

UTILIZING VETERANS' STORIES TO FOSTER HISTORICAL AWARENESS AND STRENGTHEN NATIONALISM THROUGH HISTORY LEARNING IN HIGH SCHOOLS

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
{miskawihistory@gmail.com, ²leoagung@staff.uns.ac.id ³hpurwanta@staff.uns.ac.id}

History Education¹, FKIP², Universitas Sebelas Maret³

Abstract. Ideally, nationalism is the basis for national advancement and a prerequisite for achieving a developed civilization. In reality, many students perceive history lessons as tedious, mainly memorizing events, figures, and dates that seem irrelevant to contemporary life. This perception contrasts sharply with the crucial role of history in fostering nationalism. One practical alternative is using real-life veterans' stories, rich in values of struggle, sacrifice, and patriotism. This study explores the use of veterans' stories as learning resources in high school history classes to enhance historical awareness and strengthen students' nationalism. Employing a descriptive qualitative approach, data were collected through interviews, observations, and documentation, and analyzed in depth using Miles and Huberman's triangulation model. The findings reveal that utilizing veterans' stories can increase students' learning interest, cultivate empathy for the nation's struggles, and reinforce national values such as patriotism, unity, and self-sacrifice. Teachers are crucial in presenting veterans' stories through storytelling approaches and creative learning media to ensure curricular relevance and engage students effectively. These findings affirm that integrating veterans' stories into history learning is an effective strategy to build historical awareness and strengthen the national identity of younger generations.

Keywords: Veterans' Stories, Historical Awareness, Nationalism, History Learning, High School

INTRODUCTION

Nationalism is an important foundation for national progress. Smith (1998) explains that modern nationalism arose from the need for society to form a collective identity that unites social, cultural, and political elements into a common ideal. In line with this, (Gellner, 1983) asserts that nationalism is a product of modernization reinforced by industrialization and education, thereby creating national solidarity as a prerequisite for national progress. However, social reality shows that the spirit of nationalism among Indonesia's younger generation has declined significantly. Notes that the weakening of nationalism is influenced by moral crises, drug abuse, intolerance, radicalism, and low historical awareness (Pamungkas & Permana, 2020);(Suwitri, 2011);(Firmansyah, 2024). The results of a 2023 Populix survey show that 65% of the public believes that the spirit of nationalism among the younger generation is declining, influenced by social media (71%), globalization (60%), and changes in cultural values (56%) (Pratiwi, 2023)

History lessons are often dull in educational settings, particularly in schools, because they focus on memorizing events and figures irrelevant to modern life (Susanti et al., 2024). Monotonous curricula and teaching methods, such as lectures and memorizing facts without context, distance students from meaningful learning experiences (Parker et al., 2019). The dominance of a centralistic grand narrative in national historiography also exacerbates the gap between the history that is taught and the real experiences of local communities (Nordholt, 2008); (Geertz, 1963); (Anderson, 1983) National history written from the perspective of power, as criticized by (Said, 1980), has ignored the diversity of local experiences and eliminated the voices of small groups in the nation's journey. As a result, history has lost its reflective function as a means of forming national identity awareness.

This phenomenon shows the low level of historical awareness among the younger generation, where the past is viewed solely from the present perspective. Calls this the phenomenon of presentism, which is the tendency to view history only as a product of the past that has lost its relevance to the future. This condition calls for innovation in history learning strategies so that they do not only emphasize cognitive aspects, but also affective and moral aspects (Hartog, François, 2015). Emphasizes that fostering historical awareness among millennials requires a creative approach based

on authentic learning resources (Warto, 2017). Meanwhile, Latif, (2014) argues that the stories of heroes' exemplary deeds, presented emotionally, can foster national character and values of nationalism.

In this context, veterans' stories have great potential to bridge the gap between historical learning and national character building. The veterans' narratives present authentic stories that evoke empathy, reflecting the values of struggle, sacrifice, and genuine patriotism. Hagopian, (2019) asserts that using veterans' oral history in learning can build historical empathy, develop critical thinking skills, and challenge elitist dominant narratives. Through interviews, documentation, or direct visits, students can understand history from the perspective of events and the human dimension, such as solidarity, suffering, and moral reflection. Thus, history learning becomes more contextual and meaningful for students.

