



The Role of Social Science Learning in Constructing National Characters

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Abstract

This research aims to discover: 1) the role of learning Social Studies History towards cultivating character values of love for the homeland in class VIII students of SMP Muhammadiyah 1 Yogyakarta. 2) To find out the function of learning social studies history of the character values of love for the homeland in class VIII students of SMP Muhammadiyah 1 Yogyakarta. 3) To find out how the cultivation of the character values of love for the country in learning social studies. The method used in this research is a qualitative research method case study, techniques in data collection in this study using observation, interviews, documentation, and library research. The Results of this study indicate that Social Studies History subjects have a very important role in the cultivation of character education for the attitude of patriotism toward students.

Keywords: Social Science, Learning, National, Constructing, Characters

A. Introduction

History has an important role in Indonesian society as a whole, especially in the scope of education. History learning plays an important role, especially in shaping character, attitudes and nation-building, which is important in shaping the Indonesian nation to become a person who has a sense of nationalism (Birsyada et al., 2022a). Historical sources are traces of an event. Historians interpret past events. This context includes oral traditions that become the collective memory of a community for historians to use as historical sources. History learning has an important role in education, so it must be taught from an early age starting from the school level to higher education, this history

learning plays a very important role in becoming a provision for the future as a guide for a better life by looking at the past (Birsyada et al., 2023).

Historical sources include character traits as well as values of nationalism and patriotism including pioneering spirit, and heroism. According to Kuntowijoyo (Kuntowijoyo, 2013) History has negative properties, namely History is not an exact science, history is not a myth, and history is not literature. And positive qualities include: 1) History is the knowledge of humanity; 2) History is the knowledge of time; 3) History is an important policy; and 4) History is the knowledge of unique and special objects. Historical material is the basic material in the process of educating the life of the Indonesian nation and creating civilization. (Senen, 2020)

Formally, in history lessons, the aim is to develop national values, morals and character (Amboro, 2020) First, as a way to develop students' ability to recognize national values. Second, as a teaching tool in the development of history subjects dalam mengenal nilai-nilai kebangsaan (Amboro, 2020). History education itself is not only tasked with providing knowledge about historical events, but also to introduce the value of customs and also the noble values of the nation. History education can foster patriotism, which is related to efforts to achieve curriculum goals, the formation of love for the country in children. The legality of history education according to the national curriculum can emphasize things such as the importance of learning historical social studies as a means of education for the nation; as a fundamental and broad means for development (Birsyada, 2014). Nation; instilling national awareness and the symbol of Indonesianness, which was one of the means of cultivating the spirit of nationalism during the independence revolution, promoting the spirit of nationalism, as the forerunner of the nation's leaders, and using science as a means of education for the Indonesian nation and the world from then to now (Ayu Amelia, 2014).

In practice, the output of history learning is not only focused on the assessment of school skills, but also on character development and assessment of love for the country. History learning is a branch of science in studying the formation, growth, and development of society in the past and has a wisdom value that serves to improve intelligence and develop the attitudes, character, and character of students (Juliyati, 2021). History learning also serves as a method to improve social skills, including emphasizing tolerance, recognizing differences, mutual respect and being able to live in harmony in multicultural nuances. (Juliyati, 2021)

History learning has a position that plays a role in character building, attitudes, in encouraging Indonesian citizens to have a sense of nationalism, nationality, and intellectualism. History is a preparation for learning students with historical awareness

and nationalism. As a supporter of the cultivation of national character, the character of love for the country needs to be owned by every learner everywhere, as we know that nationalism is closely related to the issue of nationality, love for the country and the emergence of the highest loyalty to the national country (Birsyada et al., 2023).

Based on the above understanding, history education is considered very important in shaping students' character education.. SMP Muhammadiyah 1 Yogyakarta is an independent pilot school that is still using the 2013 curriculum at this time and this school is a pretty good school in Yogyakarta City in instilling the character values of love for the country. However, it still needs to be emphasized more, especially on love for the country to students.

