Strengthen the Nationalism Values of Senior High School Students in Tasikmalaya Through Vidgram Learning Media Based on the Karang Resik Event

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ABSTRACT
This article aims to design a learning media based on the events of Karang Resik as an effort to strengthen the values of nationalism in senior high school students in Tasikmalaya. The method used in this research is descriptive qualitative method, will be obtained from literature studies. Vidgram learning media is a learning media in the form of video that is integrated into Instagram media. The media of this event-based Karang Resik event illustrates the values of unity, freedom and a sense of unity among the Tasikmalaya people, Ciamis, TRI, Hizbullah, Sabilillah in the Karang Resik event. With the strengthen of nationalism values in senior high school students, this media can be a supporting medium for solving the problem of intolerance and conservatism in Tasikmalaya City, as well as being an example for the current condition of Tasikmalaya to create and build unity among all Tasikmalaya communities.

Key Words: Karang Resik Event; Nationalism; Vidgram Learning Media

INTRODUCTION
Technology, which increasingly developed in the Industrial Revolution 4.0, has a significant influence on human life, both biologically, psychologically, especially in social life. According to (Permana, 2020) social changes that occur with respect to the Industrial Revolution 4.0 is the development of technology that affects culture and way of life. An increasingly open way of life and the absence of boundaries between individuals and other individuals, causes an individual to be easily influenced by his social environment. According to (Adiansah, Setiawan, Nurdini, & Hery, 2019) the social environment of the young generation in shaping self concept in the Industrial Revolution 4.0 era did not only come from the real world environment, but also the virtual world. In order to form a wise self concept in the days of the Industrial Revolution 4.0 the young generation must have character values.
within themselves. The Ministry of PPN/Bappenas of the Republic Indonesia in the RT RPJMN 2020-2024 development agenda, also discussed strategic issues that are the nation's problems, one of which is not yet established character education, citizenship and nationality (Perencanaan Pembangunan Nasional & Bapenas, 2019). The insufficient character education can lead to various phenomena in several regions in Indonesia, such as in Tasikmalaya City.

Based on the results of research by International NGO Forum Indonesian Development (INFID) in 2016, Tasikmalaya is one of the regions that occupies a strategic position in the regional economic traffic of Priangan Timur with different community characteristics. Group differences, understanding and socio-economic relations of the Tasikmalaya community often lead to the phenomenon of intolerance and conservatism (Takwin, Mudzakkir, Salim, Anhaf, & Hamdi, 2016). Such as ethnicity differences between Sunda, Tionghoa, Jawa and Batak tribes, as well as differences in religious groups such as Syiah, Ahmadiyah, Persatuan Umat Islam (PUI), Persatuan Islam (Persis), Nahdatul Ulama (NU), Muhammadyah, etc. Individual freedom and the difficulty of recognition of other groups are the main problems for the Tasikmalaya City. The culture of democracy that has grown since the reformation era should ideally be a reflection of human values, such as tolerance, pluralism and recognition of the existence of other groups. Unfortunately, Indonesian people make democracy as a tool to express themselves freely. They forget, that democracy is not only limited to freedom, but also as a form of social responsibility. So as, the strengthen of character towards a sense of belonging and love for the nationalism must be done to awaken shared feelings and build a sense of social solidarity. Shared feelings, among members of the community as part of the community will foster a sense of unity (Fachrurozi, 2017).

Strengthen the values of nationalism in the among younger generation of Tasikmalaya needs to be build a sense of unity and social solidarity. In order to strengthen the values of nationalism in the younger generation of Tasikmalaya, character education is needed in the world of education through History Learning. History Learning is an introduction for teachers in instilling the values of nationalism in students. Strengthen the values of nationalism as a national character can foster a good attitude and personality in students. Students will not have a good personality if they are not given the necessary education with character values (Budiana, 2019). Character is an institutionalized value in a person that is recognized as nature. Character is not an innate character, but something that is formed based on experience and habituation. The process of building character is the process of instilling value in a person, so that it really becomes a permanent trait in the soul (Shodiq, 2018).Thus, strengthen the values of nationalism in building capable national personalities needs to be done to shape the character of wise students in the current Industrial Revolution 4.0 era.