However, the declining number of veterans due to age factors requires the systematic and innovative utilization of their stories (Miskawi, 2021); Miskawi & Sultoni, (2023); Miskawi & Ahmad Sulthoni, (2024). Integrating veterans' stories into history lessons, especially material on the nation's struggle, has great potential to foster historical awareness and strengthen students' nationalism. This effort aligns with the national education orientation that emphasizes national character and identity formation through value-based learning (Tilaar, 2007); (Suyanto, 2010)

Based on the above description, the research question in this study is how the use of veterans' stories can foster historical awareness and strengthen nationalism through history lessons in high schools. This study aims to explore the use of veterans' stories as a source of historical learning in shaping historical awareness and strengthening the values of nationalism among the younger generation. This research seeks to fill the void in history learning studies, which have been dominated by cognitive approaches, by offering an alternative based on authentic historical experiences sourced from the stories of veterans.

RESEARCH METHOD

This study uses a descriptive qualitative approach because it focuses on a deep understanding of the history learning process through the stories of veterans in a 12th-grade high school. Data was obtained through interviews with history teachers, students, and veterans; observation of learning activities; and documentation of teaching materials and student interactions with veterans. Data analysis used the (Miles and Huberman, 1994) model, which includes data reduction, data presentation, and conclusion drawing/verification. To maintain data validity, source and method triangulation techniques were used to give the research findings credibility and validity.

RESULT AND ANALYSIS

Teaching history by presenting veterans' stories directly has significantly changed students' interest in learning. Before this strategy was implemented, most students considered history lessons merely as memorizing events and dates, without any meaning relevant to their lives. Student engagement was limited to cognitive aspects, while affective and participatory aspects were less touched upon. The classroom atmosphere changed after teachers integrated veterans' stories into their teaching. Students showed great enthusiasm, actively participated in discussions, and were motivated to learn more about the nation's struggle for independence. This engagement was driven by a curiosity about the experiences of veterans who fought to defend Indonesia's independence. The narrative of their struggle built a strong emotional connection between students and historical figures, making the learning process more meaningful.

This increased interest in learning shows that a real-life story-based approach can revive motivation to learn history, which has long been considered monotonous. Thus, veterans' stories serve as a contextual learning medium, while also building awareness that history is a life experience closely related to the nation's identity. This aligns with Warto, (2017) idea that history learning will be effective if it presents authentic sources and direct experiences that students can relate to.

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools

1. Strengthening Historical Awareness Through Living Testimony

History learning activities that involve veterans as resource persons through the living testimony method provide an authentic and reflective learning experience. Through this direct interaction, students do not merely hear historical narratives but come face to face with historical actors who witness the nation's struggle. This process aligns with (Douch, (1967) view of the living history model, which emphasizes connecting students with the historical reality in their environment through concrete and contextual experiences. By hearing firsthand accounts of the struggle, students gain a personal, contextual, and meaningful understanding of history, rather than simply memorizing events.

From a pedagogical perspective, living testimony strengthens historical awareness by opening up space for reflection between the past and the present. Yonas (2024) explained, living testimony bridges the gap between the past and the present through place-based learning, which is learning based on location and the real experiences of historical witnesses. Through this method, history is no longer understood as a static record of the past, but as part of the nation's ongoing journey that is relevant to the lives of today's students. Thus, students become more aware that the independence and national values they enjoy today result from the long struggle of previous generations.

Furthermore, Catalano, (2025) emphasize that interacting with living witnesses humanizes historical events. In Indonesia's history education context, hearing veterans' stories firsthand fosters appreciation for the values of national struggle, such as fighting spirit, determination, and sacrifice. These testimonies build emotional empathy and strengthen students' awareness of national identity. They understand that history is not merely a record of events but a reflection of the moral values and character of the nation that must be passed on and preserved.

Furthermore, these findings align with the views of Kuzmina & Borisov, (2021) and Thi and Thanh, (2022) that oral history plays an important role in preserving society's collective memory. Through listening to and documenting living testimonies, students transmit historical memory from one generation to the next. This process enriches students' historical awareness and instills a moral responsibility to preserve the nation's heritage. In this context, living testimony-based learning also serves to preserve national identity through education.

