

LEARNING LOCAL AND NATIONAL HISTORY TO DEVELOP HEROIC VALUES

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ABSTRACT

This study was motivated by the writer's concern on the accumulating phenomena of social deviation in adolescent life. The writer's think education were not able to develop the best character in students life. The historical teaching is a part of education have function as to develop a character, because in history be found the best value from the event and the historical figure. That is called a heroism value, a concept which we can to study about the best value in history from the event and the hero. The hero in history is the individual to profoundly different if he had determining an issue or event whose consequences would have been profoundly between if had not acted as he did. This concept still relevance in the adolescent phenomena in Indonesia. Historical Education, especially a heroism teaching, is one of an effective media for character development. Historical education bases the heroes to build bravery, sacrifice, leadership, and responsibility character. Based on the introductory statement above, the research problem of this study would be stated as followed: "Are there any significant differences in students' awareness in history before and after the teaching and learning of history according to the multiculturalism in local, national, global perspectives?". The methodology used in this study was both quantitative and qualitative paradigms, with quasi-experimental design and data compiled by interview technique among lower secondary school students in Sumedang municipality. The research findings are firstly, that the influence of local history teaching towards the develop of heroism value are significant. Second, the influence of national history teaching towards the develop of heroism value is positively significant. Third, that the influence of local and national history teaching and learning towards the develop of heroism value is significant.

Key Words: local history, heroic value, Sumedang

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Introduction

The issue of character education, values, morals, or character is currently much spoken. It is moved from the increasing concern about the phenomenon of social aberrations that occur among teenagers today. Brawl, promiscuity, the increasing use of illegal drugs, and other deviant behavior are a phenomenon that made headlines in the daily lives of our people.

The phenomenon of social deviance among adolescents (students) cannot be separated from the social changes that occurred in society. The revolution happens in human life which has an impact on behavior change, attitudes and values prevailing in such its globalization of life. A wave of change, modernization and like it or not liberalization has given the changes to the lives of people today, particularly among children and adolescents. Information and knowledge are constantly renewable is a necessity in people's daily life that led to changes in the values and lifestyle of its people. In this case, Supardi and Saiman (2007:1) explain that "the development of science and technology is rapidly accelerating the spread of negative effects for the existence of values that has evolved in a society."

In an effort to maintain community values and filter values that come from the outside, it serves as a medium of education institutions inheritance values espoused a society to future generations, and simultaneously transfer the new values that should be owned by the generation order to adapt for its environment. Through education, values and belief systems of knowledge and norms and customs, and a variety of traditional behavior which has cultivate inherited from generation

to generation onwards (Saripudin and Ahmad, 2008:189).

History of the learning potential of the eight above, one of the potential in the learning history is developing heroism and leadership, a value, if capable embedded in learners not only will greatly affect her future, but also influential for the future of society and the nation. If the history of learning to encourage the emergence of life heroes, the nation's problems currently being faced will be able to overcome.

According to Jackson in Hasan (2008:3) states that "History is full of events heroic act". Historical figures are basically the hero and leader for the community and nation. Heroes might do something that is full of success but also may be doing something that the success rate is not high or even fail. Learning history can provide insight into a hero and leader of successful, less successful or failed. So is the hero or leader who does not have a perfect figure, but can also arise from people who have flaws and shortcomings.

Based on these studies, the students who studied History can think of something other than what has been done by these heroes. Students can be a "hero" to learn what's happening in the community, looking for solutions and action plan in the form of a concept contained in a written form. Although the individual life history is not a major concern but it is important for the history of education in building a positive value share in self-learners. (Hasan, 2005:6)

Hero figures are scattered within the scope of influence and his heroic field. We not only know who is considered a national hero affect the way national history of a nation, but also the local heroes (local

heroes) are highly revered by a certain community. In addition, the hero is also not limited to just the hero in the political or military as very dominant in the history of education materials at this time, the hero also can also arise from other aspects of life, such as economic heroes, cultural hero, heroine, and etc. Hasan (2008 : 8) adds that: “the widespread understanding of the hero category will further encourage students to understand the values of life and a broader universal.”

