



The Role of Social Studies Teachers in Shaping the Awareness of Student National Integration in the Globalization Era

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Abstract

This research is motivated by the lack of student awareness of the importance of national integration, the occurrence of disputes between students of different regions and languages, students are more likely to do individualist attitudes that are selfish, to love and boast excessively in other people's countries than their own country. This study aims to determine the role of social studies teachers in shaping students' national integration awareness in the era of globalization at SMP Negeri 1 Ciledug, especially the form of students' national integration awareness in the era of globalization, and the supporting and inhibiting factors in shaping students' national integration awareness in the era of globalization at SMP Negeri 1 Ciledug. This research uses a qualitative method, with a case study approach. The awareness of national integration needs to be formed in students in order to create a harmonious unity, harmony and uniformity, a sense of comfort, mutual help, mutual respect, mutual cooperation, and mutual respect. Because basically the essence of national integration is the same as Bhineka Tunggal Ika which means different but still one goal. But the reality is that there are still many students who lack awareness of national integration so that disputes and divisions occur. So the need for the role of educators, especially social studies teachers is very important in realizing and preparing students to be able to become good citizens in a society that has a variety of differences.

Keywords: nation integration; globalization era; IPS

A. Introduction

Indonesia as a country that was born from a long and difficult history and struggle process, there is no doubt that the Indonesian nation actually has very smart integration values by the founding fathers. National integration is a condition that shows the existence of harmonious, comfortable, organized, and solidary conditions despite being faced with various differences. National integration must be maintained by every generation, maintaining harmony in the nation and state requires commitment from the entire community by strengthening the value of nationalism and moral values. (Parji, 2011).

According to Suroyo (Dewi et al., 2021), national integration reflects the process of uniting people from different regions, or having differences in ethnicity, socio-cultural, or economic backgrounds into one nation mainly due to relatively similar historical and political experiences. Meanwhile, Irianto argues that national integration is an awareness and form of association that causes various groups with their respective identities to feel themselves as a unified Indonesian nation (Irianto, 2013).

The 21st century is an important century where the intensity of world community contact takes place on a large scale. This is inseparable from the development of communication and information technology. This has resulted in what is known as globalization. The era of globalization is a global change that has swept across the world. It has a huge impact on various aspects of human life at all levels of society. Both in the economic, social, political, technological, environmental, cultural, and even educational fields. This is due to advances in science and technology that will change the mindset and behavior of society (Wijaya et al., 2016).

Bad social symptoms occur because the values that support the formation of awareness of national integration have begun to be forgotten and someone lacks social attitudes, instead today's teenagers have attitudes and behaviors that tend to be negative which affect national integration. The decline in the attitude of national integration of students within the scope of the school is increasingly visible with cases that are often found in schools in general (Rohim et al., 2017).

SMP Negeri 1 Ciledug Cirebon Regency is a formal school under the auspices of the Ministry of National Education. This school is an IDAMAN KITA (Innovative, Democratic, Aspirational, Fun, Accountable, Comfortable to Develop Intelligence, Faith and Taqwa) school with an outlook on science, technology and communication. There is still a lack of student awareness of the importance of national integration, disputes

between students of different regions and languages, students are late and disorderly in attending the flag ceremony at school, there are still students who lack respect for teachers. Students are more likely to carry out an individualist attitude that is selfish, to love and take excessive pride in other people's countries than their own. The ease of accessing information on social media has increased the number of invalid or false news (hoaxes) which results in students being consumed by information that is not clear the truth until slander arises and results in disputes. In social media, it is easier for students to post the content they like, but it does not rule out the possibility that there are a handful of people who do not like and comment with harsh and disrespectful language, which can trigger cyber bullying, and division.

All of these impacts must be filtered, especially the negative impacts. This is where there needs to be a touch of education and the role of a teacher as a mentor to provide guidance to students in the process of developing and forming students' identities, so that students' awareness of national integration can be formed in themselves. Especially the role of social studies teachers who have an important role in it by implementing its role as social studies subjects, it can be said that social studies subjects are the study or study of society with the main objective of preparing students to be able to become good citizens in a society that has a variety of differences.

This research uses a qualitative method, with a case study approach. Data collection techniques used observation, interviews, and documentation studies. While the data analysis technique uses data collection, data reduction, data presentation, and verification or drawing conclusions. With data validity test using triangulation technique.

