

Strategies to Promote Solidarity among High School Students through History Learning

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Abstract: Social solidarity is an attitude of camaraderie, respect, differences acceptance and awareness of shared goals as a member of society. It must be increased among high school students. Accordingly, the study of history has a strategic role to promote social solidarity among them. The method used in this research is qualitative descriptive. Based on the research results, the solidarity of students can be improved through the implementation of popular resistance against foreign rule in the 19th century values -based history learning.

Keywords: Students' solidarity, history learning,

1. INTRODUCTION

The diversity of ethnicity, religion, race or often called multiculturalism, in Indonesian society, is a topic that is always warm for the the talk. Diversity, on the one hand, is one of the wealth (if it is seen from the perspective of culture), and, on the other hand, is the cause of many conflicts among people even students at the high school level. Nowadays, we still find various forms of disputes between students in some schools even disputes among extracurricular organizations shaded by the school. The disputes or conflicts are often motivated by simple problems such as differences of opinion, as well as the interests of the organization of the school. However, they basically forget about cooperation and common purpose as a student. Such problems indicate a lack of a sense of social solidarity in students.

The lack of social solidarity in the scope of the school is an overview of how the future of social solidarity of students if

they live in an environment with a broader scope, society. A very diverse community life requires a person to have social solidarity. hence, social solidarity needs to be improved among high school students. the goal is to minimize various forms of disputes among students and preparing students for life in a diverse society.

History, as one of the subjects at the high school level, has a strategic role in enhancing social solidarity among students. Nana Supriatna argues that history teaching can be done in a democratic dialogues that allow students to develop values being relevant to the condition of a pluralistic and global society (Indonesia). The material of history that can be used to promote social solidarity is the resistance of the people in various regions against foreign rule in the 19th century. Such material provides a description of social solidarity ever before. Values contained in the history can be implemented in the present through the

learning process. According to Bandura, the process of social development is always related to the learning process. Which means that social solidarity can be formed from habituation in learning.

2. RESEARCH METHOD

The method used in this research is qualitative descriptive resulting descriptive data on high school learning. Data collection techniques used were interviews, observation and document analysis. with respect to validity, data triangulation and method triangulation are used. As for the analysis of data, it used interactive analysis with the three stages of analysis, namely data reduction, data presentation, and drawing conclusions interacting in data collection cycle.

3. HISTORY LEARNING

Learning is an activity carried out by teachers so that students' behavior changes towards the better (Darsono, 2000:24). The aim of the learning is the acquisition and improvement of students in the field of knowledge, attitudes or affective and psychomotor (Arikunto, 2012:12). Meanwhile, history is the number of changes of events and events in the reality around us, the story of the change or science that investigates the changes (M.R Ali, 2005:12). According to Dr. M.W., Keatinge of history is cherished as a science giving an introduction to the world of human nature (Rowse, 2015:15). Science of history tries to build certainty and objectivity that is based on the analysis and clarification regarding human behavior that can be received by the mind so the structure of complex events become understandable for the progress in the present (Der Moulen, W.J, V. 1987:7). From the description, it is understandable

that the teaching of history is a process of formation of attitudes guided by the values of goodness and involves a process of thinking in the process of knowledge of the past. Learning of history should have relevance to life in the present through the analysis and deconstruction of the values in an event.

Accordingly, the teaching of history in high schools are ideally able to deepen the student's knowledge of historical events, give exemplary values, instill the values of character and direct the students to apply those values in daily life. As for the way that history teaching can perform its function, implement of those values in the learning process is an obligatory. The values of historical events can be realized if the teacher can manage the learning well. Teachers can lead students to always associate historical events with the problems existing at the moment, play a particular role in learning, or make observations. Because, basically, continuity in learning historical events of the past, the present and the future must be safeguarded. As in Kochhar who said that history is a dialogue between past events and developments into the future (Kocchar S.K, 2008:5). It aims to raise awareness that human beings live in a social environment which always have a functional relationship and reciprocity. According to Bandura (1977), ones have the proactive ability for them to be developed in the environment, they always practice in developing and controlling themselves and interact in order to achieve their goals (Frank Pajares dan Dale H. Schunk, 2001:239-266). From these statements, we can see that the values of a historical event can be implemented in the lives of students if the learning process has the motivation and habituation.

Motivation directs students to act and habituation will instill the values existing in the historical events to students. Thus, from habituation that has been trained in the school environment, students will be used to carry it in public life. values required in a multicultural social life today is social solidarity. By having social solidarity, students will understand more the differences that should be respected, camaraderie and common goals both as a student at the school as well as individuals who live in the community. One of the material, in history, which can describe the social solidarity in history of the 19th century is the people's resistance against foreign powers.

