

# Analysis of Students National Identity Levels in History Learning

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**Keywords:** National Identity, History Learning, Local History, Character Education.


**Abstract:** National identity is an attitude that must be possessed by every student in particular and the Indonesian nation in general. A solid understanding of national identity can be a foundation for stemming various outside cultures easily obtained through today's technological advances. This study analyses students' national identity level at SMAN (Public High School) in Padang City. So, history learning that was initially still unable to help students understand national identity can be designed according to their affective needs. This research occurred in Four State Senior High Schools: SMAN 2 Padang, SMAN 3 Padang, SMAN 7 Padang, and SMAN 15 Padang. The method used is quantitative descriptive. Data was collected using questionnaires and then analyzed using descriptive statistics with the help of SPSS software. The results of the analysis are further described qualitatively. The results of this study show that the national identity of students in Padang City is sufficient. This can be seen in the number of students at the adequate grade interval, as many as 66.9% of students. The percentage of students who are in the excellent category is 16.0% of students. As for students who are still in the poor category, as many as 17.1% of students.


## 1 INTRODUCTION


Article 3 of Law Number 20 of 2003 concerning the National Education System explains that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Departing from this goal, national education revolves around intellect and penetrates aspects of morality, attitudes (character as an individual / Indonesian nation, spirituality), and skills. This is a complete unity that in the learning process in the classroom, students are expected to have cognitive, affective, and psychomotor abilities. In the applicative realm, every lesson learned in the school


or education has its objectives, and the orientation is to achieve the national education goals mentioned above. One of the many subjects taught by students at school is history. History is a learning process that consists of values that shape student character or character education. Thomas Licknoa explained, as quoted by Suwartini, that character education is a process that is passed to shape one's personality through ethics education, the results of which are seen in one's actual actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on (Suwartini, 2017).


Learning history as one of the lessons that shape student character is an aspect that cannot be denied. Referring to some existing research, it is explained that history learning is not just remembering an event, name, place, number, and year. However, it can shape dispositions and attitudes, awaken awareness of

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national ideals and the development of historical knowledge, historical ways of thinking, historical skills, and attitudes related to one's life as a citizen, such as love of the motherland, patriotism, and nationalism History learning should not only be concerned with aspects of knowledge or intellectual intelligence but also include aspects of mentality or emotional intelligence. This process is part of efforts to shape the nation's character in the future (Asmara, 2019).

As explained above, it can be said that history subjects are full of character building, including the national identity of the nation. Lionar and Mulyana reinforced that the strategic role of history education is to form citizens who understand the noble values of the nation, in this aspect, including the value of respect for cultural diversity that has become the identity of the Indonesian nation (Lionar & Mulyana, 2019). The nation's identity is a representation of the national identity of the Indonesian nation that is not owned by other nations. Departing from that situation, a state is responsible for forming a national identity in its people, which can be provided through education (Asy'ari et al., 2022). By some of the explanations mentioned above, it can be concluded that the purpose of history education/learning, apart from the cognitive and psychomotor domains, also includes aspects of attitude/character formation in the form of nationalism, patriotism, and other things related to efforts to strengthen national identity / collective identity.

National identity comes from the word *Identity* which means characteristics, signs, or identities attached to something that distinguishes it from others, and the word national, which means a more extensive group bound by physical similarities such as culture, religion, and language and non-physical similarities such as desires, ideals, and goals including development factors in the context of globalization (Widodo et al., 2015; Sormin et al., 2021; Aprianti et al., 2022). National identity relates to a nation's history, culture, language, and traditions, distinguishing it from other nations. National identity also helps to strengthen the nation's sense of unity and increases the spirit of nationalism (Astuti, 2023). In the context of Indonesia, national identity can be interpreted as a characteristic whose manifestation is in the form of cultural values that have developed before the entry of major religions in the archipelago in various aspects of life, containing hundreds of tribes which in turn are bound by the motto *Bhineka Tunggal Ika*. Unite to realize the common desire to achieve national independence by protecting the entire Indonesian nation and all Indonesian

bloodshed, as stated in the preamble of the 1945 Constitution's fourth paragraph (Aprianti et al., 2022; Luthfia & Dewi, 2021). This historical process cannot be separated from the cultural roots that underlie the national identity of the Indonesian nation. The elements forming national identity consist of primordial factors (geographical, ecological, and demographic) and conditional factors such as historical, social, political, and cultural factors in the Indonesian nation.