B. Discussion

1. The Role of Social Studies Teachers in Shaping Students' National Integration Awareness in The Era of Globalization at SMP Negeri 1 Ciledug, Cirebon Regency

The role of social studies teachers in shaping students' national integration awareness in the era of globalization can be seen from the learning process in the classroom, giving examples, approaching students, and providing motivation. In shaping the awareness of national integration of students in the era of globalization, the role of a teacher as a teacher, educator, mentor, director, and motivator is necessary. Especially the role of social studies teachers in it, where social studies teachers teach social studies in which there are four parts, namely sociology, history, economics, and geography, of

the four parts must be integrated with each other in order to create harmony. In forming this awareness, it cannot be done outside the classroom without the supervision of a teacher, but it is necessary to learn, supervise, and train students to have an awareness of the importance of unity. Permendiknas No. 22 of 2006 in (Ellena, 2022) about the content standards of social studies subjects, namely: recognize concepts related to community life and the environment, have basic abilities to think logically and critically, curiosity, inquiry, problem-solving skills, and skills in social life. The process of shaping students' national integration awareness in the era of globalization is by learning in the classroom. Where social studies teachers do planning in advance, namely by being guided by the lesson plan, which includes teaching materials, learning methods, learning media, learning resources, and evaluation.

According to Wahyuni, it is explained that in delivering material to students, it does not only focus on one aspect, but must cover all aspects including cognitive, affective, and psychomotor aspects of students. It is intended that students can interact optimally when faced with problems or adapt to the community environment (Wahyuni et al., 2022). Based on the results of the study, social studies teachers deliver social interaction material to support in shaping the awareness of national integration of students. Social interaction is a reciprocal relationship between humans and other humans so as to create cooperation or collaboration to develop thoughts or ideas, so it will make it easier to solve problems so as to create a sense of unity and integrity.

According to Ramayulis, the learning method is a method used by teachers in the learning process to achieve the expected goals (Ramayulis, 2013). Based on the results of the above research, social studies teachers apply the discussion method in the learning process. The discussion method aims to train students to cooperate with each other, train students to be confident in expressing their opinions, increase cohesiveness among group members, and train students to respect the opinions of others. From the differences in opinion that will be a unity when in the discussion process, because it unites or draws conclusions from the differences in opinion.

Learning media is a tool in supporting the learning process so that the learning objectives that have been made are achieved. This is in line with Sa'ud's statement which states that learning media is a learning tool used as an intermediary in the learning process to increase effectiveness and efficiency in achieving learning goals (Sa'ud, 2018). Here social studies teachers apply visual media in the form of pictures or posters, then audio visual in the form of videos or films containing social interaction and unity. It aims to students better understand what is being studied, and the learning process learns

effectively and efficiently, and stimulates students to mobilize instincts in examining learning and creates a high willingness to learn something.

Social studies teachers apply learning resources for students can be in the form of printed textbooks, modules, the internet, until the teacher becomes a learning resource for students and community leaders. As stated by Ramayulis explains that learning resources are materials to increase knowledge that contains new things, because in essence learning is getting new things (Ramayulis, 2013).

According to Djam'an Sotori in (Ramayulis, 2013) states that evaluation is a process of formation, assessment, depending on the collection of information that leads to decision making. This means that learning evaluation is carried out to determine changes or developments in student learning outcomes after goals are set.

Mulyasa further states that the teacher as a model and role model, meaning that the existence of teachers in the world of education is one of the figures who will be a role model for all students (Mulyasa, 2015). Therefore, a teacher must have humility in himself, his actions and personality that reflect a role model. The activities that are in the spotlight and will be imitated by students are seen from their gentle but firm speech and style of speech, tenacity, success, obedience in carrying out religious worship, then in terms of ethics, morals, interacting with good relationships, and in terms of neat clothes. It can be concluded that students will imitate something from the educator. Therefore, educators should be required to be worthy and good figures to be imitated by students to be role models and role models.

The role of social studies teachers is to approach students, each student has a different character, some are active, quiet, even nosy. Here the challenge for teachers in understanding each character of their students, for that there needs to be an approach between teachers to students. This approach can be in the form of teachers becoming mothers to their students, becoming friends, and so on.

The role of the teacher in addition to being an educator is also a motivator, for example, the teacher continues to provide encouragement to students to have high enthusiasm and understanding in shaping students' awareness of national integration in the era of globalization, this aims to make students become good citizens and uphold unity. the teacher provides motivation that not everything students are looking for is in technology, but when character, ethics, and good behavior can be obtained from the role of a teacher not from technological sophistication. This is in line with Hidayatullah's opinion, which reveals that motivation is the background that moves or encourages

people to do something. In addition, motivation is a psychological (psychological) foundation that is very important for everyone in carrying out an activity (Hidayatullah, 2010).