4. POPULAR RESISTANCE AGAINST FOREIGN POWERS IN 19th CENTURY

The history of popular resistance in the 19th century against foreign power was an event occurring in most regions of the Dutch East Indies. The resistance triggered by the dominance of colonial government on the traditional powers. A variety of pressures in the economic, political, and social activities carried out by the colonial government against the local population. Traditional powers was considered only as a symbolic, did not have the authority as it should be. In some regions, powers of the kings in the 19th century were only as a tool to fulfill the wishes of the invaders. A king was controlled and used by the colonial government to fulfill their desires. Those conditions, in turn, led to popular resistance led by local leaders. According to Antonio Gramsci, hegemony as the superstructure has an influence on civil society, to social change radically (Nezar. P& Andi. A. 2015:18-19). From these statements, it means that people's

resistance in the 19th century against the foreign power was a form of hegemony conducted by the colonial government against the local population. Colonial government kept trying to maintain their power for the sake of objectives to be achieved by them. Colonial government enforced the adherence and acceptance of the rules that have been made to the locals. In other words, the invaders wanted to control all aspects of life of local communities. According to Harton and Hunt, power refers to an ability to control the activities of others, even beyond the willingness of the parties concerned (Horton, Paul B. & Hunt, Chester L. 1984.:3). Power possessed by the colonists was used to enforce adherence from the local community, in order to make them follow the colonialist rules. However, at a certain point the control was opposed by the local people.

In an effort to oppose the colonial government, local people prioritized the cooperation, camaraderie and put aside their differences to achieve their goals. For example, in the Java War led by Prince Diponegoro, the resistance of the people of Java are based on cooperation, camaraderie, and trust leading to financial problems for the Dutch. Another resistance was performed by Padri and Indigenous people in the fight against the invaders. The Padri and the Indigenous was originally opposed each other but then united against the invaders. Such resistance also happened in Lampung, as a region of the pepper, which was very interesting for Dutch to invade it. The Netherlands made various efforts to take control in Lampung. However, Lampung people who did not like to be under the authority of the Dutch tried to take the fight. Resistance by local communities of Lampung in the 19th

century, led by figures such as Raden Intan I, Raden Imba II, Bathin Mangunang and Raden Intan II. The resistance of the people of Lampung indicate that there are social solidarity among them. Lampung people who came from different clans banded together and cooperated in opposing foreign domination. Solidarity of Lampung people has proven successful in bringing defeat to the Dutch though, in the end, the Dutch were able to conquer Lampung imbalance power and the treason committed by the local unscrupulous. The values of social solidarity that exists in the 19th century popular resistance is one which will be applied in the teaching of history.

5. STRATEGIES TO INCREASE SOCIAL SOLIDARITY AMONG STUDENTS

Social solidarity in a multicultural society is an important factor that should be owned by every member of the community. In fact, social solidarity is also important to be promoted for high school students considering many disputes occurred between them. As already described in the foregoing discussion, that the subjects of history has a strategic role in enhancing social solidarity among students through the application of social solidarity values in the matter of people's resistance against the foreign domination in 19th century. Social solidarity in question is a relevant social solidarity to be applied at this time because social solidarity is no longer used to fight against foreign domination, but is used to respond to the diversity within the community and minimize conflicts between ethnicity, race, and religion that often happens today. Koentjaraningrat revealed that social solidarity is the solidarity referring to the state of the relationship between

individuals or groups based on moral feelings and beliefs which are shared and reinforced by emotional experience (Koentjaraningrat. 2009:104). Social solidarity is mutual trust, shared ideals, camaraderie, and sense of common fate among individuals as members of the group for their emotional and moral feelings which are shared (Nuryanto, M.R.B. 2014:53-65).

Those forms of social solidarity are exactly what will be instilled in students through motivations and habituations during the learning process. The strategies to enhance the social solidarity values related to the resistance of the people of the 19th century is done in several stages. the first one, in groups, students are directed to find the values of social solidarity that exists in material, and then placing the importance of those values for the present. Once they comprehend the values, furthermore, they will be directed to apply them during the learning process. Such as in situations of group presentations, a teacher can see from how the students make presentations, respond to denial and the completion of several tasks that lead to the social solidarity. According to Durkheim, the most menarik part of social solidarity is the form of change which unite the members of the community and how its members see themselves as part of a whole (Ritzer, G. 2012:145). The form of changes that unite the members as part of the whole is one that is wanted in order to instill the values of social solidarity to students. The changes based on social solidarity emphasizes the collective consciousness of the broad scope of membership in the community as Indonesians. The understanding on this membership will unite the people of Indonesia in the

existing diversity. Each of the communities have the same rights and obligations as well as being part of one another.

6. CONCLUSION

Social solidarity, which is important in a multicultural society, can be increased among high school students through the teaching of history. Some materials from history that are taught at high school level contains the value of social solidarity which is important to be extracted, the meaning, and enabled to meet the need at this time. One of them is the event of people's resistance against foreign domination in the 19th century. The resistances happened in some regions described the sense of social solidarity underlying the courage to fight against invasion. In an effort to apply these values, in the learning, the thing to do is to interpret the values contained in these events, which is relevant to current conditions. To bear in mind, that social solidarity is no longer used to fight against foreign powers but to respect differences, cultivate awareness, camaraderie, as well as an awareness of shared goals as a student and community. The next stage is to familiarize the application of social solidarity in learning. Such applications can be realized through cooperative learning activities. In this way, teachers can engage students in direct practice of social solidarity and how it should be built in social life. Strategies to promote social solidarity through the teaching of history is important to be developed in learning considering the condition in the

community and in the school environment that needs it.

7. REFERENCES

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