In national and state life, identity is essential for a country to distinguish itself from other countries. Suppose a nation does not have and cannot maintain a national identity; Crucial problems occur, such as being easily shaken and swayed by the challenges of the times (Nurnazhiifa & Dewi, 2021). Furthermore, Widyaningrum emphasized, as quoted by Saputro, that national identity is essential so that a country can maintain its existence and have unity for the sake of the nation (Saputro, 2021). Indonesia is a country inhabited by many people with heterogeneity on all fronts. Still, it has the same goal, namely, the realization of a strong, sturdy Indonesian nation that has a strong identity valued by other nations, to achieve the ideal of the founder of the nation as an advanced, just, prosperous, and prosperous nation (Rosyada, 2014). From the various thoughts mentioned above, it can be concluded that national identity is one aspect that can be used as a bridge to unite differences and progress the Indonesian nation. There was growing collective awareness that the Indonesian nation differed from other countries.

In this era, all humanity experienced such a phase of rapid technological development. In other words, the world has been continuously globalized or modernized. In line with these conditions, it is not impossible for the younger generation, especially students, to be exposed to various cultural elements from outside. The rapid development/use of electronic media gives students a vast space to access Western culture. Globalization or modernization contains positive and negative impacts. At a positive level, it can foster creativity and innovation, build collaborative relations between countries, and create constitutive aspects of the like. However, adverse effects need to be watched out for and alleviated, namely pornography, hijacking someone's account, creating content that harms others, and imitating ways of dressing that are not to the culture of Indonesian society (Rafidah et al., 2021)

This condition can impact the decline of national identity because it is too late with elements of Westernized culture or *pop culture*. The era of globalization and modernization facilitates the entry

of foreign cultures so that it affects every segment of life, including the mindset of a person who, in this case, views Western culture as more modern than Eastern culture. Thus, Eastern societies are more likely to imitate the lifestyle of Westerners (Evitasari & Prasetya Santosa, 2022; Saputro, 2021). If understood as a whole and comprehensively, history learning can be helpful as a self-foundation for selecting complex values that develop in society today and in the future (Afwan et al., 2020). This can deepen students' understanding of wisdom. Because it views an issue based on the principle of causality, comparing what has happened in the past with today's situation, which in turn is used as a guide for concluding (decision). If brought into external cultural adoption, if students want to consume the culture, filtering is first carried out properly by considering the consequences for attitudes, mental, or others.

Thus, the benefits of learning history and strengthening mental attitudes and character are related to the noble values of the Indonesian nation. The conditions of the times that have changed with complexity make teachers / related parties must always be aware of the identity crisis among students and generations of the nation in general. History is the teacher of life for everyone. Therefore, to form a complete national identity for students, history learning designed by history teachers must be taught well to students, according to their needs, and contextual to the environment and problems that occur today. That way, the ideals of national education, especially at the level of character education, are expected to be achieved comprehensively through history learning. As explained by Suwartini, one of the principles of character education is the development of an attitude of love for the homeland (Suwartini, 2017). Departing from these conditions, to see the extent to which history learning can shape students' national identity amid current technological developments, the author conducted a study on the analysis of students' national identity level in Padang City. According to the author, studies on national identity analysis are still rarely found today, especially for senior high school students in Padang City. Some studies on national identity analysis still cover the textual realm, such as the value of national identity contained in learning textbooks conducted by Sumaludin (Sumaludin, 2018), Sarasati (Sarasati, 2021), and Purwanta (Purwanta, 2012, 2013; Purwanta et al., 2015). The study of national identity in students was written by Yulianto (Yulianto, 2017) and Adelia (Adelia, 2019). Given this situation, this research can fill the space

that is still relatively empty so that teachers can obtain new information to improve the learning process, and each aspect of national identity is still in the low or poor category. The findings in this article are expected to be a signpost for history teachers, in particular, and families, in general, constantly to remind and supervise the nation's generation of foreign cultural dangers if not filtered properly.

As an academic study, this research answers the question:

1. What is the level of national identity of students in the city of Padang in the realm of knowledge, attitudes, skills, and national identity as a whole?
2. How is the role of history subjects one of the critical aspects in improving students' national identity?