2. Students' National Integration Awareness in The Era of Globalization at SMP Negeri 1 Ciledug

Based on the observations of researchers in the field in shaping students' awareness of national integration in the era of globalization at SMP Negeri 1 Ciledug, there are various activities carried out in it. To follow up, the researcher asked Mr. Tyas Novi Nadhika as the curriculum supervisor on February 21, 2023 regarding what forms of activities are available at school in shaping students' awareness of national integration in the era of globalization. he stated, namely: "There are many activities that support the formation of students' national integration awareness, such as habituation activities in which there is habituation of welcoming students every morning, habituation of the Qur'an every morning, habituation of class pickets, habituation of dhuha prayers in congregation every Friday and habituation of dhuhur prayers in congregation. In addition, there are flag ceremony activities, clean Friday activities, morning gymnastics and literacy activities, art performances and bazaars, and extracurricular activities".

It can be concluded from the results of observations and interviews, there are six forms of activities carried out by SMP Negeri 1 Ciledug in shaping students' awareness of national integration in the era of globalization, including daily habituation activities, flag ceremony activities, clean Friday activities, morning gymnastics and literacy activities, art performances and bazaars, and extracurricular activities. Kurniawan revealed that a person's character is formed from habits that are carried out, both attitudes and speech that he often does to others (Kurniawan, 2017). SMP Negeri 1 Ciledug has a program that is carried out every day and carried out by all school residents, including students, teachers, staff and employees. This habituation activity aims to discipline school residents, create cohesiveness and a high sense of kinship, and most importantly, form students' awareness of national integration. The daily habituation activities found at SMP Negeri 1 Ciledug are:

First, the habituation of welcoming students: Based on the research results, the habituation of welcoming students is carried out every morning in front of the school gate, the teachers in charge of welcoming students are lined up neatly in front of the gate to welcome newly arrived students. Then students one by one greet the teachers

who are lined up in front of the gate. Greeting students is done with 5S, namely smile, greeting, greeting, politeness, and courtesy. This activity aims to make students and teachers have time discipline, and come on time.

Second, the habituation of the Qur'anic tadarus: From the research results, the habituation of Al-Qur'an tadarus is carried out 15 minutes before the teaching and learning process takes place. This habituation activity is carried out in the morning in their respective classes guided by the class leader or teacher who will teach in the first hour. This activity aims to increase students' faith and devotion that the Qur'an is a guide to life, foster students' religious attitudes, and familiarize students to read the Al-Qur'an every day even if only one verse.

Third, the habituation of class picket: Based on the results of the study, the habituation of class picket is carried out in the morning and when leaving school. This class picket activity is different every day because a picket schedule is formed. They cooperate and help each other in cleaning the class in order to create a clean and comfortable class.

Fourth, the habituation of dhuha and dhuhur prayers in congregation: This habituation is carried out jointly by all school residents. The habituation of dhuha prayer in congregation is carried out every Friday at 07.15 WIB until it is finished in the field which is imami by one of the male teachers of SMP Negeri 1 Ciledug. Meanwhile, the habituation of congregational dhuhur prayer is carried out every day in the school prayer room.

The flag ceremony was solemn and orderly. This activity aims to educate and shape student discipline, be able to work together and train student cohesiveness, train leadership skills, foster a sense of responsibility, and instill and increase the spirit of patriotism in students and a sense of nationalism. According to Maghfiroh in (Bahtiar, 2016), the flag ceremony is one of the manifestations of a sense of nationalism that should be utilized by students. From this opinion, it states that the red and white flag ceremony activities must be carried out by students every Monday, this is so that students have a high sense of nationalism.

This activity is carried out once a week on Friday morning. This clean Friday activity is in the form of mutual cooperation or community service to clean the school and the environment around the school. This activity aims to maintain, maintain and preserve the school environment to keep it clean, train students to work well together, have a spirit of mutual help with others, create cohesiveness between school residents,

and have a good spirit of mutual cooperation. This is in line with Mbato, who explained that the culture of gotong royong that is closely embedded in the lives of Indonesian people also has an impact on the learning process of students (Mbato, 2022).

The purpose of holding morning gymnastics activities is to maintain body fitness, train cohesiveness among other students, and create a sense of kinship. Meanwhile, literacy activities are held to foster students' interest in reading. Literacy is a person's ability to use potential and skills in processing and understanding information when doing reading and writing activities. This is in line with Hasan in (Oktariani & Ekadiansyah, 2020) which states that basic literacy skills have an important role in a person's life for academic success, this literacy skill must be the main point for the Indonesian generation and must be taught from an early age.

