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**STRENGTHENING
THE NATION'S CHARACTER AND DIGNITY
IN THE GLOBAL WORLD CONTEXT:
(A Comparative Study between Indonesia and Japan)**

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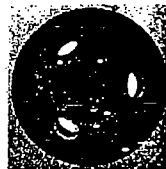
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CONTENT

Wellcome Messege of Chairman ISE Seminar 2011.....	ii
Foreword of Vice Rector Aichi University of Education Japan.....	iii
List of Content.....	iv
Democracy and History Education in Japan	
Takeshi Tsuchiya (Professor of Aichi University of Education Japan).....	1
Improvement of Thinking Capacity in Social Studies Education	
Tomohito Harada (Professor of Hyogo University of Teacher Education Japan).....	9
Development of Youth Leadership Based on Nationalism and Patriotic Conception	
Moerdiyanto (Lecture of Management of Yogyakarta State University).....	15
Revitalization of Geography Instruction for The Reinforcing of The Nation Character and Identity in The Global Context	
Mukminan (Lecture of Geography of Yogyakarta State University).....	20
The Problematical of Teaching Social Studies in Indonesia	
Nasution (Lecture of History of Surabaya State University).....	26
The Leadership Values in The Javanese Culture	
Sardimasn AM (Lecture of Social Studies of Yogyakarta State University).....	30
The Strategic Role of History Education in National and Character Building	
Umasih (Lecture of The State University of Jakarta).....	36
Cooperative as Character Based Business Organization in Indonesia	
Sugiharsono (Lecture of Economic of Yogyakarta State University).....	40
Some Main Ideas About Teacher Development Program for Teaching Tolerance and Human Right	
Diana Nomida Musnir (Professor of The State University of Jakarta).....	45
Geography Means as a Core Values for Nation Building	
Muchsinatun Siasah Masruri (Lecture of Yogyakarta State University).....	50

REVITALIZATION OF GEOGRAPHY INSTRUCTION FOR THE REINFORCING OF THE NATION'S CHARACTER AND IDENTITY IN THE GLOBAL CONTEXT

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Abstract

The globalization which is taking place in the recent area causes phenomena which exist or happen, even collide. Consequently, the character and identity of a nation are increasingly faded, including those of Indonesian. It is dare to say that Indonesia is now undergoing the identity crisis. Meanwhile, the global challenge requires every nation sincerely prepare the human resource quality that are able to be the determinant of the existence of the country in the future. Thus, the characters and identity strengthening in the global context is an urgent need. Every effort is exerted to improve them in the past, in the recent time and in the future. The reinforcing of Nation's Character and Identity (NCI) in Global Context (GC) should be integrated in subject, self-development and school culture, include geography. The reinforcing of NCI through geography instruction (GI) can be conducted in the classroom instructional process. The questions needs to answer as: (a) what character and identity needs to be invested in to the students in order it is able to compete in global era related to the GI, and (b) how is the revitalization strategy of GI for strengthening of NCI in GC. The revitalization strategy of GI for strengthening of NCI in GC needs to conduct, includes: (a) integrate of NCI in school curriculum, (b) integrate of NCI in instructional process, and (c) integrate of NCI in school climate/culture. Through these efforts hopefully GI can participate in giving real contribution in the strengthening of NCI in GC.

I. INTRODUCTION

The globalization which is taking place in the recent area causes many phenomena which exist or happen, even collide. Globalization is identical with open market and the spirit of competition is more increasing. Consequently, the character and identity of a nation are increasingly faded, including those of Indonesian. It is dare to say that Indonesia is now undergoing the identity crisis. Meanwhile, the global challenge requires every nation sincerely prepare the human resource quality that are able to be the determinant of the existence of the country in the future. Evidences prove that the progress of a country is closely related with the strength of the characters and the identity. Thus, the characters and

identity strengthening in the global context is an urgent need. Every effort is exerted to improve them in the past, in the recent time and in the future.