The Covid 19 pandemic, which has taken place to date has changed all aspects of life including education. Based on Surat Edaran No. 4 of 2020 issued by the Ministry of Education and Culture (MOEC), the policy of implementing learning activities during the Covid-19 emergency period can only be done at home. This causes learning activities can not be done face to face. Learning systems and activities in educational institutions cannot be carried out as usual but rather through networks with remote systems (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). The policy certainly has an impact on learning activities that emphasize the use of technology while learning from home. Where, educators are required to be able to adapt by utilizing existing technology to support learning activities. During the Covid-19 pandemic, teachers can develop learning media to
develop student interest in learning. During learning from home, learning activities and assignments can vary between students which are adapted to the conditions and interests of each student, including considering the availability of learning access and learning facilities (Kemendikbud, 2020).

Based on these conditions, social media can be one of the features that users are very interested in interacting to date. Based on the results of the APJII survey (Association of Indonesian Internet Service Providers), the penetration of Indonesian internet users in 2017 amounted to 54.68% of the total population of Indonesia, with active users of Instagram at 22.6% in November 2019. Thus, in order to attract the interest of participants students in learning, educators can take advantage of the use of vidgram media integrated into Instagram in learning. According to Mex Bexbeti (2014) in (Sesriyani & Sukmawati, 2019), there are several reasons that can be taken into consideration to make Instagram as a learning medium, including (1) supporting teaching in lifelong learning, Instagram can be used by every level of education (2) Instagram gives students authority and stimulates student activity (3) Instagram enables collaboration between students and teachers on specific projects or tasks for learning purposes.

Technological development and information disclosure can help educators to utilize and create learning media from things they like, such as Instagram social media that is formed as a vidgram-based learning media (Fidian, 2017). Educators can utilize media based on digital media technology in conveying learning to students in teaching activities. Digital technology-based learning media can be used anywhere, anytime and under any conditions. Besides being able to influence the culture and way of human life, technology can also help human life if used and utilized as well as possible. WHO epidemiologist Van Kerkhove (2020) in (Pakpahan & Fitriani, 2020) revealed that "thanks to technological advances, now we can connect in various ways without actually being in the same room with other people physically. Therefore, the learning process can still be carried out by utilizing existing technology and information ". Thus, technology can be an alternative medium for teachers and students in carrying out learning activities in the midst of the Covid-19 pandemic. Based on these problems, the vidgram learning media based on Karang Resik events can be an alternative medium for strengthen the nationalism attitude of students in the midst of the Covid-19 pandemic. This article aims to offer the use of Karang Resik event-based vidgram learning media in history learning to strengthen the nationalism attitude of XI Grade students Senior High School in Tasikmalaya. As a supporting media, this media contains the values of unity, freedom, the value of equality of fate and continuity in the events of Karang Resik Event Tasikmalaya during the Industrial Revolution 4.0. This vidgram learning media is useful to increase students' understanding of XI Grade students Senior High School in Tasikmalaya on the values of nationalism in the events of the Karang Resik during the Indonesian Revolution and strengthen the nationalism character of students.

METHODOLOGY

This research use qualitative approach with descriptive methods, because it aims to describe or express events, phenomena or facts. Descriptive research is research that aims to describe one or more variables without the need to compare or look for relationships between variables. Descriptive research is intended to provide a description of a particular fact or population in a careful, actual and systematic manner (Timotius, 2017). With a descriptive method, the writer tries to describe the Karang Resik event as an event of the struggle of the Tasikmalaya people in the face of Dutch troops during the 1 Military Aggression. Description
of the event will be inserted nationalism values that can be interpreted and studied by students. Will be obtained from literature studies or literature studies. The data is in the form of journal articles, books, proceedings and research reports. According to (Zed, 2003) in (Supriyadi, 2016) literature study is a method of collecting research data with a series of activities related to reading, recording and processing research materials. Through descriptive methods, events that accumulate can be recorded and described. Thus, this research is related to the history of an event that is described and contains the values of nationalism in maintaining Indonesia’s independence. The model used in analyzing data that has been obtained is using the Miles and Huberman model, which includes data reduction, verification and data presentation. In testing the validity of the data, this study uses a triangulation model. Triangulation is a data credibility test by examining data from various times and methods. Thus, there is triangulation of time, source and triangulation of data collection (Sugiyono, 2017).