Performing arts and bazaar activities are annual activity programs held once a year, with the aim of developing students' potential talents, honing students' creativity, increasing a sense of cohesiveness and kinship for school members, and preserving local culture at school. This is in line with Suranto's statement that performing arts is an activity to develop students' interests, talents and creativity through performances. This means that students can channel their interests and talents in pantasi activities or student creativity week, especially in the field of art. Meanwhile, students who do not perform will watch and give appreciation to their friends who perform (Suranto, 2019).

Suryosubroto in (Kirana, 2017) states that the implementation of extracurricular activities in schools aims to: First, extracurricular activities can improve students' abilities in cognitive, affective, and psychomotor aspects. Second, developing students' talents and interests in an effort to develop students' personalities into positive human beings. Third, being able to know and recognize and distinguish between the relationship of one subject with other subjects. Furthermore, Suryosubroto emphasized that extracurricular activities are learning activities carried out outside of face-to-face lesson hours, these activities are carried out both at school and outside school to broaden the insights and abilities that have been learned from various subjects.

3. Supporting and Inhibiting Factors in Shaping Students' National Integration Awareness in The Era of Globalization at SMP Negeri 1 Ciledug

In shaping the awareness of national integration of students can not be separated from the name of the factors that support so that students can form awareness of national integration. Then the researcher asked Mrs. Yudith Hedyawati as

a social studies teacher on February 21, 2023, regarding the supporting factors in shaping students' awareness of national integration in the era of globalization, she stated that: "Family or parental factors such as the lack of family economic conditions, then environmental factors, and technological factors".

Furthermore, a statement from Mr. Tyas Novi Andhika as the curriculum supervisor on February 21, 2023, he stated that: "Provide education, provide facilities, encourage them to continue to excel, and make the school proud".

Based on the results of the interview above, it can be concluded that there are supporting factors in shaping students' national integration awareness in the era of globalization at SMP Negeri 1 Ciledug, including: First, Providing Education, namely with Education can equip children (students) who will be needed in the future, can produce quality human resources, become good Indonesian citizens with personalities based on Pancasila, the 1945 Constitution, and Unity in Diversity. Overview of the National Education System Law Number 20 of 2003 article 1 paragraph (1) defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Second, Family Factors, namely parents have an important role in educating their children, parents as role models and role models for their children. A harmonious home atmosphere can affect the growth and development of children when they are outside, parents have an important role in teaching children to be better, teaching their children to be disciplined, and teaching them to respect each other's differences so as to create a unity, namely integration. In line with this, Aly and munzier in (Suradi, 2018) reveal that the family is the first education center, where children interact and strengthen the emotional life of children.

Third, Environmental Factors, namely as stated by M. Yatimin Abdullah in (Rahmaniyah, 2010) that Society is where individuals live to interact with their environment. The social environment can change beliefs, minds, customs, traits, knowledge, and the main thing can change the ethics of educational behavior. This means that the community environment can affect the personality or character of students, whether it contains goodness or vice versa, for that it is necessary to have parental guidance and direction in sorting and choosing the association of their children.

Fourth, technological factors, namely according to Pratama that in the world of education in Indonesia, technological developments are utilized very widely and cover various aspects, so that it can be a significant added value in the learning process. This means that technology can make it easier for students to find and get a lot of information, while teachers can expand their understanding, skills and competencies (Pratama & Rahman Abdul, 2023).

Fifth, Providing Facilities, namely Suharsimi Arikanto in (Sari, 2015) explained that all facilities needed in the teaching and learning process, both moving and non-moving, so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently. This means that school facilities must be adequate in the form of moving or non-moving equipment, school buildings, classrooms, and supporting equipment in the teaching and learning process to create effective and efficient educational goals.

In addition to the supporting factors in shaping the awareness of national integration of students in the era of globalization there are also inhibiting factors in it that cause disintegration or division. Then the researcher asked Mrs. Dewi Ekowati as a social studies teacher on February 21, 2023 related to inhibiting factors in shaping students' national integration awareness, she stated that: "For many inhibiting factors, such as regional differences, language, customs, different habits". For more information, the researcher asked Mrs. Yudith Hedyawati as a social studies teacher on February 21, 2023 related to inhibiting factors in shaping students' national integration awareness in the era of globalization, she explained: "technological advances, environmental factors". Then continued with a statement from Mr. Sawaludin as a social studies teacher on February 23, 2023, he stated that: "Obstacles still exist, especially in students who are ignorant and do not care about the surrounding environment".

