

Implanting National Values in Vocational High School Students Through Biographical Texts National Figure

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Abstract: This article is a summary of the results of CJR and CBR related to national values in biographical texts of national figures. This CJR and CBR activity is very important for writing a thesis writing thesis entitled "Development of Nearpod-Based Teaching Materials Integrated with National Values through Biographical Texts of National Figures at SMK Negeri 1 Lokop". The method used is the CBR method initiated by Troyka (2006:117) with the steps of 1) summarizing, 2) analyzing, 3) synthesizing, 4) evaluating. The results of the review show that the journal written by Suoriyono et al, 2020 entitled *The Importance of Cultivating National Values for the Frontier Island Coastal Communities as an Effort for Citizens' Participation in Defending the Nation*, and a journal (*Riris Eka Setiani, 2019*) entitled *Utilization of Traditional Games in Instilling National Values at the Pembina 2 Kindergarten in Purwokerto*, and a book written by Kasdin Sitohang et al, 2019 entitled *Pancasila Education: Efforts to Internalize National Values* concluded that it is very important to instill national values in all Indonesian citizens as early as possible so that they love and be proud of their own nation, namely the Indonesian nation.

Keywords: National Value, biographical text, national figure

Introduction

The national issue due to the decline in the nation's character is the loss of national values in Indonesian society, especially among the younger generation (Lestyarini, 2012). These issues include the declining ability of the younger generation to use good and correct Indonesian. Today's young generation often uses a combination of English and Indonesian terms. This pattern has an impact on a bad attitude towards language use, because many young people feel guilty if they do not master a foreign language (in this case, English), but are not ashamed or feel inadequate if they do not master good and correct Indonesian.

The lack of love for one's own culture is another problem for the younger generation who have contributed to the degradation of national ideals. The younger generation in particular forgets their country of origin because many young people today are more familiar with other cultures than trying to learn them and their culture (Wuryandani, 2010). There is a sense of pride that is more when using foreign products than using the products of their own nation is also a problem for the next generation of the nation. The description of this phenomenon indicates that the knowledge gained in the learning process at school has less good impact on strengthening the nation's character, namely the national value of the students.

The Indonesian nation is a nation that has many differences and diversity of characters. Strengthening character must also be balanced with strengthening the spirit of nationalism. If the character of national values has begun to fade, the national spirit of the younger generation will

also disappear. In fact, it is the national spirit that is the source of strength to realize the ideals of the nation (Handayani, 2015). So a strategy is needed to provide an understanding to the younger generation, especially students, about the importance of national values. Students' appreciation of their country of origin will grow as a result of understanding their nationality.

Vocational high schools (SMK) are formal schools that have an important part in the national education system, which has a role in improving the human resources of a nation. Vocational High School (SMK), one of the organizations that is also obliged, is related to the internalization of national values. In this study, the strategy of assertiveness of national values in vocational students will use the media of biographical texts of national figures. The use of biographical texts of national figures is expected to be a medium to raise the spirit of nationalism and strengthen national values in the younger generation, especially vocational students. The biographical text will tell the evidence of national figures who fought for the independence of the Indonesian nation. Thus, students can imitate the national spirit of national figures and will strengthen national values.

Research Method

The method used is the CBR method initiated by Troyka (2006:117) with the steps of 1) summarizing (restatement), 2) analyzing (excavating implied information), 3) synthesizing (connecting what has been summarized and analyzed with knowledge and understanding). our experience), 4) evaluate (make judgments). There are several steps taken before making a critical review, namely:

1. Choose a book

The book that will be discussed at this point is chosen by the author according to the topic to be submitted.

2. Critical reading

At this stage the author reads the book that has been selected earlier. According to Troyka (2006: 125-126) reading articles or books well is reading critically & systematically.

3. Outline and write

Create an outline and develop it into writing based on a critical review structure guide and a good and correct Indonesian language guide and in accordance with the Enhanced Spelling (EYD).

Results and Discussion

Learning National Figure Biography Text for Vocational High School Students

According to Mahsun (2014:1) learning to use text is learning towards understanding language. Therefore, according to him, text is a language that is carrying out certain tasks in a context. Meanwhile, the word biography itself comes from the Greek, namely from the word bios which means life and graphien which means writing. A biographical text is a historical text of a person or character written by another person (Kemendikbud, 2014:37).