The ideal aspects above are still very rarely done of teachers in teaching history. History lessons that apply today, both in the elementary, junior high or high school is now filled by various misunderstandings, in which the history of education is in fact likely to lead to the development of “ordinary memory” (Hasan, 2009:2). Learning history is still dominated by the learner must memorize history facts, names, concepts (royal, state, government, rebellion, heroes, events), memorize the story, and so the later study concludes with a repeat of that matter-because also associated with the ability to memorize / remember things. So, it is not surprising that the actual values contained in the history of the learning materials cannot be passed on to the students, because the emphasis of learning history that is more cognitive.

The question is whether to teach important values of heroism on learners? Is its relevance to the condition of society, especially teenagers today? How to integrate the educational value of learning history? These questions are the main basis of this study in depth. As a nation feel long struggle to achieve independence, the Indonesian people inherit values from the heroic heroes of the nation. The values of

sacrifice, leadership, courage, tenacious, unyielding, and responsibility are some of the values contained in attitude that can be learned from the epic hero.

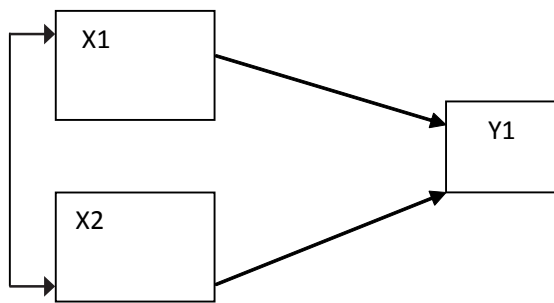
It is important to provide examples of the heroic figures drawn from history. Taking advantage of the hero figures of history is tangible evidence of its hero's attitude which recorded in the history of the nation. Heroic values have proven to have an effect in travelling society history, to be ideal values in public life, to be inspired and pride the people of the best attitude of residents or community leaders.

Formulation of The Study

Formulation of the study can be posed in this study is: “Is there a significant difference between the experimental group with the control group after treatment exerts learning local history and national history in the increasing values of heroism?”

Because of the very broad formulation of the problem, we detail in the next several research questions, as follows:

1. Is there a significant effect of learning the local history the heroic values of junior high school students at Sumedang's district?
2. Is there a significant effect of national history teaching the heroism values of junior high school students at Sumedang's district?
3. Is there a significant effect simultaneously learning local history and national history the heroic values of junior high school students at Sumedang's district?



X1 : Learning of Local History

X2 : Learning of National History

Y1 : The values of Heroism

Operational Definition

Before the researcher outlines the operational definition of each variable, the following variables researchers describe two parts which will be defined in this research first; operational definition of the independent variables include: (1) learning the local history and (2) teaching national history. As for the dependent variable, namely the values of heroism include: (1) self-sacrifice, (2) leadership and (3) the attitude of responsibility. The explanation operational definition of each variable is as follows.

Learning Local History, the operational definition is defined as a process of teaching and learning activities as a teacher for the purpose of the effort to learn the process of understanding the history of a “place” or “locality” certain. Study of local history here is Prince of Kornel historical figure, one of the regents Sumedang is considered as a symbol of popular resistance against colonialism at Sumedang. Learning indicators will include (a) life history character Prince of Kornel, (b) Cadas Pangeran event, and (c) the values of heroism that can be studied from the figure Prince of Kornel.

National Historical Learning, in this study, interprets as a learning process as teachers attempt to achievement of the learning process to understand the picture of the nation’s collective experience in the past which is a geopolitical unit in the realization processes and the totality of the nation. The national history learning materials in this study adjusted for the Competency Standards and the Basic Competency set by the government, which is the material of the Indonesian struggle against colonialism, particularly the role of Prince Diponegoro against the Dutch colonial government in 1825-1830. The indicators of teaching history in this material include: (1) the history of life Prince of Diponegoro, (2) Prunce of Diponegoro resistance against the Dutch colonizers, and (3) the values of heroism that can be studied from hero Prince of Diponegoro.

The definition of operations associate with the dependent variable in this study, which include: (1) self-sacrificing, (2) leadership and (3) a sense of responsibility. To make a sacrifice, in this definition means an attitude and a desire to give the students ability and potential to achieve local community and national goals in general. Aspects that can be measured include: (a) a sense of solidarity and togetherness as a part of the community or nation (b) develop an attitude in providing all capabilities and its potential for wider interest beyond self-interest.