The method in a qualitative approach has several stages in finding and realizing ideas. According to (Semiawan, 2010) the steps in the descriptive method include:

a. Identify the problem to be studied
b. Select information needed in research
c. Collecting data according to a predetermined procedure
d. Processing information or data in accordance with predetermined procedures
e. Draw conclusions from the results of the study

Identifying the problem to be studied, this stage begins by identifying the issues that are present in the middle of the Senior High School students in Tasikmalaya, both in social life and learning problems. Identification of the problem is carried out on the problems that are important to be researched and resolved. Selecting information needed in research, after obtaining data library studies, researchers determine information related to the problem. In determining the procedure for collecting data and information, researchers use documentation data collection techniques. After obtaining data and information, the data is analyzed and compiled to draw conclusions.

RESULT AND DISCUSSION
Vidgram Based On Audio Visual Media

Currently, technology has a very significant role in the world of education, especially in teaching and learning activities (learning). Where, teachers can use technology as a learning medium to support learning activities, such as audio-visual based learning media. Learning media are all forms of physical equipment that are designed with a plan to build interactions and convey information (Yaumi, 2018). As a tool that used to convey messages or deliver learning messages, the media can facilitate teacher in delivering messages, so that the learning process can run effectively and can achieve learning objectives. The types of learning media, namely visual media, audio media, audio visual media and multimedia Audio visual media, is media that can be heard and seen simultaneously. This media moves the senses of hearing and vision together (Satrianawati, 2018). This media has a better ability, because it combines two elements in it, namely sound and image. In terms of circumstances, audio-visual media is divided into two parts, namely pure audio-visual media and impure audiovisual media (Cahyadi, 2019).
Pure Audio Visual Media

Pure audio-visual media or often referred to as audio-visual motion is a media that can display elements of sound and images from one source. The sound and images produced are from the same source. So, the two elements go hand in hand in building a story in it. The types of pure audio-visual media such as sound films, video, television and vidgram.

Vidgram Media is often referred to as video instagram media. Vidgram learning media is a learning medium that is internalized into Instagram media through the internet network. As a media that is internalized into the internet network, vidgram media can be an alternative media in strengthen students attitudes towards student nationalism today. Vidgram media is part of the Instagram component that can be used to convey an informative and educative message. As part of the Instagram component, vidgram media can be a supporting medium in learning activities. In addition, vidgram media can integrate history learning with the process of reconstructing the past in the learning process of students, because with digitization that provides wider space to open students insights. Instagram media allows a user to take pictures or videos and share them with others. Users only need to take photos or videos that have been designed, then choose filters to change the appearance of photos or videos (Sesriyani & Sukmawati, 2019). After selecting a filter, users can provide information that matches the photos and videos that they want to upload in the caption column. In addition, users can tag others to view these photos and videos. So, with the availability of supporting features, users can convey the message to be conveyed, including conveying material in learning.

Impure Audio Visual Media

Impure audio-visual media is often referred to as still audio visual and sound, which is media that displays sound and still images such as sound frame films. Sound and image elements in this media come from different sources. Combined slide learning media can be used in various locations and for learning purposes. This media is able to help students understand abstract concepts more concretely. As a learning medium in education and teaching, audio-visual media has the ability to improve perceptions and views, the ability to increase the transfer of learning focus, the ability to increase understandings, the ability to provide reinforcement or knowledge related to the results achieved and to improve memory (Hasmiana, 2016).

According to (Agustiningsih, 2015) the advantages of audio-visual media namely; (1) audio-visual media is a media of motion with a combination of two elements therein namely elements of images and elements of sound. This media can involve two elements at once, the element of sight and the element of hearing. By involving two elements, this media is more interesting for someone to see the object presented. (2) audio-visual media has a display that is simple and easy to understand. With a simple and easy to understand display, someone will more easily accept learning in the media. Thus, audio-visual media can influence a person's attitude compared to print media. Someone will be more receptive to learning, if learning is packaged into simpler forms. Ease of someone in understanding learning, will also affect someone in taking meaning or values contained in learning. So as, to be able to influence one's thoughts and attitudes beyond print media, (3) audio-visual media can be used anywhere and anytime. This media can be used immediately, when someone needs it in learning. Besides being able to be used instantly, audio-visual media can also be used repeatedly. So, it can be used according to the needs of its users, (4) with audio-visual media, objects that cannot be brought into class learning can be visualized and recorded simply. So, it can be brought into learning in the classroom. The use of audio-visual media can facilitate
the teacher in presenting material related to physical objects, such as showing monuments sites, buildings etc., (5) audio-visual media can make it easier for someone to accelerate or slow down the video display to be presented.