The purpose of the research that has been conducted by researchers to determine the role of history in the development of character values of students in class VIII SMP Muhammadiyah 1 Yogyakarta: How is the process and function of learning social studies history as well as the cultivation of character values of love for the country in the process of learning social studies history to students in Muhammadiyah 1 Yogyakarta Junior High School class VIII?

From the formulation of the problem above, the researcher must achieve the following objectives: To find out the role and function of learning social studies history on the cultivation of character values of love for the country to students for class VIII at SMP Muhammadiyah 1 Yogyakarta and know the role of planting the values of love for the country in the process of learning social studies history.

B. Research Method

The method used in this study is a qualitative case study research method. The data collection techniques in this study used observation, interviews, documentation, and literature studies. This study was conducted at SMP Muhammadiyah 1 Yogyakarta which used an in-depth interview data collection approach to teachers and students which was strengthened by documentation and literature studies. Through this series of methodologies, it is expected to determine the role and function of historical social studies learning in instilling the values of patriotism in class VIII students at SMP Muhammadiyah 1 Yogyakarta and to determine the role of instilling the values of patriotism in the process of learning historical social studies.

C. Discussions

1. History Learning

The meaning of the term "history" comes from the English language, namely history, which is the past of mankind, Syajaratun, which in Arabic means tree (Birsyada et al., 2022b). Historical events are timeless, unique, important events, and historical values have the power to develop quality, character, and skills. That one of the goals of studying the history of a nation is to foster the value of customs. Therefore, the policy and character of the nation can be from the history of the nation. (Assidiq dan Atmaja 2019). The position of historians and teachers is currently in a dilemma in this digital era. The main point is that the curriculum system is not fixed and is constantly changing, the advancement of science and the development of technology is accelerating and many older teachers find it difficult to adapt. Historical material in academic texts that must be explained in detail in order to be understood, but it turns out to be difficult to coexist with today's digital technological advances. (Birsyada & Siswanta, 2021)

2. Character Values

Character education plays a role in improving the effectiveness of the results and implementation of education in schools towards the development of students' personalities as a whole, integrative, and have noble morals according to the graduation ability standards. In order for ethical values and noble morals to be demonstrated, students are required to be able to learn, teach, and interpret these values through character education in their daily lives. (Juliyati, 2021). The relationship between history education and character education is that the purpose of historical research is the formation of the nation and personality. Character is another name for personality, disposition, or identity. Individual character is the study of psychologists, national character is the study of anthropology. (Juliyati, 2021)

3. National Characters

Theoretically, homeland refers to the entire Indonesian archipelago (Ahmad Tohari, 2020) Patriotic values that must be instilled by Indonesia's young generation are realized through love of country and nation (Saleh Alfarisi, 2019). The definition of love for the homeland means knowing and loving the homeland and being ready and prepared to participate in protecting the homeland from all threats, challenges, obstacles and difficulties faced by the nation and state from anyone and anywhere (Alfatah & Seviyanti, 2022). In that area, people perform social and community actions in daily life, social and economic actions are influenced by other factors, especially outside of religion (Rishayati

et al., 2023). Thus, those who succeed with those who work long hours during the day and continue to socialize in social activities. The incorporation of "different" skills and behaviors has a positive impact on the economic growth of society (Birsyada & Siswanta, 2019)

Love of country, pride, loyalty, interest, and respect for language, culture, economy, and politics, and not easily accepting other countries' proposals that destroy the country. It includes attitudes and behaviors that embody a strong sense of concern for the nation in the fields of language, society, religion, economy and politics.

4. The Learning Process of Social Studies History Class VIII at SMP Muhammadiyah 1 Yogyakarta

According to data in the field, it is found that through learning History, students can know and understand the historical background of the nation. By learning history, students are expected to make history an experience and a better life guide. In praxis, the history learning process at SMP Muhammadiyah 1 Yogyakarta in delivering material about history to students with regard to the purpose of the benefits of history in the future, as well as providing benefits for the present and future.