## 2 METHODOLOGY

This research is a type of quantitative descriptive research. Quantitative descriptive research is a study that uses quantitative methods and descriptive analysis techniques (Alfatih, 2021). This research was conducted in four public schools in Padang City, including SMAN 2 Padang, SMAN 3 Padang, SMAN 7 Padang, and SMAN 15 Padang. The sample in this study amounted to 257 students, and the sampling techniques used were *Cluster Sampling*. In this type of sampling, the population is divided into regions or clusters. If the cluster is selected, all members in the cluster are sampled (Retnawati, 2017). The data collection technique uses questionnaires with several statements about national identity attitudes based on aspects of knowledge, attitudes, and skills. The assessment aspects and indicators contained in the questionnaire can be seen in the table below.

Table 1: Aspects of assessing students' national identity scores

It	Aspects	Assessment Indicators	Statement Item
1	Knowledge	Local Insights	5
		National Vision	5
		Ideological Understanding	4
2	Attitude	Patriotism	4
		Nationalist Attitude	4
		The Attitude of Love For the Country	4
		Historical Awareness Attitude	4
3	Skill	Achievement of Six Dimensions	6

It	Aspects	Assessment Indicators	Statement Item
		of Pancasila Student Profile	
		<i>Good citizenship</i>	4
Total items			40

Each statement was measured using a Likert scale with a strongly agree, agree, doubt, disagree, and strongly disagree scale. Each item has a value including: strongly agree = 5, agree = 4, doubt = 3, disagree = 2, strongly disagree = 1. The next questionnaire was given to the research sample, and the data that was successfully collected was processed and analyzed using descriptive statistics with the help of SPSS software. Syamsudin, in his book, explained that the task of descriptive statistics is to present research results in good form. The presentation of data in good form is interpreted as a process in that the data is written simply so that it is easier to get a picture of the research results (Syamsudin, 2002).

The process aims to determine students' national identity level based on predetermined aspects and indicators. The results of the student national identity score questionnaire displayed in the data analysis below include assessments based on intervals in the form of percent with the following national identity value categories: excellent, good, enough, less good, and not good. The assessment category refers to Sugiyono's opinion about Respondent Achievement Level (TCR), the categories below.

Table 2: National Identity Assessment interval

Value Interval	Category
85% - 100%	Excellent
66% - 84%	Good
51% - 65%	Enough
36% - 50%	Not Good
0% - 35%	Bad

Table 3: Distribution of Respondents in Each School

School	Frequency	Percentage
SMAN 2	61	23,7%
SMAN 3	72	28,0%
SMAN 7	65	25,3%
SMAN 15	59	23,0%
Total	257	100,0%

### 3 RESULT & DISCUSSION

National identity is a critical aspect possessed by every child of the nation. This is their foundation against the massive flow of modernization that will lead to an identity crisis if there is no strong filter and sharp analysis. Several forms of external culture or

understandings are challenges for students in the era of globalization and need to be properly filtered and sharply analyzed for the consequences for the identity of the Indonesian nation, namely thoughts that are contrary to the philosophy of life of the Indonesian nation which in principle must be based on Pancasila. Some examples related to these aspects are communism, hedonism, individualism, racism, liberalism, ethnocentrism, chauvinism, and the like.

Education has a role in shaping the national identity value of a country with its characteristics (Byung-Jin, 2003). National identity is a binding force for the formation of close relationships between individuals and the state and becomes a nation's collective identity with characteristics that other countries do not possess (Akbar et al., 2022; Sumaludin, 2018). Therefore, the value of national identity as part of character education must be seen in its entirety in the domain of education, as in the opinion of Purwanto & Susanto, character value education is inseparable from the process of education in the cognitive, affective, and psychomotor domains (Purwanto & Susanto, 2019). This study looks at the national identity of students in the city of Padang in the context of Education in Indonesia from the perspective of the realm of education including, cognitive, affective, and skill.

National identity in the aspect of knowledge is a basic part of the formation of national identity. Knowledge plays a role in opening the horizon of consciousness toward a belief in the development of national identity (Harrison & Johnson, 2009). The knowledge in question is mainly related to knowledge of historical events about the Indonesian nation, knowledge about national heroes, the formation of the state of the Republic of Indonesia, along with the flag and symbols of the state as well as students' understanding of state ideology. In addition, knowledge that affects the identity of the nation also consists of knowledge about local history found in the environment around students.

