
Internalizing Islamic Education Values based on National Heroes in the Millennial Generation in the Minangkabau Tribe

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Abstract

Character education is the main domain in balancing the cognitive abilities of learners. As the process of internalizing the values of Islamic education can be adopted through the example of the heroes. This is due to the lack of critical studies related to the development of exemplary-based Islamic educational values from heroes, especially for the millennial generation. On that basis, this study aims to investigate the internalization of Islamic education values based on the example of national heroes in the millennial generation. This study adopted a qualitative approach with a phenomenological study method in the millennial generation in the Minangkabau tribe. The sample used was 33 students from various universities with Minangkabau ethnic backgrounds. Analysis of the data used is based on triangulation techniques with three ways of collecting data including limited interviews, observation and documentation. The results show that the values of Islamic education in the millennial generation can be internalized through the adoption of exemplary figures, the distribution of the roles of heroes and the internalization of exemplary to oneself and the environment. The research findings identify that the examples of the heroes are able to encourage the internalization of the values of Islamic education in the millennial generation in the Minangkabau tribe. This study recommends further research to use a variety of ethnic samples and study topics

Keywords: Islamic Education, Millennial Generation, Exemplary, National Hero

INTRODUCTION

Character education in Indonesia is one of the efforts to increase the balance of learner output. The facts show that learning outcomes lead to cognitive, affective and psychomotor abilities (Muskania & Zulela MS, 2021). Internalization of character values is not only in a formal form but in an informal way. The existence of a balance of attitudes and cognitive abilities can animate the character of the learner to build good mental, moral and reputation qualities (Fathinnaufal & Hidayati, 2020). This leads that character education is an integral part of the written and unwritten learning curriculum (Putri et al., 2019). So the reference for implementing character education at every level of education is a policy program for the national education system in Indonesia (Rosala & Budiman, 2020).

The balance of these three points is an achievement target in national education along with curriculum changes to increase one's capacity. The reason is, students who have high cognitive abilities but are not accompanied by a good foundation of character, there will be an imbalance in learning orientation (Bredemeier & Shields, 2019). On that basis, learning objectives can be aligned with cognitive, affective and psychomotor needs including character education.

Several facts have been suggested that character education in Indonesia can be implemented through various strategies (Sari & Wibowo, 2019). One of them is through historical studies of national heroes who fought for independence in the colonial era (Huri & Marwanto, 2019). In the world of character education, role models are also needed for students, so that internalization of exemplary values can be obtained and reflects role models in themselves (Vos, 2018). One of the forms is through the example of the heroes as a reflection of success in defending

independence, so that students can take lessons through attitudes in loving and defending this nation.

An exemplary attitude reinforces that the millennial generation still needs guidelines for the attitude of heroes. This is an important point in preserving the culture and history of the life of the Indonesian nation in fighting for its independence. In this case, the Minangkabau people in particular have national heroes who need to be emulated in addressing national issues. The uniqueness of each hero is a highlight for the millennial generation (Zamroni et al., 2018). Modesty, mutual assistance and other character education values can be internalized through exemplary adoption (Abdullah et al., 2019).

Internalizing exemplary through the attitudes of leaders can provide positive benefits, such as identifying national heroes, internalizing exemplary values of heroes in fighting for the nation and absorbing other noble values in the millennial generation. The reason is that generation is synonymous with hedonism, quickly satisfied with an achievement or other negative attitudes. So it is necessary to instill exemplary character values from heroes, especially mapping in the Minangkabau tribe. As an example, the heroes who came from Minangkabau can be identified through national figures such as Bung Hatta, Moh Natsir, Buya Hamka and other figures. This attitude is identified through the hero's daily life through daily activities and historical stories passed down from generation to generation. Although the process of internalizing character education has its own challenges, such as coordination between parties (Listiwati, 2018). Linkages between parties are needed to realize maximum character education results.

Several studies have shown that historical education can contain heroic values, role models, pioneers, patriotism, nationalism, history education, an unyielding spirit that underlies the process of character formation and learning personality (Rulianto, 2019). Other findings also identify that the strategy for internalizing character values includes various ways, such as the use of wayang shows related to past history. One of the attitudes of internalized values is willingness to sacrifice, courage, defense of truth and justice, noble, responsible, and patriotic (Purandina & Wedananta, 2021). Previous research has also identified that Heroes have many exemplary values and attitudes that we can practice and apply in our daily lives (Milawati & Fuadah, 2021). It also encourages the struggle of heroes to defend independence and develop the potential of the Ummah (Rahmi & Anis, 2021). Studying the history of national heroes has a goal, namely to make a person have a wise attitude. History is a door to instill kindness and find a lesson from the events that have been experienced by national heroes (Hadijah, 2020). The struggle also contains positive values that can be internalized for the younger generation (Ynuar & Mulyadi, 2021). So that an exemplary crisis does not occur in this country, because heroes are a source of exemplary attitudes in everyday life (Arifin et al., 2021).