History education is considered important in other subjects, especially civic education. Learners can understand the history of the events of the birth of Pancasila and BPUPKI events. From this material, students can find out the background of Pancasila and the background events and events of BPUPKI. This event can be seen and studied from both positive and negative sides. But on the other hand learning social studies history many think that the learning material is very monotonous, according to (Birsyada, 2015) The idea of building a society in Indonesia is still widespread, thinking that social studies is full of memorization and little motivation to learn. Social studies learning has many components such as history, geography. To make learning not monotonous, educators can occasionally invite students to learn outside the classroom, such as the opinion of the teacher. (Birsyada et al., 2022a) stated that one of the learning environments that can be used is the utilization of museums. This makes learning history in the classroom no longer abstract but real, allowing students to engage more enthusiastically and creating different learning situations. So that learning is not only in the classroom which can make students bored. For this reason, it is important for educators to choose the right learning method so that learning Social Science History becomes effective and conducive.

Learning is one of the strategic ways to shape students' character. Character is an aspect of a person's value that has become a habit of life and ingrained in the individual.(Marhayani, 2017). In the opinion of (Birsyada, 2014) Social studies teachers

in schools should be able to bring current social issues closer to students. By applying this method in the learning process, learners can critically interpret signs of social phenomena without being dominated by educators. From an early age, learners are introduced to the way social scientists work by examining social problems to try to understand them critically and solve them according to their learning experience.

Through learning Social Science History, students are able to develop the potential to be more sensitive to the problems of the social environment that occur in society, have positive behavior, skilled and wise in overcoming problems, which are able to become people who are responsible to themselves and others. Some social studies academies in the country are currently working to develop a social studies curriculum in accordance with Indonesian education standards. This means that although the concept of social studies learning in Indonesia is inspired by Western thought, it must have its own characteristics because the social context of the West and Indonesia is very different (Birsyada, 2014)

As an educator in the learning process takes place very influential, especially in the application of learning methods so that learning becomes fun not monotonous, educators must choose the right learning method especially learning Social Science History is known as boring learning because there is too much material that makes children become more saturated and quickly feel bored, for that as an educator needs to adjust to the state of students so that students can receive learning with young so that the learning process can run smoothly.

Table 1. Historical Social Studies Learning Methods at SMP Muhammadiyah I Yogyakarta

No	Implementation in Schools	Impact on Learners
1	The use of the lecture method in delivering historical social studies learning materials	In using the lecture method, it can facilitate students in understanding the material because with the lecture method the educator is easier to master the class, and can control the state of the class and the short density of the material to be conveyed, but this method is not suitable for a long time because it makes participants sleepy and monotonous. So we need to break the ice to spark students' enthusiasm.
2	The use of discussion methods in delivering historical social studies learning materials	The use of discussion methods in school is very suitable for students because the discussion method can inspire creative students to provide ideas and ideas. and train students to dare to express opinions or input, exchange ideas, and train students to work well with groups.
3	Through video playback in the delivery of historical social studies learning materials	The selection of video media in the delivery of social studies learning in the classroom has an effect on students because video playback will make learning more fun and interesting, not monotonous with videos so that students can see firsthand historical events that will help students understand an event, and positive video playback will invite thinking and discussion in students.

(Source: Personal Research Data, 2022)

Based on the table above, it can be explained that the subject of social studies history is considered interesting for students, but in the method of delivering the material is very influential for students, because social studies learning material contains a lot of text and reading so it is easy to make students become more bored to read it. For that as an educator is expected to be able to choose the right learning method so that learning is informative and not monotonous.

5. Function of learning Social Science History on The Cultivation of Character Values of Love for The Homeland in Class VIII Students of SMP Muhammadiyah 1 Yogyakarta

Character learning is the development of character values that include elements of knowledge and awareness and willingness to carry it out towards the relationship between God Almighty, self, the educational environment and society. According to

character education is the ability of learners to behave well and is characterized by the development of various skills that make humans a divine human being. The father of Indonesian education, Ki Hajar Dewantara, said that education is an effort to build character, wisdom, and thinking in children so that they grow into better individuals with character. Thus, character education is an essential component that is very instrumental to education.