Leadership, in this definition shall have the meanings an attitude of willing and able to take initiative in activities, willing and able to make decisions with all the risks that must be faced, and able to manage the potential of its human resources to achieve

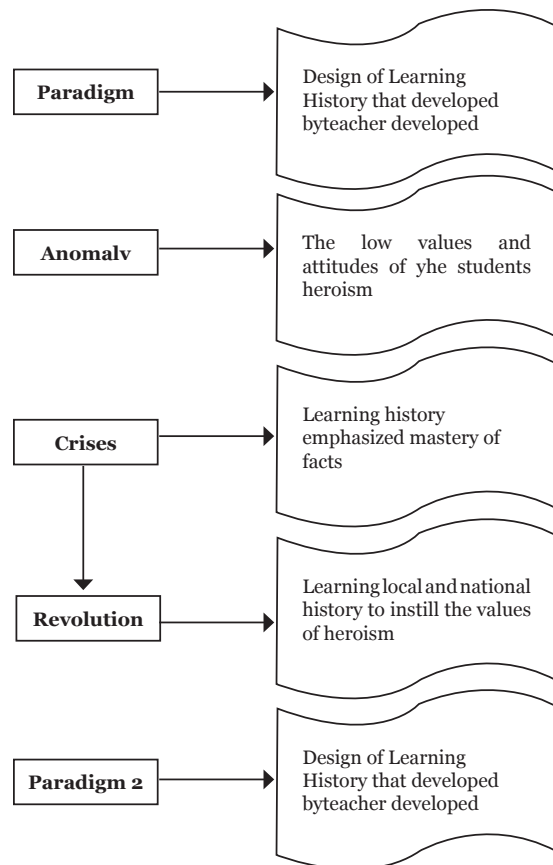
common goals, and responsibility, this variable can be interpreted as an attitude and behavior to perform its obligations, either as citizens or public school in a smaller scope and obligations as citizens. As for the aspects that can be measured in these variables are: (1) determine the duties to be performed as a school community, society and nation, (2) carry out the duties to be performed, either as citizens of the school, community and nation.

Paradigm Research

This research paradigm is associated with the concept of thinking developed by Kuhn (1970) in “The Structure of scientific Revolution” can be expressed as follows: the first paradigm that has been linked with normal science (normal science) with the characteristics of this order as a group think where theory -scientific theory as a stepping stone to do the study has been widely accepted. In this study, the teaching of history in an attempt to provide an analytical understanding of the critical challenges facing students in its life. But, in fact there has been a deviation (anomaly) in the teaching of history and student life, especially the values that flourish on students as effect is social change which occurs in human life. There are many misconceptions in today’s history lesson, a lesson of history is still focused on rote learning which emphasizes pafa about the years, names, places and events in chronological order, so the value aspects (affective) neglected (Hasan, 2008). That’s what causes students lack the basics of value to be used as a tool filters the entry of foreign cultural values and negative. In these conditions, there was a crisis, in which a conventional historical study questioned the benefits and effectiveness, so that teaching history should evolve towards the teaching of history is capable of implanting, not only the cognitive aspects of science, but also the values of the material contained in the history of science.

To embed these values, especially the values of the epic as a separate part of the context of historical events, we need a fundamental change (revolution) in teaching history, namely the need for a new history (The New History) with the approach this research of multidisciplinary. In multidisciplinary approach to learning through local and national history, with figures showing the hero through a fun approach to learning and inspiring to instill the values of heroism on students.

Through a quasi-experimental approach that explores the relationship variable learning local history and national history of the heroic values that appear on students, then we obtain a new model of teaching history that is relevant to the needs of children, particularly the need for education as the capital value of the lives of children in the community in the future next-period. The research paradigm can be seen in the following figure:



Research Methodology

This study is an experimental study using a quasi-experimental research design that aims to determine the effect of local and national history lesson on heroism. Design of values used in this study is the design-control group (pre-test and post test) Nonequivalent (Nonequivalent [Pre-Test and Post-Test] control-group design) (Creswell, 2010:242). In this design two groups were not chosen at random. The experimental design is shown in the following table:

Group	Pre-test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₁	-	O ₂

Keterangan:

- O₁ = Pre-test of experimental group and control group
- O₂ = Post-test of experimental group and control group
- X = Learning of Local History and National History based on Hero figures

For data collection techniques, we use: First, through questionnaires or questionnaire on the activities of the pretest and posttest learning the local and national history and values as well as the heroism of students. Second, to obtain additional data to further strengthen the confidence level of the study also comes primarily learning by observation techniques conducted interviews with teachers and students to disclose information that is more specific and needed research on the learning of local and national history and values of heroism that the students.