In addition to explaining the level of national identity based on each element, the author also describes the level of national identity of students as a whole. The data can be seen in the explanation below.

#### 3.1 Level of National Identity of Students based on Knowledge Aspects

Referring to the analysis of the national identity scores of 257 students, the average score of their national identity based on knowledge aspects was



54.98 or in the sufficient category. From the graph above, students in the excellent category amounted to 13.2%. The number of students in this category is pretty high at 50.2%. As for students in the poor category, it amounts to 35.8%. While students who are still in the wrong category, as much as 0.8%. In this section, it can be concluded that students already have excellent knowledge about national identity referring to the percentage of students who are in the sufficient category and those who are in the superb category can be interpreted as their understanding of national identity as the Indonesian nation has been implemented in the form of concrete actions in schools and their social environment. Facilitated history learning began to bring quite good changes in students' understanding of national identity. This condition also shows that historical learning that only focuses on memorizing dates, characters' names, places of events, and the like has gradually been updated. Ideally, facilitated learning should be so. When viewed from the cognitive side, students must have critical thinking skills (critical thinking, problem-solving, seeing change and sustainability, and other historical thinking skills). Not just remembering the date, the name of the character, or the place where a historical event occurred may not mean anything to students, even if they sometimes forget the date, year, and name of the historical figure they studied (Anis et al., 2020).

Table 4: Assess students' national identity based on aspects of knowledge

Interval	Student Percentage	Category
85% — 100%	0%	Excellent
66% — 84%	13,2%	Good
51% — 65%	50,2%	Enough
36% — 50%	35,8%	Not Good
0% — 35%	0,8%	Bad

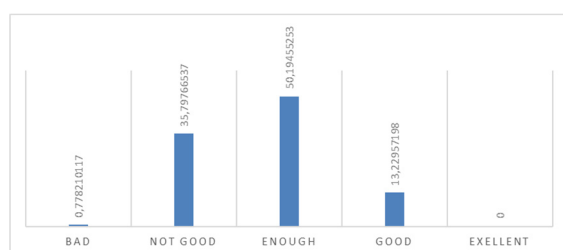


Figure 1: Graph of student national identity categories by aspect of knowledge

In addition to what is described above, it is considered a success of a history teacher; on the other hand, there are still evil students. The percentage of students who fall into the two categories is 35% of

students (not good) and 0.8% of students (not good). Departing from these data, a history teacher needs to design learning well to improve students' knowledge abilities with methods that suit their needs/characteristics (students) or learn material contextual to the student's environment. One form can integrate local history into the material studied. As explained by Wiyanarti, local history is a potential source of learning for history education/learning. The element of closeness to students, namely historical sources and memory, can bridge alternative aspirations that may be expected and have not been provided by existing national history (Wiyanarti et al., 2020). Hasan further asserts that regional events are triggered by national events and vice versa (Hasan, 2019). Departing from this argument, local history material absent from history books, especially history learning in Padang City schools, needs to be developed by related parties, especially teachers who teach history subjects. This action is essential because it is a preventive-coercive step in stemming students' blindness to history/local insight.

National identity in the aspect of attitude, is related to attitudes that are a manifestation of historical values (Yefterson & Salam, 2017). Historical value is from character values obtained from positive values that can be exemplified from the struggle of the Indonesian nation to seize independence to maintain independence. The national identity attitude of citizens is generally characterized by feelings of being citizens of a nation (Schlicht-Schmälzle et al., 2018). Attitudes that show national identity can be built with learning activities that involve students in accommodating diverse perspectives of local identities, such as ethnicity, religion, language, and ideology (Grzywacz, 2013; Ljunggren, 2014). Aspects of attitudes highlighted in the following data include patriotism, nationalism, love for the homeland, and historical awareness.