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In addition, to appreciate the services of heroes who are willing to sacrifice even sacrifice their bodies and souls to achieve independence. For this reason, as the successor of a new nation. Through the study of history, it can raise the morals of the next generation of responsible and brave people, and history needs to be used as a guide for the future so that they can learn from experience so that mistakes are not repeated a second time. Do not let the next generation of the nation get carried away with the progress of the times and forget the history of their own country. Forgetting the cultures that are owned, the millennial generation can participate in the conservation of diversity as a form of patriotism, by appreciating and loving the cultures and assets that the country has. Do not let our culture be damaged in the hands of our own nation.

Table 2. History Social Studies Learning towards Love for the Country at SMP Muhammadiyah 1 Yogyakarta

No	The indicator	Description
1	Definition of Love of Country	Love for the country is one of the character education that must be encouraged in students in order to develop a spirit of love for the country as the next generation of young people, remembering the struggles of past heroes, who have been willing to sacrifice their lives and bodies. As the successor of the nation, we must maintain the integrity of our nation, maintain unity and advance the nation, and make the nation and make the nation better than other countries.
2	History Learning Functions	Learning history is one of the most important subjects for everyone, all Indonesian citizens must know the history of the nation. As Indonesian citizens, we must not forget the struggle of the heroes. Because from historical events can be taken take many lessons and lessons. From history can take the positive side and the negative side of historical events, take the positive side as a guide and take the negative side to be used as learning and better life guidelines.
3	The Importance of History Learning to Love the Country	Social studies history learning has a great influence on the formation of a sense of patriotism. History contains values of heroism, exemplary, pioneering spirit, patriotism, nationalism and perseverance. Which is the basis of character development. Lessons to foster a sense of unity, brotherhood and solidarity, as a shield for the country, avoid national threats, and build a strong and advanced nation.

(Source: Personal Research Data, 2022)

From the table, it states that students have been able to explain and understand what the meaning of patriotism character education is from the informant's answers during the interview, not only that, even students are also able to provide examples in patriotism character education that has a great influence on their country, in order to maintain and protect the integrity of their nation and provide the best for their country as a successor to a more advanced and intelligent nation and uphold education.

6. Cultivation of Patriotism Character Values in The Social Studies Learning Process

Character education is the process of teaching students how to form a good personality in thinking, feeling, acting and behaving. Character education can be defined as value education, ethics education, moral education, character education. Character education focuses on the ability of learners to make the right decisions in their lives and

achieve the best for themselves. (Mukhlis, 2021) The relationship between history education and character education is that the purpose of studying history is to build the nation and character. Character is another name for personality, disposition, or personality. The nature of personality is the study of psychologists, while the nature of the nation is the study of anthropology. (Juliyati, 2021)

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The cultivation of character education, especially in the implementation of character education, must be implemented from an early age, especially through schools. According to (Fatmawati et al., 2017) Likewise, it states that love for the homeland is part of the representation of a sense of pride, appreciation, belonging, respect, and loyalty of the nation to the place where it is located; this is an example of its behavioral efforts to protect and maintain the nation, sacrifice for the benefit of the nation, and willingly participate in the preservation of customs. History social studies learning has a very important role in the cultivation of love for the country, the next form of cultivation of love for the country is mutual cooperation, the application process uses social studies subjects to make it easier for teachers to incorporate the material taught in class into the lesson plan through character values, so that students can form social attitudes through social studies learning. Character education such as love of family, solidarity, tolerance.

Love for the country also includes learners' thinking, acting and behaving patterns that show linguistic, social, cultural, economic and political loyalty, care and high respect for the nation.

Table 3. Practice of Cultivating the Character of Love for the Country through History Social Studies Learning at SMP Muhammadiyah I Yogyakarta.