Research data processing and analysis using SPSS version of 16. While the steps

of data processing and analysis of the research done is preliminary data analysis and analysis of research results:

To perform experiments learning local history and national first performed between the pre-test data analysis experimentation group with the control group, the intention to know the initial state of a subject that would study the data so it can be concluded whether the same or different pretest. At this stage, the research subject conditions, expected statistically similar between the experimental groups with the control group in order to conduct further research. The descriptive analysis used for measuring that data. Initial state of the subject would be treated (experimental class) or not (control class) are the same and also have a poor score that needs to be done in accordance with the experiments of this research.

The effect of local and national history teaching the values of heroism can be known to do multiple regression test (multiple regression). In this case look for the value of R² (R Square) results summary table models, which will show the amount of percentage of the relationship between these two variables. What is the percent variance variable Y can be explained by changes in the variables X₁ and X₂. The results of the Durbin-Watson test statistic for knowing autocorrelation whether there is or not.

Furthermore, the level of significance to determine the influence of variables X₁ and X₂ to Y variables, ANOVA test which will indicate a statistically significant regression or not by looking at the P-value (sig.). If the P-value is smaller than α = 0.05, it can be concluded occur significant influence variables X₁ and X₂ to variable Y.

Conversely, if the P-value is greater than $\alpha = 0.05$, it can be concluded that the effect does not occur significant variables X1 and X2 to variable Y.

The population in this research are all students at the junior high school in Sumedang District. Furthermore, the study sample is eighth grade students in three junior high schools at Sumedang district about 228 people as learners. The selection of sample is taking quasi-experimental procedure, in which the sample using the groups that have formed naturally (like, a class, organization, or a family) or a volunteer (Creswell, 2010:232). In other terms in determining the group of subjects (sample) above, the researcher used purposive sampling method with consideration in researching the value of heroic in conjunction with local and national history learning the information necessary research is information that can be extracted from learners-students coming school schools that can represent the study population, namely all students of junior high school in Sumedang district.

For the purposes of this study, the determination of junior high school is based on the classification based on the location, status of the school and also consideration of the value of the junior high schools accreditation. Junior high school is selected SMP Negeri 1 Sumedang for schools located in urban areas, with the status of a national standard schools, as well as the value of accreditation, then SMP Negeri 4 Situradja located in the city school district with the status of a national standard school pilot potential and value of accreditation, as well as SMP Negeri 3 Wado schools representing the school on the outskirts of the status of remote schools with the accreditation B.

The Location of junior high school, the accreditation status of the school as well as the researchers considered to represent the distribution of quality, quantity and locality of junior high school in Sumedang District. Of these schools will be selected each of the two classes of one junior high school in eighth grade, one class for one experimental class and control class to class. The total sample is 240 participants. The selecting class of VIII as the research object adapted to design research that has been prepared.

The researchers are in determining the subject groups (samples) using purposive sampling. The reason of researchers take the kind of purposive sampling its consider that in researching the value of heroic in conjunction with local and national history learning the information needed is research schools that represent the group, both in terms of quality based on accreditation and school locations that describe the pattern of relationships with the learners value changes that occur.

Development of research instruments for each of the following variables: Variable learning locally, nationally and variable values of heroism, its measurement using the Guttman scale instrument was first developed by Louis Guttman in the 1940s (Silalahi, 2010:230). This scale is used in consideration of researchers wanted to get a firm answer on the issue of respondents. Selection of attitudes towards a particular value would be better if the only options are the two items. Besides the use of Guttman scale is taken with consideration of age is the age of the respondents junior learners who are still young so they have not been able to either developing options for a wide range of attitudes with thoughts of good argumentative. Guttman scale composed in

value or dichotomous response categories (dichotomous response of the categories) are arranged in two categories of values or categories (Silalahi, 2010). In this study the response categories used are ya with a value of 2 and does not scale with the scale value 1.