The weaknesses of the use of audio-visual media include; (1) with a display that combines elements of images and sound, audio-visual media requires a relatively expensive cost. One must spend a significant amount of money to create and present media, (2) in its making, audio-visual media requires someone who has special expertise in creating and editing media. So, not everyone can make audio-visual media. Media can only be made by experts who are qualified in their fields, (3) because audio-visual media is included in technology-based media, this media requires electric current in its presentation. Audio-visual media requires electrical energy, both in its manufacture and presentation. So it can't be done manually.

**Nationalism Values in Karang Resik Event**

During the early days of Indonesian independence, Indonesia's political, social and military turmoil was still felt in the fabric of state life, both in the central and regional governments. The return of the Allied forces who were riding the Netherlands Indies Civil Administration (NICA) to regain the Republic Indonesia posed a threat to the sovereignty of the Republic Indonesia. This caused the Republic Indonesia to become unstable both in terms of political, social, military and even economic. During the Indonesian Revolution (1945-1949), economic conditions and prosperity began to be built, but on the other hand the security and stability of the country was considered not stable. Thus, the cause of the struggle of the people and Indonesian military forces to confront the Dutch forces and defend Indonesian sovereignty. The struggle carried out in the form of physical struggle and struggle of diplomacy. This Dutch threat tests all levels of Indonesian society to stand firm and unite in maintaining Indonesia's independence. Physical struggle during the Indonesian Revolution did not only occur in the central region, but also in the regions, including Tasikmalaya and Ciamis.

Tasikmalaya has local events that can indirectly influence the wheel of national history, such as the events of Karang Resik during the Revolution in maintaining Indonesia's independence (Hardiana, 2017). The Karang Resik incident was an event of the struggle of the people of Tasikmalaya, TRI and the government of West Java in defending the independence of the Republic Indonesia to face the Dutch 1 Military Aggression in 1947. This event occurred on the Citanduy River Bridge, between Tasikmalaya and Ciamis. Karang Resik bridge is often used as a means of traffic to connect 2 Regencies, between Ciamis and Tasikmalaya on the Citanduy River. When they want to go to the Central Java region, through Tasikmalaya and Ciamis, the Dutch always goes through the bridge. Thus, all the people of Ciamis and Tasikmalaya and the army of the people together with TRI devised a strategy to block the Dutch forces from controlling their territory. According to (Wildan et al., 2005) this event occurred for 2 days. On the first day, the army was waiting for the Dutch to arrive. When the Dutch troops arrived from the Tasikmalaya area, the people immediately fired, which in the end the Dutch troops could be pushed back to the bend in Sindangkasih, Ciamis.

While the Dutch troops were waiting for reinforcements, the army of the people on Gunung Cupu attacked. They succeeded in seizing weapons from the Dutch army. On the
second day, the Karang Resik bridge succeeded in schorching the earth. The scorche dearth was indeed to prevent Dutch troop from crossing or over the bridge. In this incident, all elements of society took part in fighting for the homeland. Together they confronted Dutch troops. After the war, the residents served the warriors with food. The youth, the community, Divisi Siliwangi, Sabilillah Warriors, Hizbullah and all of them fought to drive out the Dutch (Wildan et al., 2005). Nationalism is an attitude possessed by someone with awareness, enthusiasm and loyalty that a country is a family that was born on the basis of a sense of kinship. Thus, a country was formed. Nationalism values that can be taken from the Karang Resik events namely;

Value of Unity. The struggle in defending the homeland to not be colonized again by the Dutch forces carried out in various ways and strategies. When the Dutch troops arrived from the direction of Ciamis towards Tasikmalaya, the local people (Tasikmalaya and Ciamis), the TRI and the army-soldiers were united to prevent the arrival of Dutch troops. The community cut down trees which will become a barrier for Dutch tank vehicles that want to enter their territory. The people, together with TRI and the people's army, were in one command to prevent Dutch troops from entering their territory by carrying out attacks and bombings. In its struggle, all elements of both the people, TRI and the people's army have one goal, which is to maintain Indonesia's independence and face the threat of the Dutch who want to regain control of Indonesia. This struggle refers to the opinion (Affan & Maksum, 2016) that nationalism is a love of the region in building sovereignty of the state and nation that has been agreed upon and used as a foundation and purpose in living life, including economic and cultural activities. Awareness that drives a person to unite and act according to his cultural unity (nationalism).