No	Values	Practicing at School
1	Solidarity	At SMP Muhammadiyah 1 Yogyakarta, students are required to maintain solidarity among friends, love and respect each other, help each other if there are friends who are in trouble and need help, in friendship students are prohibited from being picky in making friends because all friends are friends that we must take care of and love, fellow friends must respect and look after each other and remind if a friend is doing wrong and as a good friend should remind good things and not let our friends do bad things.
2	Flag Ceremony	At SMP Muhammadiyah 1 Yogyakarta, every Monday there is a flag ceremony that all students are required to attend. And every Independence Day. The implementation of flag ceremonies in schools is the most effective way to achieve character education goals, namely increasing discipline, teamwork, confidence and commitment. The main purpose of the flag ceremony is to strengthen the nation's sense of unity.
3	Mutual cooperation	At SMP Muhammadiyah 1 Yogyakarta, every Friday they do mutual cooperation to clean the school environment. In general, the purpose of mutual cooperation is to make a given job easier and lighter. Gotong royong also seeks to encourage people to work together and increase the degree of brotherhood. Gotong royong makes people more cohesive and able to discuss one thing in particular with each other. Every task undertaken will be lighter and faster to complete if royong is done together.
4	Playback of the Indonesia Raya Song	Every 10am at SMP Muhammadiyah 1 Yogyakarta, the national anthem of Indonesia Raya is played from the center, and all school members are required to stand up and sing Indonesia Raya. Indonesia Raya is the national anthem of Indonesia and the official song of Indonesia that is sung during important ceremonies. The song Indonesia Raya is not just sung but there is a clear purpose. When the Indonesia Raya song is played, students are required to stand in a perfect attitude and sing Indonesia Raya. This activity aims to foster enthusiasm, love and pride as a citizen. Instill a sense of love for the country. Salute the flag, and feel the hard struggle of the heroes to defend independence.
5	Respect for others	At SMP Muhammadiyah 1 Yogyakarta, all students are required to respect fellow educators or employees, and maintain good behavior and manners. Good manners can have many benefits and effects for oneself and others. Manners are an important aspect of daily life that needs to be realized from an early age. With good manners, everyone can be respected by others as a social presence wherever they are. As social beings, we naturally have norms and ethics when communicating with others.

No	Values	Practicing at School
6	Obeying the Rules of Order	All Muhammadiyah Junior High School residents are obliged to obey the rules and regulations that have been determined. The existence of rules, not only as students, but also as educators must reveal behavior that is not in line with educational norms. Therefore, discipline must be applied practically in the teaching and learning process, because discipline helps make learning activities useful, makes learning fun, and improves public relations. Schools can set certain requirements in the form of rules. One of them is school rules. In this school rule, students are guided by the school rules to facilitate education and develop the character of each student with discipline and responsibility.
7	Responsibility	Students are required to be responsible for their responsibilities, such as doing their own assignments, studying seriously, doing homework. With the embedded sense of responsibility in each individual, of course other people will find it easier to believe in themselves. And it will be reversed if the attitude of responsibility is not done, instead other people will find it difficult to believe.

(Source: Personal Research Data, 2022)

From the table above, it can be concluded that Muhammadiyah 1 Yogyakarta Junior High School is one of the schools that strongly supports Love for the Country Character Education. Astutik in (Atika et al., 2019) Character education is part of the purpose of education, which is to develop the character values of students consisting of Ethics, aesthetics, literacy and kinesthetics are the basis of character education, which of course is closely related to the participation of the school environment, community and family. The incarnation of individual character results is divided into 4 parts according to the Pancasila pillars developed from the book Design of development towards national character. (Government of the Republic of Indonesia, 2010), among others: First, patriotic, grateful, honest, trustworthy, sincere, disciplined, patient, responsible, caring, tolerant, and risk-taking. Second, Intellectual Thinking, Critical, Creative, Innovative, Analytical, Curious, Productive, Tech-Oriented, Introspective. Third, Humane Person, Mutual respect, mutual love, cooperation, unity, friendliness, compassion, respect, tolerance, nationalism, Prioritizing common interests, patriotism. We are proud to use Indonesian language and products, dynamic, hardworking and have a strong work ethic. Fourth, a healthy body.