### 3.2 Level of National Identity of Students based on Attitude Aspects

Based on the analysis of the national identity scores of 257 students, the average score of their national identity based on attitude aspects was 57.83, or in the sufficient category. Referring to the graph data above, the % of students in the excellent category is 17.1%. Students who are in the adequate category are as much as 59.5%. As for students in the poor category, it amounted to 23.3%. According to the data presented, it can be concluded that the highest percentage is in students in the sufficient category. Of the total respondents, students in the adequate

category reached 59.5%. As for students in the excellent category, as many as 17.1% of students. According to these data, it can be interpreted that history learning has shaped students' national identity regarding attitudes.

Table 5: Assess students' national identity based on attitude aspects

Interval	Student Percentage	Category
85% — 100%	0%	Excellent
66% — 84%	17,1%	Good
51% — 65%	59,5%	Enough
36% — 50%	23,3%	Not Good
0% — 35%	0%	Bad

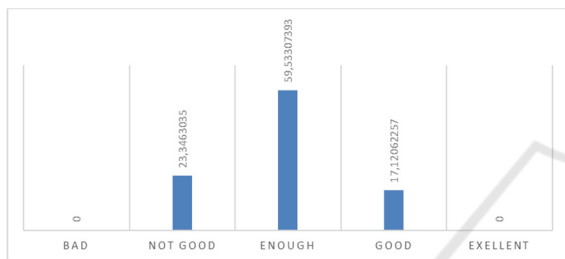


Figure 2: Graph of students' national identity categories by attitude aspect

However, only a few percent of students are in the poor category. The number reaches 23.3% of students. The quantitative data related to the students' national identity was strengthened by the testimony of two teachers who indeed viewed that students still need improvement related to nationalism, patriotism, love for the homeland, and historical awareness.

Teacher A

*"In general, the attitude of student nationalism is still lacking. This can be seen during the implementation of the Flag Ceremony which is carried out routinely every Monday morning. They tend to joke, laugh, sit, and sometimes some play mobile phones. The same is true when it comes to patriotism, especially about historical awareness. They view that learning history is not important. However, some students who do have intelligence in some aspects, tend to have an attitude of nationalism, love for the homeland, and the like, and this can be seen in their actions. Like during the ceremony, they look solemn and usually stand in the front row."*

Teacher B

Following up on the information, Therefore, history teachers need to redesign learning appropriately to shape the national identity attitudes of students who

are still in the poor category and sharpen the attitudes of students who are in the sufficient category. History learning can be learned through direct visits to historical sites related to the material being discussed, building dialogical relationships with historical witnesses/and presenting them to schools or places that can foster the spirit of nationalism, patriotism, love of the motherland, and students' historical awareness. Historical awareness is an important point that must be understood/possessed by students as someone who studies history. This will bring out a sense of life that will ultimately lead students to fully understand the meaning of each historical event (Yefterson et al., 2023). A complete understanding of a historical event indirectly affects the formation of character according to the noble values of the Indonesian nation. One of the objectives of Indonesian national education is related to the formation/strengthening of children's character (nation). Strengthening national character and identity is an effort to maintain the nation's integrity (Hakim & Darajat, 2023).

National identity in the aspect of skills that are covered in the assessment, including actions that show good *citizenship* behavior and forms of student behavior by the Pancasila Student Profile (Aldi Ivandi Putra et al., 2024; Khasanah et al., 2023; Ljunggren, 2014; Osler, 2011)

### 3.3 Level of National Identity of Students Based on Skill Aspects

Table 6: Assess students' national identity based on skill aspects

Interval	Student Percentage	Category
85% — 100%	0	Excellent
66% — 84%	40,5%	Good
51% — 65%	47,9%	Enough
36% — 50%	11,7%	Not Good
0% — 35%	0	Bad

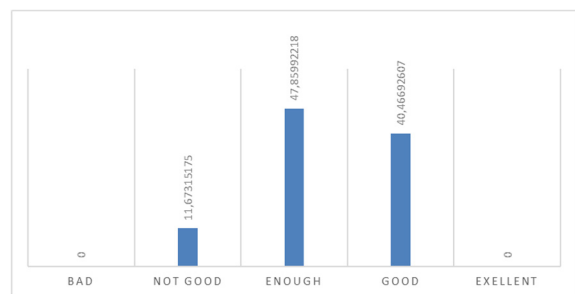


Figure 3: Graph of student national identity categories by skill aspect

The average national identity score of students based on aspects of skills after analysis was 63.44, or in the sufficient category. Based on the data in the graph above, the % of students in the excellent category is 40.5%. Students who are in the adequate category amounted to 47.9%. Meanwhile, students who are in the poor category amounted to 11.7%. From these data, it can be concluded that the percentage of students in the category is entirely in the highest position, with 47.9% of students. Then, below are students who have arrived in the excellent category, as many as 40.5% of students from the total respondents.