Based on several previous studies, in-depth studies are still needed regarding the exemplary heroes, especially in the Minangkabau tribe. On that basis, this study aims to investigate strategies for internalizing the exemplary values of heroes for the millennial generation, especially in the Minangkabau area. The fact is that various independence figures were born in this area. Even though the times are progressing rapidly as marked by information technology, the exemplary national heroes are still needed as role models in responding to the nation's condition and internalized in daily activities, especially Minangkabau figures, so that the millennial generation is able to take the example of the heroes who have fought for independence. Indonesia.

RESEARCH METHODS

This study uses a qualitative research design with a phenomenological study method. This study took 33 samples of students who have Minangkabau ethnicity. Research informants came

from various campuses in West Sumatra who have Minangkabau ethnic backgrounds with different ethnic distributions. Researchers used data collection techniques including interviews, documentation and limited observation. Researchers interviewed informants using an online design via google form with a distribution of 20 questions related to the strategy of internalizing exemplary values through the attitude of national heroes in the Minangkabau tribe using the google form.

Research informants are millennials, namely undergraduate students from various universities in Minangkabau Tribe background. The distribution of informants can be seen through the following figure.

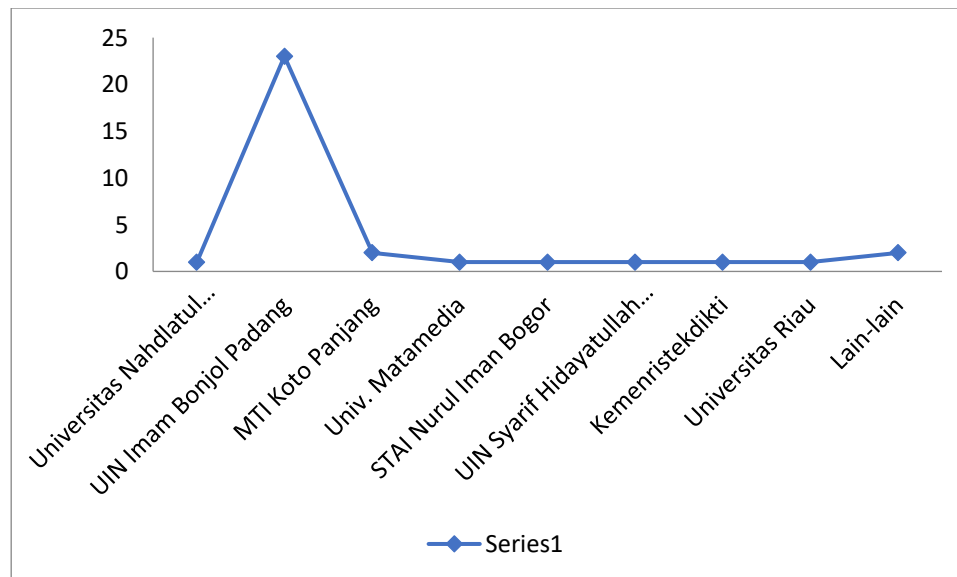


Figure 1. Sample of Informant

Based on the figure 1, it is known that the distribution of informant samples was taken randomly. While documentation is obtained through informant activities in interactions in the environment such as in the learning class. Data analysis is used based on the theory of Milles and Hubberman including the following steps; data collection, data reduction, data presentation and drawing conclusions. Data validation is obtained through triangulation of data sources. The researcher constructed the interview instrument based on three indicators, namely exemplary, character education and national hero figures. Through these three indicators, it is easier for researchers to construct interview instruments. Observations were carried out in a limited way in several learning environments on campus, especially at UIN Imam Bonjol Padang, while researchers identified documentation through the actions and behaviors contained in the observation notes.

RESULTS AND DISCUSSION

The Minangkabau tribe has national heroes who defend and fight for Indonesian independence. Based on the data, it was found that the millennial generation made heroes as role models as much as 78% and 28% did not make heroes as role models. This can be reflected in the following figure.