The character of love for the homeland has the aim that every child loves the homeland. Homeland character is very important because it is closely related to behavior that is in accordance with the values of nationalism and patriotism. Along with the growing influence of globalization, it has been recognized that the loss of identity is also becoming more apparent. The term "globalization" is one that is familiar to most people, especially in this world. Globalization is a symbol of progress in various fields and aspects

of life, and its emergence in the world is undeniable. Globalization today encourages people to abandon their own culture and appreciate the lifestyle of other nations more. This is usually due to a lack of knowledge about the nation's own human resources as a result of more external influences. There are many students who do not care about Love for the Country. The fading of manners that exist within students, even many people who prefer outside culture to their own culture. Even many people do behavior that can harm others, but as educators should not be indifferent or close their eyes to students who do not understand the love of their own country or even do deviant behavior.

This further strengthens students at SMP Muhammadiyah 1 Yogyakarta to have a patriotic spirit, which is evidenced by mutual respect for fellow friends and also respect for teachers, respect for ethnic differences, culture, and respect for the struggle of heroes by studying diligently, upholding good manners, and appreciating the nation's own products and culture.

Table 4. Overview of the Cultivation of Love for the Country at SMP Muhammadiyah 1 Yogyakarta

No	The indicator	Description
1	Guarding the Motherland	Character education, Everyone must have a mentality of patriotism towards their country to defend, protect and defend the homeland while maintaining the integrity of the country.
2	The body and soul of the nation and the spirit of patriotism as an Indonesian nation	Respect and pray for the heroes who are willing to lose their lives defending Indonesia's independence, able to see the country's strengths and weaknesses, able to create strong solidarity for national resilience, willing to sacrifice for the nation itself.
3	Maintain the good name of the nation	As a good color of the country, it is forbidden to spread hoaxes that will trigger divisions and conflicts and misunderstandings, Always behave fairly to all people to maintain national unity and integrity, so as to avoid discriminatory behavior.
4	The nation uses Indonesian products	Prioritizing the use of local products, promoting local products, and developing local products to advance local products, in order to advance the welfare of local communities.
5	Contribute to the progress of the nation and state	Uphold education, study hard in order to advance human resources, which will advance and give a good name to the nation through achievements. Participating in community activities, never giving up, supporting national unity, etc. Youth enthusiasm in efforts to achieve development goals, for example by encouraging new development ideas and the desire to participate directly in nation building.

(Source: Personal Research Data, 2022)

Based on the table above, it shows that after observing the environment at SMP Muhammadiyah 1 Yogyakarta school during the research. The school is very supportive in character education for loving the country. Every Monday the school holds a flag ceremony and must be attended by students, not only that, every 10.00 am from the school center plays the Indonesia Raya song and all school residents are required to stand upright and sing the Indonesia Raya song. Learners there must respect the teacher, and help each other and love their fellow friends and manners and maintain their behavior, if there are students who behave badly and speak dirty then speserta students will get punished.

D. Conclusions

The process of instilling character education, social studies history subjects have a very influential role to foster a sense of love for the country. Because Social Science History learning contains ethical values and insight into an event of the past, students are expected to have a realistic and critical mindset, can sort out good and bad things, and can learn from an experience in order to be a better life in the future. In the process of embedding character education in Social Science History learning, educators are expected to insert important points about the value of love for the country to students when delivering material. For the next researcher is expected to better understand the characteristics of each respondent so that researchers apply an effective seasily ystem to foster character education. As the next researcher is expected to dig deeper in the research process in order to get more complete information. The research is expected to be used as an alternative in Cultivating Character Values through history learning, and an effective and efficient learning model can be used. As well as increasing interest in learning social studies history.

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