Geography as one of subject matter in the secondary education emphasizes in the study on the phenomena spatial relationship. Knowledge, skill and the value achieved in the geography are expected to build the learners' ability to improve their attitude, to act intelligently, wisely and responsibly in facing the social, economic, ecological problem in the hard and soft skill dimensions.

II. Reinforcing of Nation's Character and Identity

The reinforcement of nation's character and identity in the global context should be integrated in the learning process, self-development and school culture. Psychologically, character education involves moral reasoning, moral feeling, and moral behavior (Lickona, 1991). The character education is implicitly and explicitly stated in the Education Minister's Regulation (*Permendiknas*) no 23/2006 about the Graduates Standards of Competence (*SKL*) which formally outlines the formula of Graduates Standards of Competence for each education type and unit. Almost every formula contains the substance of nation's character and identity. Teacher and all academicians should integrated the values of nation's character and identity in the curriculum, syllabus and lesson plan, including geography instruction. Thus reinforcing of nation's character and identity through the geography instruction can be implemented in the instruction process in the class. In reality, however, some schools fail to implant the nation's character and identity in the global context.

III. REVITALIZATION OF GEOGRAPHY INSTRUCTION FOR REINFORCING THE NATION'S CHARACTER AND IDENTITY IN THE GLOBAL CONTEXT.

It is widely believed that geography instruction plays important role in teaching the learner about the nations' character and identity. As a result, the revitalization of geography instruction for reinforcing the character and the identity of the nation in the global context is important for the young generation as the future leader in the future. Geography instruction is not only the agent of change but also the requisite for the reinforcing the nation's character and identity. This is closely related with the objectives to create the graduates who are highly competent and have the outstanding character and identity

A. Geography instruction

1. The Meaning of Geography

According to the education minister's regulation (*Permendiknas*) no.22 of 2006 about the Content Standard, geography as the science which supports the life and encourage the improvement in life. The scope of the study, enable the learner to solve the problem which gives emphasis on the spatial, and ecological aspect of the human's existence. The scope of the study involves the earth, the aspect and the process of its formation the causal and spatial relationships between man and the environment and the interaction between man and site. As an integrative discipline, geography integrates the physical natural dimension with man dimension in studying the existence and life of human in the location and environment. Geography instruction, builds and improve the learner's understanding on the spatial variation and organization of society, place and the environment in the earth. The learners are encouraged to understand the physical aspect and process which form the earth surface, the ecological spatial characteristics and distribution in the earth. In addition, the learners are motivated actively and creatively to study the fact the culture and experiences influence the human's perception on the place and region.

2. Graduates Standard of Competence

The graduate standards of competence of geography instruction, particularly those of Senior High School, according to the Education Minister's regulation no 23 of 2006 are as follows

- a. Understanding the essence, object, scope, structure and approach of geography
- b. Practicing the basic skills of the map and its utilization for studying geosphere
- c. Understanding the image utilization and Geographic Information System (GIS) as the medium for visualizing the geosphere
- d. Analyzing the dynamics and the trends of the change in the geosphere' elements and their impacts on the life on the earth.
- e. Understanding the pattern and the regulation of solar system and universe and their relation with the life on earth.
- f. Understanding the natural resources and its utilization wisely.
- g. Analyzing the utilization and conservation of living environment and its relation with the ongoing development.

- h. Analyzing the region and regionalization concepts and their relation with the region development planning, rural and urban areas and developed and developing countries.

3. Scope

The scope of geography includes the following aspects:

- a. Basic concept, approach and basic principles of geography.
- b. Basic concept and characteristics and the dynamics of geosphere elements, including lithosphere, pedosphere, atmosphere, hydrosphere, biosphere and anthroposphere and their spatial distribution pattern.
- c. Type, characteristics, potencies, spatial distribution of natural resources and their utilization.
- d. The characteristics, elements, conditions (quality), and spatial variation of the environment, its utilization and its conservation.
- e. The study on the regions of developed and development countries
- f. The region and regionalization concept, their utilization and function in the geography analysis.
- g. The knowledge and the basic skill about mapping and its utilization, Geographic Information System and remote sensing.