To complete the data, other than through the use of research instruments also gather information through observation sheets are trying to observe the learning process which are done by the teachers and learners in the classroom. In addition, activities are also conducted interviews with representatives of both the learners and the teachers with the goal of developing previously acquired information.

Instruments developed first tested to determine the validity and reliability of tests that will test used in this study. The tests conduct at a Junior High School (SMP) in Sumedang District. Instruments develop first tested to determine the validity and reliability of tests that will test used in this study. The count steps in the validity and reliability of research instruments.

Assumptions and Research Hypothesis

1. This research is conducted based on several assumptions that serve as the basis for a more in-depth review of the research on "Local History and National Learning In Developing Values of Heroism". The purpose of the research assumptions are:
 1. Learning local history with local hero material can develop the values of heroism on junior students in Sumedang district.
 2. Learning local history with the material of hero can develop the national hero

heroic values in junior students in Sumedang district.

3. Learning local and national history by presenting local and national heroes together in a learning process can develop a history of heroic values in the junior high students in Sumedang district.
4. Use methods Lectures and discussion groups and classes are designed in an interesting and varied and reasoning will enhance students' understanding of the values of heroism.

Starting from these assumptions and referring to the research question, it can be argued a general research hypothesis as follows: "Learning local history and national history with the material in the experimental class hero, was a significant influence on the emergence of heroic attitudes of junior high students in Sumedang district".

For more specifics and details, the hypothesis can be developed into several more specific hypotheses / detail developed in the null hypothesis (H₀), as follows:

1. There is no significant effect of learning the local history of the heroic values of students.
2. There is no significant effect of national history teaching the values of heroism students.
3. There is no significant effect of local and national history lesson at the same time the values of heroism students.

Research Results

Here are some of the results of data analysis are sorted according to the formulation of the problem posed.

Influence Learning Local History Against Values Heroism

After a simple regression test with the help of software SPSS for windows version 16 o'clock, obtained the following results.

Table 9.1
Test of regression on effect of learning local history in heroism values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807a	.651	.649	3.138

Predictors: (Constant), Learning of Local History

From the model summary table above, the value of R2 (R Square) of 0.439 which indicates that 43.9% of the variance values of heroism can be explained by changes in the national history learning variables. As for knowing the level of national historical significance of learning influence the values of heroism, ANOVA test with the help of software version 16.0 for windows that result as follows.

Table 9.2
Test of Anova on effect Learning of Local History in Heroism Values

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4145.888	1	4145.888	420.970	.000 a
Residual	2225.740	114	9.848		
Total	6371.627	115			

Predictors: (Constant), Learning of Local History
Dependent Variable: Heroism Values

From the ANOVA table above indicates that the regression is statistically significant with a value of F = 176.875 degrees of

freedom for k = 1 and nk-1 = 228-1-1 = 226 with F table at 1.32. While the P-value of 0.000 which is much smaller than $\alpha = 0.05$.

Regression analysis above is testing two variables, so the pair hypothesis is the null hypothesis (H0) and working hypothesis (H1). The hypothesis is:

1. H0: There is no significant effect of the study of national history of heroism values.
2. H1: There is a significant effect of the study of national history of heroism values.

From the ANOVA table obtained was obvious that the P value = 0.000 is less than $\alpha = 0.05$ so that the decision is to reject H0 and accept H1, meaning that there is significant influence teaching of national history to the values of heroism.

Influence of Learning National History in Heroism Values

After the regression test with the help of SPSS software for windows version 16 o'clock, obtained the following results.

Table 9.3
Test of Regression on influence of learning national history in heroism values

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663a	.439	.437	3.977

a. Predictors: (Constant), Learning of National History

From the model summary table above, the value of R2 (R Square) of 0.439 which indicates that 43.9% of the variance values

of heroism can be explained by changes in the national history learning variables. As for knowing the level of national historical significance of learning influence the values of heroism, ANOVA test with the help of software version 16.0 for windows that result as follows.

Tabel 9.4
Test of ANOVA on Effect Learning of National History in Heroism Values

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2797.344	1	2797.344	176.875	.000a
	Residual	3574.283	114	15.815		
	Total	6371.627	115			

- a. Predictors: (Constant), Learning of National History
- b. Dependent Variable: Heroism Values

From the ANOVA table above indicates that the regression is statistically significant with a value of $F = 176.875$ degrees of freedom for $k = 1$ and $nk-1 = 228-1-1 = 226$ with F table at 1.32. While the P-value of 0.000 which is much smaller than $\alpha = 0.05$.