Fu'ad (2008: 5) says that a biography is a book of a person's life written by someone else. The author owns the intellectual property rights and the characters are written only as sources. Biographers usually using the third person point of view or mentioning the name of the character being told. The biographical text usually contains name, place and date of birth, education history, organizational history, family background.

From some of these definitions, it can be concluded that the biographical text is a text that tells the life of a character in the form of problems faced in his life, the advantages of the character or the shortcomings of the character. Usually written using third person pronouns such as "he", "he", and "he". And the biographical text is useful so that the character who is told can be imitated by his kindness by the reader.

The structure of the biographical text includes orientation, events and problems, and reorientation. Orientation is the character introduction section which contains an initial description of the character that will be told in the text. Events and problems are part of the events or events

experienced by the character in his life. Reorientation is the end dari teks biography, which contains the author's views on the characters he tells (Kemendikbud, 2014: 42).

Learning biographical texts is in accordance with the basic competencies of 3.14 and 4.14 in class X SMK students. These basic competencies are assessing things that can be imitated from biographical texts and re-expressing things that can be imitated from characters contained in biographical texts that are read in writing. With the existence of KD on the biographical text, it can be used as a medium in understanding national values in vocational students. By using a biographical text that tells the struggle of national figures in the struggle for independence, it is hoped that it can remind the spirit of the struggle of national figures. By knowing the track record of the struggle of national figures and imitating the spirit of their struggle, students will increasingly understand and explore national values.

The Essence of National Values

According to Sinaga (2017, 49), the Indonesian state which has complex heterogeneity with high potential for disintegration, should every step and its policies be directed at strengthening unity and integrity and strengthening national commitment, considering that the diversity of race, ethnicity, religion, and regional language is a wealth. culture that can unite the nation. National involvement is essentially an effort to strengthen nationalism and a sense of nationality as a sovereign ethnic group within the territory of the Unitary State of the Republic of Indonesia. Therefore, it is necessary for the spirit and sincerity of all components of the nation to apply these noble values as control and improvement in the administration of the state, so that the implementation of national and state life remains in the corridor of national and state life. achieve country goals.

According to A. Yani Antariksa, the noble values of the nation are contained in the four conceptions of the four pillars of the life of the nation and state, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika. These four pillars are the moral principles of the Indonesian nation which serve as guidelines for the achievement of an independent, united, sovereign, just and prosperous nation.

Furthermore, according to Julianda B. Manalu that national values are contained in the four pillars of the life of the nation and state. In addition, the national values contained in each of these pillars will be described. Pancasila as one of the pillars of the life of the nation and state raises the values of Indonesian nationality as follows:

1. The value of religiosity
It is high spiritual values that must be owned by Indonesian people based on their religion and beliefs and have a high tolerance for followers of other religions and beliefs that grow and are recognized in Indonesia.
2. Family values
Contains the value of unity and commonality of fate and sharing with fellow citizens regardless of origin, religion, belief, social and political background.
3. The value of harmony
Adaptability and willingness to understand and accept local culture and wisdom as the embodiment of Indonesia's pluralistic values.
4. The People's Values
Have the nature and commitment to align themselves with the interests of the people in planning, formulating and implementing public policies, as a manifestation of the principles of people's sovereignty and national sovereignty.
5. The value of justice has the ability to defend and be fair to other human beings and to be fair to all Indonesian people.

So, the national values contained in the Pancasila above need to be understood by the next generation of the nation. The reason is so that they can implement it in their lives to realize the ideals of the Indonesian nation. Through these values, they will have a strong faith, and learn tolerance between followers of different religions, have a sense of sharing with fellow Indonesian citizens so that they can help each other. Through these values, they can also learn about the harmony of national life by accepting differences in race, ethnicity, language, and culture so that they can get along with anyone regardless of race, and always prioritize public or collective interests over groups or individuals, and can act fairly. to anyone regardless of that person's socio-cultural background.