According to Anufrieva et al., (2019), oral history can also broaden students' perspectives on the socio-political complexity of an event, as it presents a variety of individual experiences that are not always recorded in official historical narratives. This becomes relevant when students hear the testimonies of veterans who may describe other sides of the struggle, such as suffering, family sacrifice, or solidarity among fellow fighters. Thus, students understand history from the perspective of heroism and the dimensions of humanity and togetherness that shape the spirit of nationalism.

Interviews with history teachers and students showed that living testimony-based learning activities brought about a new awareness of the meaning of struggle and national responsibility. One teacher stated that " when students heard veterans' stories about the struggle to defend independence firsthand, they began to understand that nationalism is not just a slogan, but an attitude toward life that must be manifested in concrete actions such as discipline, responsibility, and a spirit of togetherness at school." Meanwhile, several students admitted that listening to veterans' stories made them appreciate the values of struggle more and motivated them to contribute to the nation in their respective capacities.

Okoroji et al., (2023) and Perosanz, J. and Cachón-Ramón (2021)also reinforce this finding, showing that life experience narratives have transformative power in shaping students' social awareness and historical identity. In history education, the use of living testimony enriches the curriculum content and challenges students to reflect on their role in preserving national values in the modern era. Thus, this method plays a dual role: a cognitive tool for understanding history and an affective vehicle for shaping national consciousness.

As a strengthening measure, digital technology such as video documentation and digital archives can expand the reach of veterans' testimonies to be still used even after the historical actors have passed away (Kozlovski & Makhortykh, 2025). These efforts to digitize historical testimonies enable the learning process to remain alive and relevant across generations. Thus, the values of

nationalism, fighting spirit, and historical awareness contained in the stories of veterans can continue to be passed down and brought to life through an adaptive and sustainable educational process..

By integrating living testimonies into history lessons, teachers not only convey factual knowledge, but also instill a reflective, contextual, and nationally-rooted historical awareness. This approach enables students to become not merely memorizers of history, but active participants in carrying on the spirit of the nation's struggle. Thus, living testimony can be seen as a strategic medium for strengthening historical awareness and building nationalism among the younger generation in a sustainable manner.

2. Fostering Nationalism in Students

The most notable impact of utilizing veterans' stories in history lessons is an increase in students' sense of nationalism. Through exposure to real stories of struggle and sacrifice, students understand that Indonesia's independence was not achieved instantly, but through a long process accompanied by sacrifices of life, limb, and property. This concrete, experience-based historical understanding builds a reflective awareness of the meaning of independence and the responsibility of future generations to uphold the values of that struggle.

Theoretically, the relationship between historical awareness and nationalism has been confirmed by Basri et al., (2022), who found that students with a high historical awareness tend to have strong nationalistic attitudes. This means that a contextual understanding of history is the foundation for the formation of national identity. This aligns with the views of Fadli et al., (2021), who emphasize that historical understanding plays an important role in instilling national identity and the ability to face global challenges critically. Thus, learning activities that present the stories of veterans serve as a vehicle for actualizing national values through a living and meaningful historical consciousness.

In addition, the living testimony approach applied through veterans' stories supports the idea of Aisyah et al., (2019) that the use of authentic and experience-based media can increase students' emotional attachment to national history, strengthening their sense of pride and national identity. The veterans' narratives of struggle present historical data and build affective experiences that foster students' empathy and moral engagement with their nation and country.

The role of teachers is also crucial to the success of history education in fostering nationalism. Miftakhu Rosyad et al., (2022) emphasize that educators must be able to facilitate values, not merely convey historical information. Teachers who can package veterans' stories with a reflective and participatory approach will foster a sense of national identity rooted in students' learning experiences. Teachers are tasked with directing the narrative of the struggle so that it does not stop at heroism, but develops into a moral reflection on the younger generation's responsibility towards the nation.

The context of cultural diversity also strengthens the dimension of nationalism among students. Susanto, (2013) emphasizes that understanding local history and awareness of cultural plurality are key to forming inclusive nationalism. Thus, when students learn about the struggles of veterans from various regions, they understand one version of national history and appreciate the meaning of unity in diversity. This aligns with the principle of *Bhinneka Tunggal Ika*, which emphasizes unity in diversity as the foundation of Indonesian nationalism.