Instruction is the other word of teaching or teaching-learning process in English. Gagne & Briggs (1979: 19) stated that “instruction is the means employed by teachers, designers of materials, curriculum specialist, and other whose purpose it is to develop an organized plan to promote learning”. This means that the learning process takes place on purpose and it needs the teachers who have good teaching skills. The term 'instruction' according to Romiszowski (1981: 4) refers to the learning process which focuses on the goal directed teaching process which is pre-planned. Thus, instruction is defined as the process which enable individual to learn in accordance with the design. The learning is successful of it enables to yield the changes in cognitive, affective and psychomotor domains in the learners. Geography instruction basically refers to a process of learning environment arrangement which enables the learners to study geography easily and achieves the expected competence.

Laws no. 20 of 2003, about the national education system (*UU Sisdiknas*) in article 1, item 1 states that education is a conscious and planned effort to create the

learning circumstance and process in which the learners actively improve the self-potency to gain the spiritual religious strength, personality, intelligence, good moral and the skills required for themselves, society and nation. It can be stated that education is aimed at changing individual and enables him/her to understand the outside world, themselves and their relationship with other people and object in their environment (Mukminan, 2006: 5). Meanwhile, the successful learning can contextually improve the learners' cognitive ability and their capacity to solve the problems faced in the real world. The characteristics of the quality education is that it enables learner not only to understand but also to take fundamental action to live the life in the society. Thus the meaningful geography learning is important to revitalize the reinforcement of nation's character and identity in the global context.

B. Concept Development in the Geography Instruction

The concept in the geography instruction should be developed by firstly considering the body of knowledge of geography as one of the disciplines. As a discipline, geography has the object of study or is often referred to as the object of geography instruction. The object of geography instruction generally are geosphere phenomena such as lithosphere, atmosphere, hydrosphere, and biosphere. Furthermore, the general geosphere is divided into the more specific studies. The concept developing of geography instruction is also based on the competence which should be acquired by the learners.

The development of geography concept is conducted on the basis of the principles, as follows

1. Universal: the topic concept owns the high level of generalization
2. Adaptive: the concept can be applied to the social, science and technological process
3. Meaningful: it is meaningful to improve the personal and social aspects
4. Transferable: it can be used to solve problems in the daily life.

The revitalization of geography instruction is aimed at creating high quality graduates who are populist, religious (integrated religious personality), and outstanding academically (academic qualification).

C. The Geography Instruction In The School Based Curriculum (KTSP)

Geography for the Senior High School is one of the subject in the Senior High School curriculum structure. The competencies which should be achieved in the Geography instruction are stated in the form of Standard of Competence (SK) and

Basic Competence (*KD*) as stated in the Education Minister's regulation no 22/2006 about the Content Standard. It is stated that the learners should be able to

1. Understand the pattern of spatial, environment and region and the related processes.
2. Acquire the basic skill in achieving the data and information, communicated and implement the geography knowledge.
3. Showing the emphatic attitude to the environment and the exploration of the natural resource wisely and own the tolerance to the cultural diversity in the society.

Based on the learning objective and by integrating the character and identity of the nation on the global context, it is expected that the geography instruction become the supporting in the reinforcement of nation's character and identity in the global context and it is able to improve the learner's potency so that they are sensitive with the social problem, able to develop the positive mental attitude to diminish any gaps and are skillful to solve the daily problem they face.

D. The competence of Geography Teacher

The geography teacher is a profession which needs specific skill, that is acquiring the education skill as well as the geography instruction and is supported with the knowledge acquired in the times of study. The knowledge is expected to enrich the teacher's ability to conduct the instructional process in the school.

Ellis (1998: 15) stated that there are 12 task which characterize good geography teacher: (1) Use a variety of teaching strategies, (2) Build bridges to other subjects,(3) Teach to the real world,(4) Emphasizes hands-on experiences,(5) Keep the focus on people, (6) Gather materials from various sources (7) Encourage reflective thinking, (8) Teach values, (9) Give student freedom,(10) Create a sense of place, (11) Promote success, and (12) Reward excellence,

E. The Revitalization Strategy of Geography Instruction for Reinforcing the Nation's Character and Identity in The Global Context

1. The character and identity which should be given to the learners

The character and identity which should be give to the learners can be traced in several reference and sources.

