitude of nationalism focused on the ability to explain historical values [24], aspects of cultural diversity [25], and interest in learning history [26]. This study focused on examining the relationship between understanding Indonesian history, multiculturalism, and historical awareness with students' nationalistic attitudes. The researchers believe that a good understanding of Indonesian history, multiculturalism, and historical awareness will influence the nationalist attitude of high school students in Yogyakarta.

## 2. RESEARCH METHOD

This was a correlational research with quantitative approach [27]. This research was conducted at the state senior high schools in Yogyakarta. The population in this study was 187 students. The sample determined using the calculation formula of Isacc and Michael [28]. The sample size was 126 students. The data were analyzed quantitatively using Product Moment Correlation analysis and multiple correlation.

### 2.1. Measurement

This study used the test instruments for understanding Indonesian history, multicultural tests, historical awareness attitude questionnaires, and nationalism questionnaires. The test of understanding Indonesian history and multiculturalism is in multiple choice form. The historical awareness and the nationalistic attitudes questionnaire used a dichotomy scale of yes and no intervals, positive and negative alternative answers.

### 2.2. Validity and reliability test

The results of the validity test for understanding Indonesian history revealed that 18 items were valid, as well as the multicultural understanding test revealed that 21 items were valid. For the understanding of Indonesian and multicultural history questions, a test of difficulty and distinction was employed. The results of the understanding of Indonesian history difficulty test were in the moderate category (48%) and the results of the difference in ability were classified as sufficient (44%). Meanwhile, the results of the multicultural comprehension difficulty test items were in the moderate category (36%) and the results of the difference in power test were classified as sufficient (31%). The results of the validity of the questionnaire variable for the historical awareness attitudes showed that there were 23 valid statement items. The results of the validity of the nationalism attitudes variable revealed that 22 items of the statements were valid. Reliability testing used KR-20 and the instrument is stated to be reliable if it is  $>0.6$  [29]. The reliability test result of the instruments of understanding Indonesian history, multiculturalism, and attitudes of historical awareness, with the attitude of nationalism having a value greater than 0.6, then all instruments can be said to be reliable.

### 2.3. Pre-requisite test

The pre-requisite analysis test consisted of the normality test, linearity test and multicollinearity test. Normality test used Kolmogorov-Smirnov test with the guideline  $P > 0$ , so the data distribution is said to be normal. The linearity test used the F coefficient test with guidelines if the value of  $F_{\text{count}} < F_{\text{table}}$  then the data is considered linear. While the multicollinearity test can be done if the tolerance value is less than 0.1 or the VIF value is more than 10 then it is considered multicollinear. Hypothesis testing used Product-Moment Correlation test, multiple correlation, relative role, and effective role. The testing criteria in this study are as:  $H_0$  rejected if  $r_{\text{count}} > r_{\text{table}}$  and  $p > 0.05$ .

## 3. RESULTS

### 3.1. Descriptive analysis

The acquisition of scores for understanding Indonesian history from most of the respondents is in the good category, namely from 52 respondents (41.3%). This is supported by an average value of 11.4 which indicates that the students' understanding of Indonesian history is in the good category. Most of the respondents have a good multicultural understanding value, as many as 36 respondents (28.0%). This is supported by an average value of 11.8, and it indicates that multicultural understanding is in the good category. Most of the respondents has a historical awareness attitudes score in a very good category, which are 27 respondents (22.4%). This is supported by an average value of 13.1 which indicates that the attitude of historical awareness is in a very good category. Most of the respondents have a very good category of nationalism, which are 62 respondents (49.2%). This is supported by an average score of 16.6, and it indicates that the attitudes of nationalistic is in a very good category.

### 3.2. Pre-requisite analysis test

The result of the calculation of the p-value on the variable understanding of Indonesian history is 0.103 or ( $0.103 > 0.05$ ), so that the data that has been distributed is declared to be normally distributed. The p-value of the multicultural variable is 0.110 or ( $0.110 > 0.05$ ), so the data is said to be normally distributed. The p-value of the historical awareness attitude variable obtained 0.132 or ( $0.132 > 0.05$ ), then the data was normally distributed. The p-value of the nationalism variable is 0.179 ( $0.179 > 0.05$ ), so it is normally distributed. The guidelines use the value of  $F_{count} < F_{table}$ , then the data is considered linear.  $F_{count}$  value calculate between the understanding of Indonesian history (X1) and the attitude of nationalism (Y) of  $1.594 < F_{table} 1.84$  with a significant value of 0.100 or ( $0.100 > 0.05$ ) so that the relationship between the two variables is linear. The calculated  $F_{count}$  value between multiculturalism (X2) and nationalism (Y) is  $1.355 < F_{table} 1.73$  with a significance of 0.171 or greater than 0.05 so that the two variables are considered linear.  $F_{count}$  value calculate between historical awareness attitudes (X3) and nationalism attitudes (Y) of  $0.891 < F_{table} 1.91$  with a significant value of 0.546 ( $0.546 > 0.05$ ) 05 then the relationship between the two variables is considered linear. Multicollinearity test, the results tolerance value for the variable understanding of Indonesian national history is 0.892 and the VIF value is 1.122, so there is no multicollinearity. The tolerance value for the variable of interest in learning history is 0.825 and the VIF value is 1.213, so there is no multicollinearity. The tolerance value for the national insight variable is 1.798 and the VIF tolerance value is 1.254, so there is no multicollinearity.