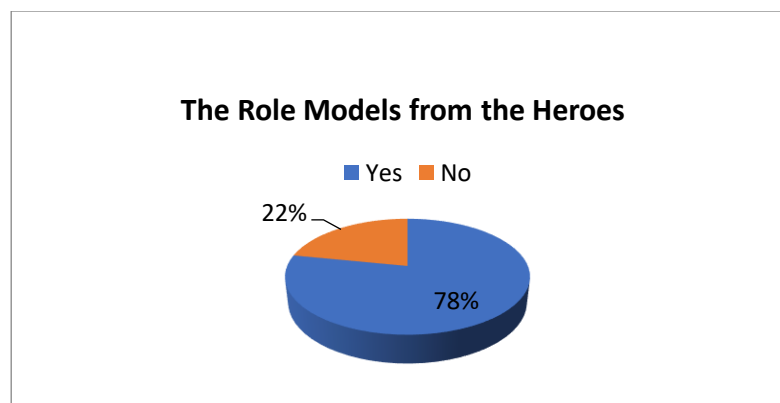


Figure 2. Identification of Heroes as role models

Based on Figure 2, the students identify the heroes as role models in carrying out their daily lives. This is based on the relevance of the need for millennial learners to adopt values and exemplary fighting spirit. It can be seen that the classification of heroes who are used as role models can be stated in the following chart.

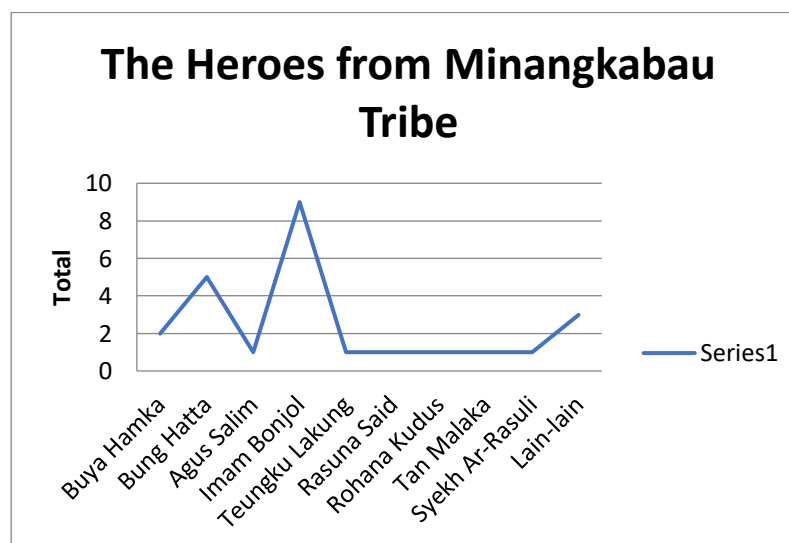


Figure 3. Identification of West Sumatran Heroes

Based on Figure 3, there are several characters in the identification of heroes in West Sumatra. The students choose various characters to be heroes and role models for them. The figure is very relevant to the times, even though it is now the millennial generation. The classification in Figure 3 also identifies heroes, not limited to gender. Heroes of women and men become exemplary options for students, so to defend this nation is an obligation for citizens. Identification of West Sumatran heroes consists of several fields such as heroes of education, politics, economy, culture and religion. It was identified that the reason for the learner to choose the character was because:

Table 1. Identification of the Heroes' Exemplary Attitudes

Numb	Theme	Statement
1	Wise	<i>Courageous nature, high fighting spirit and a strong sense of love for the Indonesian state (9th Informant, 2022)</i>
2	Responsibility	<i>His responsibilities, morals, and willingness to sacrifice (8th Informant, 2022)</i>

		<i>Be brave in everything and take responsibility (21st Informant, 2022)</i>
3	Intelligent	<i>Simplicity, persistence in studying and developing knowledge (17th Informant, 2022)</i>
		<i>Open-minded (13th Informant, 2022)</i>
		<i>Active in seeking knowledge (24th Informant, 2022)</i>
4	The Spirit	<i>The Spirit of Fighting for the Nation is not only for oneself (22nd Informant, 2022)</i>
5	Discipline	<i>Discipline, persistent, honest, unyielding, eager to study, etc. (30th Informant, 2022)</i>
6	Brave	<i>His firm attitude in holding Islamic teachings and his courageous attitude against the invaders and defending the truth (33rd Informant, 2022)</i>

Based on table 1, it is known that the exemplary identification of heroes can be seen through several points, namely positive attitudes which are the reference for the millennial generation. Even though it is currently the era of the millennial generation, currently exemplary attitudes through wisdom, intelligence, passion, discipline and courage are of appropriate relevance in today's developments in life. Several reasons were also put forward that the exemplary heroes could be spread through several strategies, such as exemplifying oneself, reading books, spreading information to friends around and other techniques. As one informant stated that:

I discuss problems and find solutions with friends (12th Informant, 2022)

