

## **Understanding Historical Awareness and Motivation to Learn History Through the Pancasila Student Profile Strengthening Project (Research at SMAN 23 Garut Class X IPS)**

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**Abstract:** This study aims to analyze historical awareness and motivation to learn history through a project to strengthen the profile of Pancasila students to foster historical understanding and students' motivation in learning. So that the problem of this research can be formulated, namely how historical awareness and student motivation are through making projects to strengthen the profile of Pancasila students at SMA Negeri 23 Garut. This research was conducted using a qualitative approach using naturalistic inquiry research methods in class X IPS at SMAN 23 Garut. The data collection technique used is through interviews and document studies. The results of this study indicate that the project to strengthen the profile of Pancasila students needs to be done because the values contained in the P5 project are very effective in raising awareness and motivation to learn history. So that students can live up to the meaning and essence of history for the present and the future, recognize themselves and the nation, and can work together with others and cultivate history. Most students feel motivated by project-based learning to strengthen Pancasila student profiles (P5) which produce products in the form of historical relics from the past.

**Keywords:** Historical Awareness, Motivation to Learn History, Pancasila Student Profile Project

## Introduction

Learning history is an important thing to do to foster attitudes and also the character values of the students themselves to implement two important elements for students, namely education and learning. The elements contained in learning history not only provide an overview of past conditions, but also provide critical thinking, are also able to conclude important events, and also get lessons and historical values in them.

Historical awareness is a source of inspiration and aspiration, both of which have the potential to generate pride and responsibility, and obligation (Subagyo, 2011:290). Understanding historical awareness is an understanding and also an appreciation of events that occurred in the past. A basis that becomes historical awareness is understanding through learning.

This historical awareness is closely related to a student's interest in learning history, not many students are enthusiastic about studying history, and it affects the enthusiasm for learning the students themselves. The low level of historical awareness is strongly influenced by the conditions and behavior of students.

This historical awareness needs to be formed to foster a sense of pride and love for the country by fostering a history lesson. With the emergence of a sense of historical awareness through learning, it is hoped that students will be able to instill noble values, and cultural values, foster a spirit of nationalism toward their country, and appreciate the services of heroes who have fallen on the battlefields of the past.

For this reason, in learning history, it is necessary to increase it to foster motivation to learn history in children. According to (Rahmawati, 2013) said Motivation has the basic word motive which means encouragement or cause the basis of someone doing something, thus motivation means something circumstances or conditions that encourage activities that take place consciously.

Students who have high learning motivation will have attention and be able to be directly involved in the learning process. Therefore the success rate and also a failure in learning are very highly influenced by the motivation of the students themselves. Without motivation, of course, the student will have difficulty doing something in the learning process.

Motivation in teaching and learning activities, according to Frandsen (in Sardiman, 2012, p. 87) consists of three types of motivation, one of which is cognitive motives, which is an encouragement to optimize thinking power cognitively. This motivation is characterized by being able to solve problems and find solutions, being able to broaden one's horizons and understand the material well, and having good responses, from within and from outside.

One of the activities carried out to increase historical awareness and learning motivation is to continue to make efforts to make improvements and adjustments to the curriculum so that it becomes a curriculum that can adapt to educational needs. One of them is the independent curriculum which will now be used among public and private schools.

The curriculum is the soul of education. This curriculum change is not can be avoided and also this change must be carried out to achieve something quality education and produce a dignified and millennial generation virtuous character so that students will benefit the nation.

The project to strengthen the profile of Pancasila students is one of the efforts to improve the quality of education in the 21st century. This curriculum prioritizes character values that must be owned by every student.

In the 21st century, character roles and values are needed by education, given the technological developments that must be based on the development of human resources as well. Student profile strengthening project Pancasila focuses on the development and values of its character to the participant's students in everyday life through school culture. This is according to the answer to the questions asked in the education system in Indonesia namely the presence

of a project to strengthen the profile of Pancasila students which includes regarding competent competence, having character as well as behaving according to Pancasila values” (Makarim, 2022).

Based on the background of the description above, the researcher will examine more about how students understand history and motivation to learn history in learning through a project to strengthen the profile of Pancasila students in class X SMA Negeri 23 Garut. The purpose of this writing is to analyze and describe students' understanding and motivation to learn with project-based learning in the independent curriculum.

### **Methods and Research Design**

In this study, researchers used a qualitative approach with the Naturalistic Inquiry method. The qualitative research approach is a research method whose research is based on natural object conditions through naturalistic inquiry methods. The naturalistic inquiry itself is a research procedure that produces descriptive data in the form of words written and spoken by people and observable behavior, Bogdan and Guba (in Suharsaputra, 2012: 181).