### 3.4. Hypothesis test

The results of the pre-requisite analysis test which have met the specified criteria and conditions show that it can be tested for the hypothesis. The uses of this analyze is to test whether there is a correlation of understanding of Indonesian history, multiculturalism, and attitude of historical awareness to attitude of nationalistic. Data analysis was performed by analyzing Product Moment Correlation, consisting of Pearson Product Moment, multiple correlation, relative contribution, and effective contribution.

Table 1 explains that there is a relationship between the understanding of Indonesian history and the attitude of nationalism (value of  $r_{count}=0.447$ ). Furthermore,  $r_{count}$  is consulted with  $r_{table}=0.176$  so that the value of  $r_{count}$  is greater than  $r_{table}$ . This means that there is a positive relationship between the understanding of Indonesian history and the attitude of nationalism. The significance value of the variable understanding of Indonesian history with the attitude of nationalism is 0.000. Thus, it shows that there is a significant relationship between the understanding of Indonesian history and the attitude of nationalism.

Table 1. Pearson Product Moment test results

		Correlations			
(X <sub>1</sub> )	P	1	0.356	0.315	0.447
	Sig.		0.004	0.002	0.000
	N	126	126	126	126
(X <sub>2</sub> )	P	0.356	1	0.398	0.324
	Sig.	0.004		0.000	0.000
	N	126	126	126	126
(X <sub>3</sub> )	P	0.315	0.398	1	0.572
	Sig.	0.002	0.000		0.000
	N	126	126	126	126
(Y)	P	0.447	0.324	0.572	1
	Sig.	0.000	0.000	0.000	
	N	126	126	126	126

The test results of Pearson Product Moment of the relationship between multicultural understanding and nationalism attitude (value of  $r_{count}=0.432$ ). The value of the  $r_{count}$  is consulted with  $r_{table}=0.176$ , so that  $r_{count}$  is greater than  $r_{table}$ , which explains that there is a positive relationship between multicultural understanding and nationalism attitudes. The significance value obtained between the variables of multicultural understanding and the attitude of nationalism is 0.000. The acquisition of these values explains that there is a significant relationship between multicultural understanding and nationalism attitudes.

The results of the Pearson Product Moment test of the relationship between historical awareness attitudes and nationalism attitudes (value of  $r_{count}=0.681$ ). The value of  $r_{count}$  was consulted with  $r_{table}=0.176$  then  $r_{count}$  was greater than  $r_{table}$ . This means that there is a positive relationship between the attitude of historical awareness and the attitude of nationalism. The significance value of the historical awareness attitude variable with the nationalism attitude is 0.000. It can be concluded that there is a significant relationship between the attitude of historical awareness and the attitude of nationalism.

The results of the multiple correlation test between understanding Indonesian history, multiculturalism, historical awareness attitudes together with nationalism attitudes obtained the value of  $r_{\text{count}}=0.740$ , and the  $r_{\text{count}}$  value was consulted with  $r_{\text{table}}=0.176$ , so  $r_{\text{count}}$  is greater than  $r_{\text{table}}$ . This means that there is a positive relationship between the understanding of Indonesian history, multiculturalism, and the attitude of historical awareness with the attitude of nationalism. The significance value test of the relationship between understanding Indonesian history, multiculturalism, and historical awareness attitudes with nationalism attitudes using the F test. The  $F_{\text{count}}$  score is 49.269, the score is compared to  $F_{\text{table}}$  with dk in the numerator=2 and the denominator=126-2-1=123, with an error of 5% then the  $F_{\text{table}}$  price is 3.07. This means that the  $F_{\text{count}}$  score is greater than  $F_{\text{table}}$  or ( $F_{\text{count}} 49.269 > F_{\text{table}} 3.07$ ). Thus, it can be concluded that there is a significant relationship between the understanding of Indonesia's national history, multicultural understanding, and the attitude of historical awareness with the attitude of nationalism.

The results of the multiple correlation calculation can be seen in Table 1. The results of multiple correlation analysis are presented in Table 2. This table shows the results of calculating the relative contribution and effective contribution. Table 3 interprets that in contributing together the  $X_1$  variable as much as 20.0%, the  $X_2$  variable is 34.7% while the  $X_3$  variable reaches 45.3%. For the effective contribution, it shows that  $X_1$  is 11.0%, then  $X_2$  is 15.1% and  $X_3$  has a big role as much as 17.6% while the remaining 43.7% is a variable outside the three variables.