Value of Freedom. The incident of the Karang Resik event bridge bombing by all elements of society, TRI, Hizbullah and Sabilillah paramilitary troops, became one of the proofs of victory in fighting the Dutch forces in defending Indonesian independence. Through physical struggle, the people hoped to be able to face Dutch troops who wanted to regain Indonesian territory and gain freedom from the threat of Dutch occupation. The victory of the warriors in this event is enshrined in a monument in the form of a monument of struggle which was placed near the Karang Resik bridge as the place where the event took place.

Value of the Equation. The people, TRI, Hizbullah and Sabilillah have the same sense of fate and responsibility that the Dutch forces did not want to be colonized again. The people of Ciamis and Tasikmalaya realized that the Dutch 1 Military Aggression was an attempt by the Dutch government to regain control of Indonesian territory. The similarity of determination in expelling invaders became a spirit and a special struggle for the people to defend their territories so that they could be free from colonialism. Collective ideals through the formation of a country is a noble intention to work together the same fate through the framework of nationalism in order to improve the quality of life (Affan & Maksum, 2016).

Strengthen the Nationalism Values of Senior High School Students in Tasikmalaya Through Vidgram Learning Media Based on the Karang Resik Event. Karang Resik event participant-based vidgram learning media is a learning media in the form of video integrated into Instagram media, containing the values of unity, freedom and equality among the Tasikmalaya, Ciamis, TRI, Hizbullah and Sabilillah. Lasers to maintain Indonesia's independence during the Age of Military Aggression Dutch. This media contains the values of nationalism that can be internalized in the history of senior high school history in Tasikmalaya. In the story, this event-based vidgram media Karang Resik can provide
understanding to students related to the struggle of local communities who are united to obtain freedom, on the basis of equality of fate and a sense of responsibility. The nationalism values contained in Karang Resik event are illustrated along with the story in the video, which is accompanied by musical instruments and images. The pictures inserted in the video are related to the Karang Resik bridge portrait, Karang Resik monument struggle, the social condition of the community during the Karang Resik event and the portrait of Tasikmalaya City today. All the pictures presented illustrate the series of events of Karang Resik that occurred during the Dutch Military Aggression Media events based Karang Resik Event can be applied in the subjects of the History of Compulsory XI Grade students Senior High School in Tasikmalaya. The Basic Competence as a reference in developing this material is in Basic Competence (KD) 3.11 with the competence: analyze the strategy and form of the struggle of the Indonesian Nation in an effort to maintain Indonesian independence from the threat of the Allies and the Dutch (menganalisis strategi dan bentuk perjuangan Bangsa Indonesia dalam upaya mempertahankan kemerdekaan Indonesia dari ancaman Sekutu dan Belanda). The media can be applied in history learning with struggle material struggle to maintain independence from the threat of the Allies and the Netherlands with sub material forms and strategies of the struggle against the Allied and Dutch threats (materi perjuangan mempertahankan kemerdekaan dari ancaman Sekutu dan Belanda dengan sub materi bentuk dan strategi perjuangan menghadapi ancaman Sekutu dan Belanda) based on the XI Grade students Senior High School in Tasikmalaya.

As for the draft script, music instruments and pictures that are inserted in this video program include the following table.

Table 1. music instruments and pictures

<table>
<thead>
<tr>
<th>NO</th>
<th>PICTURE</th>
<th>MUSIC</th>
<th>INFORMATION</th>
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<tbody>
<tr>
<td>2.</td>
<td>Pictures of the Tasikmalaya City</td>
<td>Ikson music last summer</td>
<td>Furthermore, this video tells the city of Tasikmalaya in the colonial period. Voice: Pada masa kolonial, Kota Tasikmalaya</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>NO</th>
<th>PICTURE</th>
<th>MUSIC</th>
<th>INFORMATION</th>
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</table>
| 3. | Picture of the Karang Resik Bridge | Jef musical | And tell the core event in this video that is "Karang Resik Event"