The Ministry of Culture and Tourism as the supporting institution, proposes 7 characters and identities of the nation, including: being proud as Indonesian, be unite and cooperative, appreciating the diversity, love the peace, being hopeful and pursue the achievement, democratic, and thing positively.

The Ministry of National Education (MoNE) as the important institution in designing the character and identity education makes the grand design. The institution identify the characterized nations as those who are: strong/persistent, competitive, honorable, immoral, tolerant, cooperative, patriotic, dynamic, and technology-oriented imbued with the belief in God.

The Ministry of Religious Affair (MoRA) identify the characterized nations as those who are: religious, honest, accountable, believable, patient, persistent, representative, friendly, polite, compromise, etc.

If combined, at least there are 26 characters and identities of Indonesian, namely: be proud of Indonesian citizen, unite and be cooperative, appreciate the diversity, love the peace, be restless and pursue the achievement, democratic, think positively, strong, competitive, honorable, immoral, be tolerant, be cooperative, patriotic, dynamic, technology-oriented imbued with the belief in God, religious, honest, accountable, believable, patient, persistent, representative, friendly, polite, and compromise.

2. The Revitalization Strategy Of Geography Instruction

The strategy of geography instruction strategy for reinforcing the nation's character and identity in the global context can be implemented by exploring, using and revitalizing the values of friendliness and local wisdom and then are applied in the learning practice both inside and outside the class. The revitalization effort should be directed by the Indonesian values, religiosity, environment and locality. The Indonesian values, involves *UUD 1945*, the flag and the national song of Indonesia and the motto *Bhineka Tunggal Ika*. The religious values are found in the religious teachings which are needed to apply, given that the religion affects the formation of nation's character and identity. The locality and environment values shows the width of the area and the number of ethnic group along with their distinctive customs and cultures in Indonesia which are also important to build the nation's character and identity. As a result, the reinforcement of nation's character and identity should utilize the existence of the culture, such as the traditional homes, local art, local costumes, and local potency. All represent the pride of Indonesian

The strategy of geography instruction for reinforcing the nation's character and identity in the global context can be conducted as follows:

- a. Integrating the nation's character and identity education into the curriculum

- b. Integrating the education of nation's character and identity into the instructional process.
- c. Integrating the nation's character and identity education into the climate/culture of the school.

a. Integrating the nation's character and identity into the curriculum

According to Fullan (Miller and Seller, 1985: 246) the concept refers to “the putting into practice of an idea, program or set of activities which is new to the individual or organization using it”. The implementation of curriculum refers to activities which is aimed at put into or conducting the curriculum in the real life in the class, that is the occurrence of transmission and transformation process of all experiences which are developed through intervention and habitation approaches. The intervention approach develops the learning interaction situation which is deliberately designed to achieve the objective of nation's character and identity education by implementing structured learning experiences. Habitation can be conducted by creating the situation and condition which enable the learners to get used to behave in accordance with the referred values.

Referring to the assumption that there is a close relationship between the curriculum and learning process, one needs to look at the discussion about the integration of nation's character and identity into the curriculum of education unit level Thus, the curriculum should have the main characteristics, that are human competence and mastery learning, Of course, the integration process should be based on both characteristics.

b. Integrating the nation's character and identity education into the learning process.

Next, it is necessary to discuss about the relevant instructional model to integrate the nation's character and identity education into the School Based Curriculum (*KTSP*). In relation with this, Saylor (1981: 279) propose the learning model of implementing the curriculum, namely The design of instructional system, programmed learning, practice and drill learning model. If related if the classification of learning model proposed by Joyce and Weills (1992), the “behavior system” is considered relevant for integrating the nation's character and identity education in the curriculum, including: Complete study, direct learning, self-control learning, concept and skill developing practice and assertive exercise.