Based on the informant's statement, it is known that one of the identifications of the spread of exemplary heroes is discussion. Learners can share experiences from reading results and information they have. This strategy can internalize the visualization of past events and attitudes that need to be taken and implemented in the learner. In addition, the strategy for spreading exemplary starts from oneself, as one informant stated that:

Set an example for yourself first (Informant 14, 2022)

Based on the informant's statement, that the learner can start an example from himself and then spread it to other friends. As one of the informants identified their exemplary strategies are:

By telling how the hero's positive attitude is, then apply it to yourself, then invite friends to act like that. (30th Informant, 2022)

Telling the life story of the hero (Informant 15, 2022)

Based on these informants, exemplary can be internalized through the introduction of heroes. Identifying the introduction and telling the character to the environment can be used as an option for internalizing the exemplary values of the nation's heroes.

Giving advice, advice and input (21st Informant, 2022)

Even one of the informants can exchange thoughts and ideas with his colleagues to imitate the hero's attitude as stated earlier. This strategy provides an opportunity for millennials to practice respecting each other and not looking at their background to provide good input and advice to others.

Internalization of character values can be supported through various strategies. Previous research confirms that the classification of heroes can identify attitudes that need to be imitated (Ma'arif & Rofiq, 2018). One of the identifications is the review of written sources related to the stories passed. Therefore, developing attitudes, attitudes and ideas of nationalism is important not only understanding in class, in assemblies or in seminars. Internalization and externalization are needed as well as belief in nationalism as the life of the nation and state. Historical tracing can also be done to explore the experiences of the heroes (Afriani et al., 2022). Cultural identification also strengthens role models because they have the same regional background, but still have the same goal, namely the cultivation of nationalist values (Rochadiana et al., 2022).

The process of character education is also traced at various levels of education. The media used can be related to flashes of folklore that contain many character values accompanied by exemplary, directed, courageous, continuous reminders (Suprani & Hendrapipta, 2019). However, subjectivity to exemplary assessment is also needed, so that exemplary is obtained through past historical facts (Vos, 2018). Other techniques can be implemented through character-building activities such as respecting each other, increasing the spirit of spiritualism, making donations and others (Putro et al., 2019). Several exemplary strategies can be carried out in various ways, so that they are not only in the form of internalizing exemplary, but in practice learners can apply them with good actualization.

Various historical events that are informed can add to the improvement of the quality of learner values. Historical events illustrate exemplary attitudes that require affective mastery through the actions of heroes while in office or in daily activities. The path of exemplary has implications for strengthening historical and noble values to maintain student attitudes in various conditions. This opportunity can be used as the right strategy to introduce heroes and preserve culture and history for the millennial generation. The lack of updated information will affect the quantity of information distribution, so that various steps are needed as reinforcement to maintain the originality of the example of the nation's heroes.

The millennial generation is a generation that has a long distance to the interaction relationship in this generation. Basically, the internalization of these values can be supported through the encouragement of historical stories so that the recognition and defense of the nation can be realized. The internalization of exemplary can strengthen noble values that need to be preserved. The example of the heroes can be in the form of tolerance of religious attitudes on the basis of one nation and one homeland, the existence of mutual respect for each other and not distinguishing between positions, ethnicities, cultures and backgrounds. This basic thing becomes an impetus to develop and preserve this nation towards a hedonistic attitude that is contrary to the noble values of this nation.

Strengthening national values through the example of heroes becomes the basis of a strong strategy in internalizing these values. Basically, example can strengthen the foundation for increasing the sensitivity of the millennial generation so that they are able to have noble mental and moral attitudes and do not forget local culture as cultural heritage. Despite the high mobility and development of information technology, students need to balance it with the nation's culture, so that the adoption of noble values can be internalized at various levels of education in Indonesia.

The internalization of exemplary values is also accompanied by strengthening the value of spirituality and strengthening of reference sources for role models which are the domain of adoption that need to be strengthened. The strategy for internalizing exemplary values can be described including the integration of technology and culture in the millennial generation, so that

they identify noble values through the strength of hero characters. For example, there are traditions in a tribe and the exemplary values of regional heroes.

CONCLUSION

The internalization of exemplary values in national heroes is an effort to maintain the nation's historical story in the millennial generation. Various values of character education that make the millennial generation need to make the nation's heroes as role models. On that basis, this study shows that the values of Islamic education in the millennial generation can be internalized through the application of exemplary figures, role models and hero contributions and internalization of examples to oneself and the environment. Research findings identify that the role model can to encourage the internalization of Islamic educational values in the millennial generation of the Minangkabau tribe. Although this research is still limited in the scope of the sample, this study recommends further research to use a more diverse sample and research topic.

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