Voice: Kota Tasikmalaya memiliki peristiwa sejarah, salah satunya adalah peristiwa Karang Resik, berupa peristiwa perjuangan rakyat Tasikmalaya, TRI, laskar laskar rakyat dan juga pemerintah Jawa Barat dalam mempertahankan kemerdekaan Indonesia saat Agresi Militer Belanda yang pertama tahun 1947.


| 5. | The image of Karang Resik Monument | Pollen mornings music | Voice: Ketika pasukan Belanda datang dari arah Ciamis menuju Tasikmalaya, masyarakat Ciamis dan Tasikmalaya bersama TRI bersatu padu untuk menghadang kedatangan mereka.

| 6. | Picture of the Karang Resik Event Bridge | Ikson music views | Voice: Mereka menebang pohon dan menatanya dijalan-jalan dengan

menunjukkan pertumbuhan yang dinamis, seiring dengan perubahan fungsi kota dari sebuah kota distrik menjadi kota keresidenan.
menghadang kedatangan tank-tank Belanda. Dalam perjuangannya, TRI, rakyat bersama laskar-laskar rakyat memiliki satu tujuan yakni mempertahankan wilayahnya agar tidak kembali dijajah oleh pemerintah Belanda.

7. A portrait of Tasikmalaya in colonial times

<table>
<thead>
<tr>
<th>NO</th>
<th>PICTURE</th>
<th>MUSIC</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image.png" alt="Image" /></td>
<td>Ikson music view</td>
<td>At the end of the event, this video conveys the values that can be taken from the event.</td>
</tr>
</tbody>
</table>

Voice : Selain itu pula, pemboman Jembatan Karang Resik yang dilakukan oleh rakyat, TRI, bersama laskar Hizbullah dan Sabilillah sebagai wujud untuk mempertahankan wilayahnya dalam bentuk kebebasan, agar tidak kembali dijajah oleh pemerintah kolonial. Disana, terdapat rasa senasib sepenanggungan yang dirasakan oleh rakyat dan adanya persatuan diantara rakyat agar tidak dijajah kembali oleh pemerintah kolonial.
Vidgram learning media based on Karang Resik events can be an alternative media for strengthen the values of nationalism in senior high school students. Because, the Karang Resik incident contained the values of unity among different groups/communities in maintaining Indonesia's independence. Different groups / communities such as the people of Tasikmalaya, Ciamis, TRI, Hizbullah and Sabilillah. Feelings of the same fate and continuity among all different groups of people can lead to unity among all groups.

With the strengthen of nationalism values as contained in the Karang Resik event, it can be an alternative for solving the problem of intolerance phenomenon as a result of differences in understanding and social relations and conservatism phenomena that often occur in Tasikmalaya City. The values of nationalism, such as the value of unity, freedom and having a sense of unity in the events of Karang Resik, can be an example for the current condition of Tasikmalaya. Currently, Tasikmalaya often occurs as a result of division differences and understanding, such as differences in religious groups. Strengthen the value of nationalism in senior high school students aims to create and build unity and equality in themselves, which can be applied in social life in Tasikmalaya. Equality of rights and freedoms among all Tasikmalaya people as citizens and the nation of Indonesia is needed to build personalities that respect each other. Thus, the formation of mutual respect for differences is expected to minimize the occurrence of the phenomenon of intolerance and conservatism in the City of Tasikmalaya.

CONCLUSION

Learning media based on Karang Resik event can be an alternative media for strengthen the values of nationalism in Senior High School (SMA) students in Tasikmalaya through digital technology which is much favored by the among younger generation. As one of the features that are widely used by the among younger generation, especially Senior High School students (SMA), vidgram media can be an introduction to internalize the nationalism values of the Karang Resik events into historical learning. By strengthen the values of nationalism from the Karang Resik event into historical learning, vidgram media can be a supporting medium for solving the problem of intolerance and conservatism as a result of class differences, understanding and socio-economic relations that often occur in the Tasikmalaya City. The values of unity, freedom and having a sense of the same fate and continuity in the events of Karang Resik event, are expected to be an example for the current condition of Tasikmalaya to create and build unity and equality of rights among all Tasikmalaya people, especially for Senior High School students in Tasikmalaya. Equality of rights and freedoms among all Tasikmalaya people as citizens and the nation of Indonesia. With the strengthen of nationalism values in Tasikmalaya Senior High School students, it is expected to minimize the phenomenon of intolerance and conservatism in the Tasikmalaya City.

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