In this study, the researchers collected actual data without intervening in the research. As explained above researchers use naturalistic is researching naturally based on what is without manipulation of data. In this study, the data that researchers want to collect is data related to understanding awareness and motivation to study history with the implementation of student profile-strengthening projects in Pancasila.

In the research process, researchers took a sample of 72 people namely all class X IPS at SMA Negeri 23 Garut which consists of 3 classes. By making a question first, then the next one is the description of the results of the data into sub-sub-headings which will be specifically discussed later described in the next chapter.

## **Results and Discussion**

### **Understanding of Historical Awareness Through the Profile Strengthening Project Pancasila Students**

The growth of historical awareness is very important because the spearhead of our nation and country reap progress is from students who are the next generation. History is often said in learning rote so students feel burdened with stigma that develops among students themselves. Grow awareness of history in learning for students does have to do with being as creative and innovative as possible so that students can easily accept that lesson.

Now, many students have lost their identity and they have a nation that they must maintain so that the dark history is not true or even the country must fall back on colonialism. So from that, the impact is that the nation no longer knows its history. an individual who has lost his memory is a person who is senile or mentally ill, so he loses his personality or identity (Kartodirdjo, 1993: 50).

From the points above, it can be concluded that to increase awareness of historical understanding, these students must be given historical learning materials, one of which is through programs that have been implemented in the independent curriculum. Where in the independent curriculum will create historical awareness which includes the history of the nation's life which is manifested in actions and behavior. Learning history through the media project aims to create historical insights that are expected to be able to provide personality formation to students. Because historical awareness is essential for the formation of a student's personality.

### **Motivation to Study History through the Pancasila Student Profile Strengthening Project**

Motivation is the overall driving force within students that generates learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject

can be achieved, Sardiman (2018:75). Based on this statement, learning motivation is the driving force that is embedded in each student who carries out a learning activity or increases children's learning power, which later the goals of learning can be achieved properly.

This learning motivation needs to be instilled in students, even though many factors influence this including internal factors such as within the students themselves and factors from outside the students themselves such as environmental factors. Given the importance of learning history, students' learning motivation needs to be increased, namely by designing appropriate learning so that it becomes a bridge that stimulates students' motivation to keep trying, working hard, diligently, and also achieving the right target.

### **Understanding Historical Awareness and Motivation to Study History Through the Pancasila Student Profile Strengthening Project**

The challenge that students are currently feeling is that they have to face the sophistication of technology in the 21st century, of course with that, they must have competitiveness in the field of human resources. Pancasila is one of the national identities that must be owned by the souls of students. The implementation of the Project to strengthen the profile of Pancasila students must of course be instilling character values so that their influence is felt in the students themselves, such as forming strong cooperation between people and virtuous behavior.

The project to strengthen the student profile of Pancasila is one of the projects to achieve an independent curriculum. This curriculum can also be applied in the implementation of history learning. In this curriculum, the character values that must be instilled in students are the most important. Of course, it is the same as the purpose of historical learning which must instill character values in it. These students have the opportunity to study themes that the students themselves think are important. It is hoped that these projects can inspire students to contribute to the surrounding environment. Strengthening the Pancasila student profile project is expected to be an optimal channel of

knowledge to encourage students to become competent students, have character, and behave following Pancasila values. In the independent curriculum, there are seven themes of the independent curriculum project including sustainable lifestyle, local wisdom, diversity in diversity, building body and soul, voice democracy, being rich and technological to build the Unitary State of the Republic of Indonesia, and entrepreneurship.

Of course, project-based historical learning that must be produced by students is a new thing in learning that is implemented for students, moreover, the project is determined in the curriculum to be something that must be carried out by students. The results of the implementation that were obtained after the project-based history learning was carried out were that students were very enthusiastic about carrying out this implementation.

It turns out that with a new learning model that produces a product together with other students, they can show enthusiasm for learning so that their learning motivation is really visible. The visible motivation to learn shown by students, of course, adds to the passion for learning itself. So that learning with full sincerity will awaken the meaning of understanding history for them to continue to love and care for their people, live up to the meaning and essence of history for the present and the future, recognize themselves and the nation, be able to work together with others and cultivate history.

## **Conclusion**

The project to strengthen the profile of Pancasila students is a new thing in history learning, in which students are more able to innovate in a project-based history lesson, thereby fostering creativity as well as historical awareness. Apart from that, the motivation to learn from students can be seen in the enthusiasm of students working on the projects they are working on. In making a project, of course, some values are obtained, namely cooperation, commitment, sincerity, and implementation by students, resulting in a profile of Pancasila students that is embedded in students.

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