Internalizing nationalistic values through veterans' stories also aligns with the concept of constructive patriotism proposed by Schatz, R. T., Staub, E., & Lavine (1999) Constructive patriotism emphasizes a form of love for the nation that is not blind or merely symbolic, but is based on critical awareness, responsibility, and commitment to mutual progress. Based on the findings in classroom learning, students who listened to veterans' life testimonies not only admired their past struggles, but were also encouraged to apply these values in real life, such as discipline, solidarity, and social responsibility at school and in the community.

In addition, this study's findings support the inquiry-based learning approach described by Rusvitaningrum (2018) in which students are encouraged to actively participate and think critically in understanding history. Through direct interaction with veteran informants, students not only receive information but also play a role as young researchers who interpret historical

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools

experiences reflectively and meaningfully. This inquiry process encourages the formation of nationalism based on a deep understanding rather than memorization.

The stories of veterans serve a dual purpose: as an authentic source of historical learning and a means of teaching national character. This approach not only revives the meaning of history but also reinforces the role of history learning as a strategic instrument in strengthening nationalism among the younger generation. Amidst the tide of globalization and the rapid influx of foreign cultural influences, history education rooted in the living testimonies of veterans is essential for preserving national identity, strengthening national consciousness, and nurturing a generation that loves their homeland rationally and responsibly.

3. The Role of Teachers in Packaging Veteran Story Learning

One practical approach to incorporating veteran stories into learning is to use the infusion strategy. The integration model is adapted to CP, ATP, and teaching modules. In practice, factual knowledge is still taught according to the applicable curriculum, but teachers can insert the values of veterans' struggles. In this way, the infusion strategy becomes an approach that integrates the dimensions of knowledge and values, especially the values of veterans' struggles, which are rich in patriotism, sacrifice, and national spirit.

Teachers play a central role in the success of history learning based on the stories of veterans' struggles. In this context, teachers function not only as material conveyors but also as facilitators and mediators between past historical experiences and the social realities of today's students. This role aligns with humanistic pedagogy, in which teachers guide students to find personal meaning in the historical experiences presented (Kohli, 2019). Teachers help students not only to understand historical facts, but also to interpret the human and national values contained within them.

The learning process involves teachers packaging veterans' stories through various creative strategies, such as screening documentary videos, conducting live interviews with veteran sources, holding photo exhibitions of the struggle, and reflective activities such as essay writing and class discussions. This approach aligns with Willsey (2015) view, which emphasizes the importance of authentic experience-based storytelling to develop students' empathy and critical understanding of the complexity of historical events. By presenting veterans' stories in a contextual manner, teachers create a learning space that is not only informative but also transformative, touching on students' intellectual, emotional, and moral dimensions.

In addition, teachers also play a role in creating an inclusive learning environment that is responsive to students' cultural backgrounds. This is important because each student has different social experiences when interpreting their nation's history. Caddick et al., (2015) show that collective narratives can strengthen social relationships and build individual empathy. In the context of history learning, this means that veterans' stories can strengthen a sense of togetherness and national identity in the classroom. Teachers who encourage students to engage in dialogue, share views, and reflect on the value of struggle will foster a participatory and nationalistic learning climate.

Teachers' creativity in packaging veterans' stories also aligns with Merdeka Belajar's (Freedom of Learning) principles, which emphasize freedom, collaboration, and experience-based learning. Teachers act as facilitators who provide space for students to independently experience, explore, and interpret the values of struggle. This is consistent with the Eshchar-Netz, L. and Vedder-Weiss (2020) approach, which emphasizes the importance of collaboration and reflection in learning communities to improve the effectiveness of teaching strategies. By utilizing a participatory approach, teachers can foster a more dialogical spirit of learning history oriented towards strengthening national character.

Furthermore, teachers must also understand the emotional aspects of veterans' stories, which are fraught with traumatic experiences and human values. Kohli, (2019) emphasizes that teachers need critical emotional awareness to frame these narratives sensitively and constructively. Thus, telling stories of struggle is not aimed solely at glorifying heroism, but also at moral learning and reflection on human values. Teachers who possess this awareness will be able to shape students into individuals who are empathetic, critical, and highly socially conscious of their nation's struggles.