Based on the results of the interview above, it can be concluded that in shaping students' national integration awareness in the era of globalization at SMP Negeri 1 Ciledug, among others: First, Regional Differences, namely the majority of SMP Negeri 1 Ciledug students come from Sundanese tribes, but there are also students who come from coastal areas, namely Javanese tribes, so when speaking they use high voice intonation. From this difference, disputes often occur so that it hinders the formation of students' awareness of national integration. This is in line with the results of Cahyono and Iswati's research revealing that differences in learners that must be recognized in multicultural education include ethnic and racial minorities, religious differences, gender differences, economic conditions, regional differences, physical and mental

disabilities, and age groups (Cahyono & Iswati, 2017). This means that when these differences are not based on an attitude of tolerance, disintegration or division will occur, thus hindering the formation of students' national integration awareness in the era of globalization.

Second, Environmental Factors, which are contained in Zakiyah Daradjat in (Rambe, 2017) suggests that an area or environment full of crime and other opportunities that are lacking, will lead to bad habits, and will hinder and limit the achievements of someone who has the ability. That is, if students are in an environment that is full of crime and full of negative activities, it will hinder the formation of student character, and limit student achievement. So that it becomes one of the inhibiting factors in shaping students' national integration awareness in the era of globalization.

Third, Technological Factors, which is undeniable that the sophistication of technology is getting more sophisticated every day, there are many negative impacts on junior high school students who are still looking for their identity, high curiosity, which affects the fading of students' nationalism and love for the country. If students do not have an awareness of national integration within themselves, it will trigger disunity. The same is in line with research conducted by Ngafifi which explains that technological advances greatly affect social and cultural aspects, when these changes occur in the classroom, students are effectively individualistic and apathetic (Ngafifi, 2014).

Based on the inhibiting factors above, the researcher then asked Mr. Tyas Novi Andhika as Deputy Head of Curriculum on February 21, 2023, regarding the points of discipline that form students' awareness of national integration and can overcome the inhibiting factors found at SMP Negeri 1 Ciledug, he stated that: "at this school there is a school policy in which there are time regulations, clothing regulations and neatness in making class agreements, then each class makes an agreement that in that class we must respect each other, must have a sense of diversity."

From the results of the interview above, it can be concluded that there are several efforts made by the school to overcome these inhibiting factors, including: First, School Policy, Efforts to overcome inhibiting factors in shaping students' national integration awareness in the era of globalization are school policies. It aims for students to always apply a sense of mutual cooperation, mutual respect, and train self-discipline both from time discipline and discipline in neatness. Based on the findings of researchers in shaping students' national integration awareness with school policies, there are two efforts in it, namely time regulations and clothing and neatness regulations. This is in

line with Irwansa's research, which explains that school regulations in the form of rules are a collection of rules that are made in writing and bind the school environment (Irwansa, 2016). This order has a unity that cannot be separated from one another as rules that apply in schools so that the education process can take place effectively and efficiently.

Second, Class Agreement, which is made by deliberation and on the basis of mutual awareness of class members, this class agreement is in the form of class vision and mission, class agreements, mutual respect for each other, orderly and neat in dressing, anti-bullying agreements, and rules for entering class on time. The formation of this agreement aims to discipline class members to come to class on time, not skip class during class hours, speak politely and politely, and other disciplines.

C. Conclusion

The role of social studies teachers in shaping the awareness of national integration of students in the era of globalization in SMP Negeri 1 Ciledug, can be done through the process of learning social studies, providing examples, student approach, and provide motivation. There are several forms of national integration awareness of students in the era of globalization at SMP Negeri 1 Ciledug, namely: First, the activities carried out daily include the habituation of welcoming students, habituation of the Qur'an, habituation of class picket, habituation of dhuha prayer and dzuhur prayer in congregation. Second, flag ceremony activities every Monday and holidays. Third, clean Friday activities by practicing mutual cooperation. Fourth, morning gymnastics and literacy activities every Saturday morning. Fifth, pantasi and bazaar activities once a year. Sixth, extracurricular activities.

The supporting and inhibiting factors in shaping students' national integration awareness in the era of globalization at SMP Negeri 1 Ciledug are: Supporting factors in shaping students' national integration awareness in the era of globalization are five factors including providing education, family factors, environmental factors, technological factors, and providing facilities. While the inhibiting factors in shaping students' national integration awareness in the era of globalization are three factors including regional differences, environmental factors, and technological factors. There are also efforts to overcome inhibiting factors in shaping students' national integration awareness in the era of globalization, namely there are two efforts, including school policies and class agreements.

D. Advice

For further researchers related to the focus of the study to be studied by increasing the study of literature related to the focus of the study to be studied. Then for future researchers, it is hoped that they will increase their rigor again, both in terms of the completeness of the data obtained.

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