It can be concluded that they have sufficient skills related to the supporting factors for the emergence of awareness of national identity as an Indonesian nation. Indeed, history learning contains special skills not possessed by other subjects. The skill aspect (especially in the realm of *Historical Thinking Skill*) is associated with performance in tasks that require the use of information from various documents and the use of the information contained in these sources to answer historical questions to gain new insights (Merkt et al., 2017). Ofianto asserts that if students have historical thinking skills, then they can identify interactions and constraints on deliberate human actions that trigger change and continuity, as well as able to identify various causes and understand counterfactual historical events (Ofianto et al., 2022). The importance of critical thinking and historical thinking skills requires a teacher to be able to design learning/learning activities that can develop these thinking skills because when they enter high school, they are required to be able to do so (Waring & Robinson, 2010). Referring to this thinking means that critical thinking or historical thinking must be introduced when students are in the junior middle class.

This aspect of skills contains indicators of what is referred to as the Pancasila student profile and *good citizenship*. Astuti's research findings prove that the profile of Pancasila students can realize a generation that upholds Indonesia's national identity and cultural values (Astuti, 2023). However, according to the thoughts and data on the percentage of students whose national identity is still in the poor category of 11.7% of students, history teachers must continue to try to design learning more meaningful and according to the needs of students so that every dimension of the Pancasila student profile learned by students at State High School Padang City can be a foundation to strengthen their national identity values.

The level of national identity of students in this article is seen based on knowledge, attitudes, and

skills. Each aspect is further developed into several indicators. Based on the results of data analysis conducted by the author, the level of national identity of students in Padang City in each aspect consisting of knowledge, attitudes, and skills can be seen in the table below.

### 3.4 Student's overall national identity level

Table 7: Assess students' overall national identity

Interval	Student Percentage	Category
85% — 100%	0%	Excellent
66% — 84%	16,0%	Good
51% — 65%	66,9%	Enough
36% — 50%	17,1%	Not Good
0% — 35%	0%	Bad

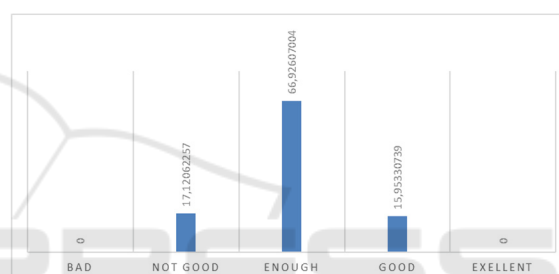


Figure 4: Graph of student national identity categories by all aspects

In measuring the national identity of students in the four Padang City Senior High Schools, it consists of three aspects, each of which contains several categories. The Knowledge Aspect includes Local Insights, National Vision, and Ideological Understanding. Attitude aspects include Patriotism, Nationalist Attitude, Attitude of Love for the Motherland, and Attitude of Historical Awareness. The skill aspect is divided into the Achievement of Six Dimensions of Pancasila Student Profile and Good Citizenship. Some of the aspects that are used as a measuring tool are seen as having relevance to the national identity of a citizen. Like the attitude of Nationalism, Asy'ari explained in his article that high nationalism can be seen with someone who loves his country very much, appreciates the services of his heroes, shows a willingness to sacrifice for the good of his country, and of course highly upholds unity and unity. While patriotism teaches how to be a citizen who has loyalty and loyalty to the country and nation and recognize the identity of each nation or state. Asy'ari explained in his article that high nationalism can be seen with someone who loves his country very much, appreciates the services of his heroes, shows a

willingness to sacrifice for the good of his country, and of course highly upholds unity and unity (Asy'ari et al., 2022). Meanwhile, patriotism teaches how to be a citizen who has loyalty and loyalty to the country and nation and recognize the identity of each nation or state (Nurnazhiifa & Dewi, 2021). As for historical awareness, Soedjatmoko as quoted by Syahputra explained that historical awareness is an intellectual orientation, an attitude that needs to be instilled in the nation in order to form a national personality (Syahputra et al., 2020).