Table 2. Multiple correlation test result

Correlation	N	Coefficients	R. Square	F	P Sig	Notes
$X_1, X_2, X_3, Y$	126	76 <sup>a</sup>	43.7	38.158	.000	Positive and significant

Table 3. Relative and effective contribution

Variable	Relative contribution	Effective contribution
$X_1$	20.0%	11.0%
$X_2$	34.7%	15.1%
$X_3$	45.3%	17.6%
Amount	100%	43.7%

## 4. DISCUSSION

### 4.1. The correlation between Indonesian history understanding towards nationalistic attitudes

Asymp sig. value from the three online lecture media platforms  $>0.05$ . It means that the data obtained is based on a normally distributed questionnaire. Furthermore, each online lecturing media platform was tested for different perceptions of students in the use of the media. The relationship between the understanding of Indonesian history and the attitude of nationalism obtained a correlation value of 0.447 with a significance level of 0.000. The relationship between the understanding of Indonesian history and the attitude of nationalism has positive criteria and significance. If the understanding of Indonesian history is high, the students' nationalism attitude can increase significantly. These results are in line with Susanto's research. It revealed that there is a positive correlation between understanding Indonesian history and the attitude of nationalism [30].

According to Sa'adah, Herimanto, and Isawati, there is a correlation between understanding Indonesian history and nationalism [31]. The purpose of this relationship is related to the way of thinking and acting in the process of learning history. Understanding is part of the ability that is important in achieving procedural knowledge, with the meaning of understanding known concepts, situations, and facts. Therefore, understanding the past of the Indonesian nation is one of the goals in the process of learning history in schools. Based on this, it is necessary to give students an understanding of the history of the Indonesian nation in increasing the attitude of nationalism through appreciation of historical events that hold national values and nationalism.

### 4.2. The correlation between multicultural understanding towards nationalistic attitudes

The correlation between multicultural understanding variables and nationalistic attitudes, it gives a correlation coefficient of 0.324 with a significance level of 0.000. This means that multicultural understanding has a positive and significant relationship with nationalism attitudes. If multicultural understanding is high, it can be said that students' nationalism attitudes will also be higher. This is similar with research of Tukiran. He stated that there is a multicultural understanding in students, it will provide deeper tolerance attitudes about the meaning of national unity and integrity in shaping students' nationalistic attitudes [32].

The attitude of nationalism is the highest form of individual loyalty to the nation which is used to minimize the occurrence of divisions that will endanger the existence of the nation. According to Tilaar, there is a relationship between multicultural understanding and nationalistic attitudes [33]. The relationship in question is that multicultural understanding will produce attitudes that respect culture, tolerance, respect for cultural identity, and reject conflict. This will foster attitudes of nationalism in preserving diversity over cultural differences, to create national unity and integrity.

Multiculturalism and nationalism are very vital attitudes towards positioning the diversity of the nation [34]. This means that from studying history, students will be able to understand the national context by honing their abilities through history learning so that indicators of multicultural attitudes and nationalism can develop [35]. Furthermore, history students can explore national values and exemplary, so that multicultural and nationalism problems can be minimized through history learning, which will be absorbed by students into attitudes.

#### 4.3. The correlation multicultural, historical awareness to nationalistic attitudes

Between historical awareness and attitudes, they have a positive and significant correlation. It means if students' historical awareness is high, the students' nationalistic attitudes will be also high. Fadli *et al.* found that there is a relationship between historical awareness and nationalism, meaning that historical awareness in students will affect their nationalism attitude [36]. The attitude of nationalism cannot be grown without historical awareness, so that historical awareness has a significant and positive relationship to the attitude of nationalism [37]. Students who have a high understanding of historical awareness, tend to express attitudes based on the awareness system that has been embedded in themselves. They will consciously make a real contribution to the attitude of nationalism.

#### 4.4. The correlation of Indonesian history understanding, multiculturalism, and historical awareness and nationalistic attitudes

The study revealed that the understanding of Indonesian history had a relationship with the attitude of nationalism. Furthermore, Aman stated that the historical material contained exemplary values, patriotism, and nationalism that underlie the process of forming students' character and personality [38]. According to Pranata, Aman, and Setiawan the understanding of multiculturalism that students have can be seen from mutual respect and respect for all differences [39]. Indonesian history material contains multicultural values which are very important to be studied and understood. Like the material on the Indonesian national movement and the Youth Pledge, this event contained attitudes of unity and integrity that led to the formation of attitudes of nationalism.

According to Salsabila and Aman, when students understand history lessons, they do not just remember a series of times, periods, and events. Besides, they able to take the value contained in a unique historical event with its diachronic concept can foster historical awareness [40]. Therefore, the idea of a concept of historical awareness is to shape the character of the nation, such as the attitude of student nationalism.

## 5. CONCLUSION

The study concluded: i) There is a positive and significance correlation between the understanding of Indonesian history and nationalistic attitudes; ii) There is a positive and significance correlation between multicultural understanding and the nationalistic attitudes; iii) There is a positive and significance correlation between historical awareness and nationalistic attitudes; iv) There is a positive and significance correlation of understanding Indonesian history, multiculturalism, and historical awareness to nationalistic attitudes.

The research can be used as reference material for other studies with the same theme. Whereas practically, it beneficially for the history learning process. Teachers and schools will be easier to make students think critically, act wisely, and can have good character.

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