The implementation of these national values is expected so that the next generation of the nation, especially young people, have a national spirit to build the State of Indonesia and can foster a high sense of love for the homeland. It is this love for the homeland that will give birth to other feelings of love, namely, among others, a love for one's own language, namely being proud to speak good and correct Indonesian, love for one's own culture by preserving and studying it, and a love for domestic products by proud to use domestic products.

National values of national figures that can be imitated in biographical texts

The internalization of national values in the learning process has been regulated in Law Number 20 of 2003 concerning the National Education System. Article 3 states that national education is useful for developing capabilities and shaping the character and civilization of the nation. Through the biographical text of national figures, it is hoped that they can shape the behavior of the younger generation who have high national values. The biographical text of national figures will present a story about the life history of national figures whose national values can be understood, explored and imitated by the younger generation, especially for students. Here are some examples of character names and national values that can be internalized :

No.	National Figure	National Value
1.	Ki Hajar Dewantara	Has a high value of justice, defends and acts fairly for all Indonesian people. Quotation proof: "Raden Mas Soewardi Soerjaningrat (EBI: Suwardi Suryaningrat, since 1922 became Ki Hadjar Dewantara, EBI: Ki Hajar Dewantara, some wrote the Javanese sound with Ki Hajar Dewantoro; 2 May 1889 – 26 April 1959. hereinafter abbreviated as "Soewardi" or " KHD") is a Javanese nobleman, activist for the Indonesian independence movement, columnist, politician, and pioneer of education for indigenous Indonesians from the Dutch colonial era. He was the founder of the Taman Siswa College on July 3, 1922, an educational institution that provided the opportunity for natives to obtain the right to education as well as the priyayi and the Dutch. In 1959 for his services in developing education in Indonesia, Ki Hadjar Dewantara was awarded the title of Father of National Education by President Soekarno."
2.	Ir. Soekarno	The spirit of patriotism, idealism, high struggle. Quotation proof: "During his time as a Technische Hogere School (THS) student, all of his time was spent reading books on nationalism, marxism, international issues and history. In 1926-1927 Sukarno emerged as a political leader and founded the Indonesian National Party (PNI). PNI is a combination of various independence movements" (Bashri and Suffatni, 2004).

3.	Cut Nyak Dhien	<p>High religious value and spirit of patriotism.</p> <p>Quotation proof:</p> <p>“Cut Nyak Dhien was born into a religiously devout noble family in Aceh Besar, area VI Mukim in 1848. In his childhood, Cut Nyak Dhien was a beautiful child. He received education in the fields of religion (which were educated by his parents or religious teachers) and household (cooking, serving his husband, and those concerning daily life which were educated either by his parents).</p> <p>After his marriage to Teuku Umar, Cut Nyak Dhien and Teuku Umar fought together against the Dutch. However, on February 11, 1899, Teuku Umar died. This made Cut Nyak Dhien fight alone in the interior of Meulaboh with his small army. Cut Nyak Dien then led the resistance against the Dutch in the interior of Meulaboh with his small army. These troops continued to fight until their destruction in 1901 because the Dutch army was used to fighting in the Aceh area. In addition, Cut Nyak Dien is getting old. His eyes had started to become blind, and he was affected by gout and also the number of his troops continued to decrease, and it was difficult to get food. This made his troops feel sorry for him. Cut Nyak Dhien's subordinate named Pang Laot reported the location of his headquarters to the Dutch out of compassion. As a result, the Dutch attacked the Cut Nyak Dien headquarters in Beutong Le Sageu. They were shocked and fought to the death. Dhien tried to take the rencong and tried to fight the enemy. However, Dhien's action was successfully stopped by the Dutch. Cut Nyak Dhien was arrested, while Cut Gambang managed to escape into the forest and continue the fight that his father and mother had put up.</p>
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Conclusion

Planting national values through biographical texts of national figures in vocational students is very effective. Dengan teks biografi tersebut peserta didik dapat lebih bisa memahami dan menggali nilai kebangsaan khususnya dari nilai kebangsaan para tokoh-tokoh nasional yang diceritakan. Students can also imitate the spirit of nationalism from the story of the struggle of these national figures by having a sense of nationalism, love and pride in their own nation, namely Indonesia.

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