Based on the data in the table and graph above, it was obtained that students at the national identity level reached 66.9%. Students who are in the excellent category are as much as 16.0%. Meanwhile, students still in the poor category amounted to 17.1%. According to these data, it can be concluded that the percentage of students with a sufficient national identity is 66.9% of students from the total respondents. As for students in the excellent category, as many as 16.0% of students. Those who fall into these two categories hope to use the sense of national identity that has been formed as a foundation for dealing with various elements of foreign culture that affect the erosion of national identity. Referring to the data above, it can be concluded that the level of national identity of students at SMA Padang City is categorized quite well.

This means that history learning facilitated by teachers can reasonably accommodate student character formation in the realm of national identity as the Indonesian nation. Nonetheless, improving the quality of students' national identity in a very good direction needs a strategy that is relevant and interesting to the spirit of today's students. The author suggests that teachers must design learning and develop interactive multimedia e-modules that contain several forms of student learning activities and needs. Such as independent and collaborative learning flows, learning resources such as videos and articles, and the like. Meanwhile, another strategy is to develop teaching materials that contain local history, multicultural education, and character education. Some of these aspects are seen as having strong relevance to the improvement of elements related to the national identity of the Indonesian nation. Several studies also report that local history, local wisdom, and multicultural education have a great contribution as an effort to strengthen the identity of Nation (Billah et al., 2023; Hakim & Darojat, 2023; Widiatmaka, 2022; Firdaus, 2017).

Sartono Kartodirjo affirmed in Hasan that history is a story about the collective experience of a community or country in the past; the estuary of such conditions can shape national personality and

national identity at the same time (Hasan, 2019). At the practical level, history is valuable as moral and educational teaching, namely, the past as espionage in living the present and future life (Sirnayatin, 2017). Students who study history are expected to be able to take constructive values from heroes or events themselves as guidelines in living a life of society, nation, and society. Introducing historical actors (historical actors such as heroes) in learning strengthens national identity and is relevant to shaping characters such as national attitudes and love for the homeland (Pramono et al., 2021; Abdi, 2020).

Even so, as many as 17.1% of students do not fully understand the national identity. This study's findings align with the results of Ritonga's research, that the understanding of grade VII students of SMPN 39 Medan regarding national identity is still quite low. Internal and external factors cause the low understanding. Some of these internal factors consist of intelligence, health, and psychology. As for external factors, some of them include the school environment, teachers' teaching methods, and friends (Ritonga et al., 2022). Meanwhile, Adelia's research explained that the national identity of high school students in the city of Medan is in the high category. In his research, it was mentioned that the components that form national identity consist of three: categorization, identification, and social comparison. In addition to these three components, other factors affect national identity such as ethnicity and educational factors that are followed (Adelia, 2019). Another study explained that the majority of students at SMAN 2 Pare have a good understanding of the definition and purpose of national identity. Students as respondents to the study stated that their agreement about maintaining national identity is important for the sustainability of the Indonesian nation (Putra et al., 2024). Some of these studies can be used as a comparison that every student in each school in the region within the scope of Indonesia, has a different quality of understanding of this national identity.

Related, the number of students in Padang City who are still in the category of bad national identity is strengthened by some cases that occurred in Padang City, namely brawls between students which resulted in losses for themselves and the general public. Like the brawl that occurred on Jalan Juanda, Padang City, resulting in the death of one of the teenagers in the action (Media, 2022). Meanwhile, the brawl that occurred in Lubuk Begalung, Padang, resulted in one of the teenagers' hands being broken in the incident (Media, 2024). This is one of the proofs that the understanding of adolescents, especially in Padang City, is still lacking in depth regarding the identity of the Indonesian nation which ideally maintains a sense of unity and unity, tolerance, or in a concept known



as *Bhineka Tunggal Ika*. In general, the era of globalization poses hopes and challenges for the Indonesian nation. Aulia's research reported that several important aspects need to be considered in response to the challenges of globalization resulting in the fading or non-understanding of the nation's national identity by adolescents, namely: 1) hedonism, 2) fading mutual cooperation, 3) fading sense of nationalism and patriotism and 4) fading of manners (Aulia et al., 2021). In line with that, another thing that needs to be watched out for in the era of globalization is the emergence of extremist ideologies, such as the thoughts and interests of other irresponsible parties and then targeting the mindset of Indonesian teenagers if such a thing happens protracted and there are no preventive-coercive efforts, it is vulnerable to division (Istianah & Komalasari, 2023; Aulia et al., 2021).