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools

Integrating educational technology is also a supporting factor in packaging veteran stories for learning. Through media such as documentary videos, digital archives, and interactive story maps, teachers can present history lessons that are more vivid and contextual. Purwanto et al., (2022) emphasize that using digital media in history lessons allows students to connect the past with contemporary issues relevant to their lives. This approach helps students understand that veterans' struggles are not events disconnected from the present, but have continuity in value in building national identity and public morality.

Thus, teachers have a strategic role as agents of national consciousness through the stories of veterans' struggles. They are history teachers and promoters of nationalism, patriotism, and national character among students. Teachers who can present veterans' stories using a reflective, contextual, and participatory approach will produce a young generation that not only understands history but is also able to emulate the spirit of struggle, appreciate the services of heroes, and continue national values in their daily lives.

CONCLUSION

Veteran-based history learning has proven to play a strategic role in shaping students' national character. Through the *living testimony* approach, the stories of veterans' struggles provide an authentic and reflective learning experience so that students not only understand history as past events but also as values of struggle and moral responsibility relevant to their present lives. This learning method increases interest in learning, strengthens historical awareness, and fosters constructive values of nationalism and patriotism based on critical awareness and a spirit of togetherness.

Teachers play a key role in the success of this approach, as they act as facilitators who can package veterans' stories through various creative strategies such as documentaries, interviews, and reflections, thereby making the learning process lively and meaningful. This learning type aligns with the Merdeka Belajar principle (Freedom of Learning), which emphasizes contextual, collaborative, and character-building learning.

The implication is that learning about veterans' stories needs to be integrated more systematically into the history curriculum and supported by professional development for teachers to manage historical narratives empathetically and reflectively. In addition to enriching the cognitive dimension, this learning also strengthens students' affective and moral aspects, shaping a generation that is historically aware, nationalistic, and has a social responsibility for the sustainability of the nation amid the challenges of globalization.

References

- Aisyah, S., Ananda, A., Fatimah, S., & Effendi, H. (2019). Analysis of history learning model based on multimedia as the strengthening of national identity of students.. <https://doi.org/10.2991/icoie-18.2019.8>
- Anufrieva, E., Abdiraiymova, A., Zharkynbayeva, R., & Shamshieva, G. (2019). Oral history and historical memory in the digital age: gender perspective.. <https://doi.org/10.2991/ismge-19.2019.6>
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.
- Bambang, Purwanto (2006). *Gagalnya Historiografi Indonesia*. Yogyakarta: Penerbit Ombak.
- Basri, M., Setiawan, J., Insani, M., Fadli, M., Amboro, K., & Kuswono, K. (2022). The correlation of the understanding of indonesian history, multiculturalism, and historical