Thus, there are many models which are considered relevant for integrating the nation's character and identity education into the curriculum. The most important aspect of this is that "the extent to which the models are able to facilitate the learners to gain the experience and the acquire the competence related with the reinforcement of nation's character and identity".

c. Integrating the nation's character and identity education into the school climate/culture.

It refers to the model which creates the school situation which reflects the nation's character and identity, such as the school culture which shows the cleanliness, health, discipline, caring with other, etc.

The geography instruction for reinforcing the nation's character and identity considers the approach of intervention and habituation. The followings are the model for developing the character education in the school

The model of developing the character education in the school.

MAIN CHARACTER	INTERVENTION	HABITUATION
<ul style="list-style-type: none"> ▪ honest, responsible ▪ intelligent ▪ healthy and clean 	<p>Objective The character of the learners is created through the activities in the school.</p> <p>Strategies: School to students</p> <ul style="list-style-type: none"> • Intra and co-curricular interactively in all the subject matters • Extra-curricular through various activities such as, research, scout, art, sport, red cross • creating the school culture which reflects the referred character <p>Government to School</p> <ul style="list-style-type: none"> • policy • guidelines • reinforcement • training 	<p>Objective the conditioning of characterized behavior in the school.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • the Principal, teachers, and other administrator being the pioneers • The school culture which characterizes as clean, health, discipline and beautiful • reinforcing the character through the flag ceremony, collective praying, respectful to the parents, heroic stories, etc.

Source: *Tim Pendidikan Karakter, 2010, Grand Design Pendidikan Karakter, Kementerian Pendidikan Nasional.*

The main character as the outcome of the education can be seen from its actualization, in the level of individual, society, nation and country.

The level of individual, the main character as the outcome of the education can be seen its actualization in the indicators, such as: Honest, Clever, Responsible and Caring and creative in various context consistently.

In the level of society, nation and country, the main characters shown as the outcome of education are: the awareness of nation's character, the pioneer in the school, regions, or national, and characterized social situation

With those efforts, it is expected that the geography instruction give the contribution to the reinforcement of nation's character and identity in the global context.

IV. CONCLUSION

The globalization which is taking place in the recent area causes phenomena which exist or happen, even collide. Consequently, the character and identity of a nation are increasingly faded, including those of Indonesian. It is dare to say that Indonesia is now undergoing the identity crisis. Meanwhile, the global challenge requires every nation sincerely prepare the human resource quality that are able to be the determinant of the existence of the country in the future. Thus, the characters and identity strengthening in the global context is an urgent need. Every effort is exerted to improve them in the past, in the recent time and in the future. The strengthening of nation's character and identity in global context should be integrated in subject, self-development and school culture. The teacher and school needs to integrate the values of nation's character and identity into the curriculum, syllabus, and instructional design. Thus the strengthening of nation's character and identity through geography instruction can be conducted in the classroom instructional process, thus the effort in strengthening of nation's character and identity through geography in school is able to achieve. However, in fact the school is currently impressed to deliver the students to have strong nation's character and identity in global context.

The questions needs to answer as: (a) what character and identity needs to be invested in to the students in order it is able to compete in global era related to the GI, and (b) how is the revitalization strategy of geography instruction for strengthening of nation's character and identity in global context. The revitalization of geography instruction for strengthening of nation's character and identity in global context can be conducted by discovering, utilizing and revitalizing the values of hospitality and local wisdom, and then it is applied actually in practical method of good instruction in classroom setting or out of

classroom setting. The effort of revitalization should be directed by Indonesian, religious, environmental, and regional values.

The revitalization strategy of geography instruction for strengthening of nation's character and identity in global context needs to conduct, includes: (a) integrate of nation's character and identity in school curriculum, (b) integrate of nation's character and identity in instructional process, and (c) integrate of nation's character and identity in school climate/culture. Through these efforts hopefully geography instruction can participate in giving real contribution in the strengthening of nation's character and identity in global context.

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