Therefore, history learning taught by students with teachers as facilitators must be designed within the framework of forming a national identity. The material prepared must be contextual to produce meaningful learning for students. The tasks given are note-taking, triggering creativity, *problem-solving*, and the like. As Kurmanayeva explains, creative tasks, including ethnocultural content, connect students to their national identity (Kurmanayeva et al., 2021). Another study reported that history learning designed by integrating multicultural values is seen as beneficial in an effort to strengthen Indonesia's national identity (Saputro, 2021). This is based on the view that history learning with the integration of multicultural values when viewed from the learning objectives in high school, is expected to produce students who have a national spirit and love for the homeland, have a strong character and personality, advance national culture, make students have a strong identity and identity, and as members of a democratic society and nation (Ekwandari et al., 2020). Another aspect was also mentioned by Raharjo that the development of a leadership history learning model based on critical pedagogy has proven to be effective in improving students' leadership attitudes (Raharjo, 2021). In this aspect, it is based on the fact that historical materials that contain elements of heroism of figures in the past contain positive leadership values to be emulated by students so that one of the indicators of national identity can be achieved. In addition, learning history with the integration of traditional values of local communities also has the potential to be a forum to strengthen national identity, especially the cultural identity of students (Januardi et al., 2024). One study reported that engaging students in understanding the cultural values inherent in local history can strengthen their sense of national and local identity (Januardi & Superman, 2024). Some history learning designs

above can be an example for every history teacher to be applied in learning activities in each school.

Technology is an important aspect of facilitating all forms of human activities. Fauzan et al.'s research reports that visual technology, especially in the digital space, plays an important role in shaping national identity and consumption patterns in Indonesia and can be used critically to reinforce local cultural narratives rather than simply being a tool for global cultural adoption (Fauzan et al., 2024). Such technology forces people to reevaluate how their national identities are formed amid the growing tide of globalization (Ilyin & Snegur, 2024). However, several challenges and obstacles may arise. Therefore, Antonian and Sokolova emphasized that educational institutions and governments need to ensure that technology is not only used to disseminate information but also to provide in-depth education about local values and the important role of national identity in an increasingly connected world (Antonian & Sokolova, 2022).

The findings of this study have implications for two parties. First, from the teacher's side, it can be a sign that students are on a national identity that has begun to fade, so these findings can also be an empirical basis for a teacher to design learning, media, modules, and materials (local history integration) that can bridge students in strengthening and improving their national identity, especially in history subjects. Second, for students, it has implications for the steps taken to face technological advances. They will better understand the negative impact of technological advances on national identity as a nation after measurements are made based on the aspects/indicators of national identity developed. At the same time, it raises awareness of continuing to learn and become a complete Indonesian person. In addition to these aspects, they can also use technology to strengthen the foundation of national identity as an Indonesian nation. Because the influence of technology in the era of globalization not only affects the way people see themselves, but also how cultural values and social norms are redefined in the digital era (Fauzan et al., 2024).

## 4 CONCLUSIONS

Apart from the aim to improve students' abilities in the cognitive and psychomotor domains, history learning is also intended to shape students' attitudes/characters by the noble values of the Indonesian nation. History learning is expected to strengthen students' foundations in building national identity as an Indonesian nation and local identity as

part of society according to their residences. At this time, all circles are in such a phase of rapid technological development, which can affect various aspects of the life of a nation. What may also happen is the emergence of an identity crisis among students/young people because it is contaminated with elements of outside culture that are not filtered properly. Based on the research results, the national identity level of students in Padang City is quite good. This can be seen in the number of students in the sufficient grade interval, amounting to 66.9% of students from the total respondents. The percentage of students who are in the excellent category is 16.0% of students. As for students who are still in the poor category, as many as 17.1% of students. With these findings, it is hoped that history teachers, especially in Padang City, can design learning well to improve the quality of learning, whose orientation is to shape students' national identity and cognitive and psychomotor abilities in general.

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