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools

- awareness to students' nationalistic attitudes. *International Journal of Evaluation and Research in Education (Ijere)*, 11(1), 369. <https://doi.org/10.11591/ijere.v11i1.22075>
- Catalano, D., Wagner, R., & Simms, S. (2025). Toward liberation, not oppression: reconsidering coming out stars.. *Journal of Diversity in Higher Education*, 18(Suppl 1), S742-S745. <https://doi.org/10.1037/dhe0000565>
- Caddick, N., Phoenix, C., & Smith, B. (2015). Collective stories and well-being: using a dialogical narrative approach to understand peer relationships among combat veterans experiencing post-traumatic stress disorder. *Journal of Health Psychology*, 20(3), 286-299. <https://doi.org/10.1177/1359105314566612>
- Douch, Robert (1967). *Local History and the Teacher*. London. Routledge and Kegan
- Eshchar-Netz, L. and Vedder-Weiss, D. (2020). Teacher learning in communities of practice: the affordances of co-planning for novice and veteran teachers' learning. *Journal of Research in Science Teaching*, 58(3), 366-391. <https://doi.org/10.1002/tea.21663>
- Firmansyah, R.N. (2024). 5 Kasus Korupsi dengan Kerugian Terbesar di Indonesia [Halaman Web]. Diakses dari <https://goodstats.id/article/5-kasus-korupsi-dengan-kerugian-terbesar-di-indonesia-hvrcj> tanggal 3 Juni 2024.
- Feijoo-Cid, M., García-Sierra, R., García, R., Luz, H., Fernández-Cano, M., & Portell, M. (2022). Transformative learning experience among nursing students with patients acting as teachers: mixed methods, non-randomized, single-arm study. *Journal of Advanced Nursing*, 78(10), 3444-3456. <https://doi.org/10.1111/jan.15364>
- Fadli, M., Sudrajat, A., Aman, A., & Amboro, K. (2021). The influence of sorogan method in learning history to increase historical understanding and historical awareness. *International Journal of Evaluation and Research in Education (Ijere)*, 10(1), 300. <https://doi.org/10.11591/ijere.v10i1.20972>
- Gellner, Ernest. 1983. *Nations and Nationalism*. Oxford. Basil Blackwell.
- Geertz, C. (1963). *The integrative revolution: Primordial sentiments and politics in the new states*. University of Chicago Press.
- Hagopian, Patrick (2000). Voices from Vietnam: Veterans' oral histories in the classroom. *Journal of American History*. 87(2), 593–601, <https://doi.org/10.2307/2568766>
- Hartog, F. (2015). *Regimes of historicity: Presentism and experiences of time* (S. Brown, Trans.). Columbia University Press.
- Latif, Yudi (2014). *Mata air Keteladanan Pancasila dalam Perbuatan*. Jakarta: Mizan.
- Kozlovski, A. and Makhortykh, M. (2025). Digital dybbuks and virtual golems: the ethics of digital duplicates in holocaust testimony. *Memory Mind & Media*, 4. <https://doi.org/10.1017/mem.2025.10006>
- Kuzmina, A. and Borisov, S. (2021). Social networks as a search tool for historical sources. *SHS Web of Conferences*, 103, 02017. <https://doi.org/10.1051/shsconf/202110302017>
- Kohli, R. (2018). Lessons for teacher education: the role of critical professional development in teacher of color retention. *Journal of Teacher Education*, 70(1), 39-50. <https://doi.org/10.1177/0022487118767645>
- Miskawi. 2021. *Sang Veteran Menggali ingatan mengungkap kisah*. Jember: Inti.
- Miskawi & Sultoni, A (2023). *Sejarah Lisan Veteran PKRI 1945-1949 (Upaya Penyelamatan Sejarah local di Banyuwangi)*. Purwokerto: Pena Persada.
- Miskawi & Ahmad Sulthoni (2024). *Historical Memory of PKRI Veterans 1945-1949 (Rescuing Local Historical Sources in Banyuwangi)*. Santhet: Jurnal Sejarah Pendidikan dan Humaniora, 8(2), 12595–12606. <https://doi.org/10.36526/santhet.v8i2.4355>
- Miles, Mathew B., dan A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Nordholt, H. S., Purwanto, B., & Saptari, R. (Eds.). (2008). *Perspektif baru penulisan sejarah Indonesia*. Jakarta: Yayasan Obor Indonesia.
- Okoroji, C., Mackay, T., Robotham, D., Beckford, D., & Pinfold, V. (2023). Epistemic injustice and mental health research: a pragmatic approach to working with lived experience expertise. *Frontiers in Psychiatry*, 14. <https://doi.org/10.3389/fpsy.2023.1114725>
- Pamungkas, C dan Permana, Y.S (2020). *Intoleransi dan Politik Identitas Kontemporer di Indonesia*. Jakarta: LIPI Press

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools

- Parker, K., Igielnik, R., Barroso, A., & Cilluffo, A. (2019). *The American veteran experience and the post-9/11 generation*. Pew Research Center. <https://www.pewresearch.org/social-trends/2019/09/10/the-american-veteran-experience-and-the-post-9-11-generation/>
- Patten, S., Rémillard, A., Phillips, L., Modgill, G., Szeto, A., Kassam, A., ... & Gardner, D. (2012). Effectiveness of contact-based education for reducing mental illness-related stigma in pharmacy students. *BMC Medical Education*, 12(1). <https://doi.org/10.1186/1472-6920-12-120>
- Perosanz, J. and Cachón-Ramón, D. (2021). Personal narratives to improve attitudes towards stigmatized immigrants: a parallel-serial mediation model. *Group Processes & Intergroup Relations*, 26(1), 96-119. <https://doi.org/10.1177/13684302211052511>
- Purwanto, P., Astuti, I., Hartono, R., & Oraby, G. (2022). Arcgis story maps in improving teachers' geography awareness. *Jurnal Pendidikan Geografi Kajian Teori Dan Praktek Dalam Bidang Pendidikan Dan Ilmu Geografi*, 27(2), 206-218. <https://doi.org/10.17977/um017v27i22022p206-218>
- Rosyad, A., Sudrajat, J., & Loke, S. (2022). Role of social studies teacher to inculcate student character values. *International Journal of Science Education and Cultural Studies*, 1(1), 1-15. <https://doi.org/10.58291/ijsecs.v1i1.20>
- Rusvitaningrum, Y., S, L., & Sudiyanto, S. (2018). Strengthening students' historical awareness in history learning in high school through inquiry method. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 249. <https://doi.org/10.18415/ijmmu.v5i5.446>
- Said, E. (1978). *Orientalism*. Pantheon Books.
- Schatz, R. T., Staub, E., & Lavine, H. (1999). On the varieties of national attachment: Blind versus constructive patriotism. *Political Psychology*, 20(1), 151–174. <https://doi.org/10.1111/0162-895X.00140>
- Suwitri, Sri (2023)Pemberantasan Korupsi Di Indonesia :Sebuah Upaya Reformasi Birokrasi.Dialugue: JIAKP, Vol. 4, No. 1. 23-41
- Susanti, S., Aminah, F., Assa'idah, I. M., Aulia, M. W., & Angelika, T. (2024). Dampak negatif metode pengajaran monoton terhadap motivasi belajar siswa. *Pedagogik: Jurnal Pendidikan dan Riset*, 2(2), 86–93.
- Susanto, H. (2013). Understanding of regional history and perception of cultural diversity in developing nationalism. *Historia Jurnal Pendidik Dan Peneliti Sejarah*, 14(1), 91. <https://doi.org/10.17509/historia.v14i1.1926>
- Suyanto, M. (2010). *Membangun karakter dan integritas bangsa*. Yogyakarta: Andi.
- Smith, A. D. (1998). *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*. London: Routledge.
- Thi, V. and Thanh, T. (2022). Oral history: objectives for legitimizing this research method in vietnam. *Journal of Thu Dau Mot University*, 195-206. <https://doi.org/10.37550/tdmu.ejs/2022.03.332>
- Tilaar, H. A.R. (2007) Mengindonesiakan Etnisitas dan Identitas Bangsa Indonesia tinjauan dari perspektif ilmu Pendidikan. Jakarta : PT Rineka Cipta.
- Yonas, A. (2024). "only memories:" place-based holocaust education in contemporary poland. *Social Studies Research and Practice*, 19(2), 191-208. <https://doi.org/10.1108/ssrp-10-2023-0057>
- Muslim, M., Warto, W., & Djono, D. (2021). Fostering Diversity Values Through Learning The History Of The National Movement In Senior High Schools. *International Journal of Social Learning (Ijsl)*, 1(2), 190-204. <https://doi.org/10.47134/ijsl.v1i2.20>
- Warto. 2017. Menumbuhkan kesadaran Sejarah Generasi Muda. Disampaikan dalam acara diskusi sejarah dengan Tema “ internalisasi Nilai-nilai Sejarah sebagai Upaya meningkatkan Rasa Nasionalisme dan sadar Sejarah Kepada Generasi Muda”, Pada Rabu 20 september 2017 di FIS UNY Yogyakarta
- Willsey, K. (2015). Falling out of performance: pragmatic breakdown in veterans' storytelling.. <https://doi.org/10.14325/mississippi/9781496804259.003.0011>

Miskawi¹, Leo Agung S², Hieronymus Purwanta³
Utilizing Veterans' Stories To Foster Historical Awareness And Strengthen Nationalism
Through History Learning
In High Schools