Regression analysis above is testing two variables, so the pair hypothesis is the null hypothesis (H0) and working hypothesis (H1). The hypothesis is:

H0 : There is no significant effect of the study of national history values.

H1 : There is a significant effect of the study of national history values.

From the ANOVA table obtained was obvious that the P value = 0.000 is less than $\alpha = 0.05$ so that the decision is to reject

H0 and accept H1, meaning that there is significant influence teaching of national history to the values of heroism.

Influence of Learning Local History and National Simultaneously in Heroism Values

After the regression test pairs (double) with the help of SPSS software for windows version 16 o'clock, obtained the following results.

Tabel 9.5
Test of Regression Learning Effect of Local History and National Simultaneously in Heroism Values

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810a	.655	.652	3.124

Predictors: (Constant), Post-Test of National History, Post-Test of Local History
 Dependent Variable: Post-Test of Heroism Values

From the model summary table above, the value of R² (R Square) of 0.655 which indicates that 65.5% of the variance values of heroism can be explained by changes in the variable local and national history lesson at the same time. While the views of the Durbin-Watson test statistic of 1,186 is assumed not to occur autocorrelation.

While the level of significance to determine the effect of local and national history lesson at the same time the values of heroism, ANOVA test with the help of software version 16.0 for windows that result as follows.

Table 9.6
Test of ANOVA on Effect
Learning of Local History and
National Simultaneously in Heroism
Value

Model	Sum of Squares	Df		f	sig
Regression	4176.236	2	2088.118	214.006	.000a
Residual	2195.391	113	9.757		
Total	6371.627	115			

a Predictors: (Constant), Learning of Local History, Learning of National History
b Dependent Variable: Post-Test of Heroism Values

From the ANOVA table above indicates that the regression is statistically significant with a value of $F = 214.006$ degrees of freedom for $k = 1$ and $nk-1 = 228-1-1 = 226$ with F table at 1.32. While the P-value of 0.000 which is much smaller than $\alpha = 0.05$.

Regression analysis above is testing two variables, so the pair hypothesis is the null hypothesis (H₀) and working hypothesis (H₁). The hypothesis is:

H₀ : There is no significant effect of local and national history lesson at the same time the values of heroism.

H₁ : There is a significant effect of local and national history lesson at the same time the values of heroism.

From the ANOVA table obtained is obvious that the P value = 0.000 is less than $\alpha = 0.05$ so that the decision is to reject H₀ and accept H₁, meaning that there is a significant effect of local and national history teaching simultaneously to the values of heroism.

To see the differences between the experimental class and the control class following are the results of a descriptive

analysis of the value of the average pretest and posttest of that second class. The analytical description of heroic values can be seen the differences between the experimental class and the control class after the implementation of learning local history and national. This can be seen from the table of descriptive pretest generated with SPSS for windows as follows 16:00.

Tabel 9.7
Description of Pretest
experimental class and control of
group statistics

Eksperimental class	N	Mean	S t d . Deviation	Std. Error Mean	
Pre-test of heroism values	1	115	49.25	4.620	.431
	2	113	48.27	3.711	.349

From the table, it can be said that the value of the average pre-test of the second class is no different. The average pretest experimental class for variable values of heroism is 49.25, while the average pretest control class is 48.27. So it can be concluded indeed heroic values of students in the initial measurement (pretest) class by class control experiment there was no difference significant or nearly the same.

However, the score did change after learning the local and national history as shown in the following table.

Tabel 9.8
Description of Posttest
Experimental Class and Control of
Group Statistics

Experimental Class	N	Mean	S t d . Deviation	Std. Error Mean	
Post-Test of Heroism Values	1	115	57.17	2.141	.200
	2	113	48.39	3.599	.339

The average posttest experimental class for variable values of heroism is 57.17, while the average posttest control class is almost the same as before the measurement is 48.39. So it can be concluded that there are significant differences in the values of heroism learners at the end of the measurement (posttest) between the experimental class and the class with the control class.

Conclusion

Based on the analysis and testing of hypotheses by researchers as well as discussion of the results obtained, in general, it can be concluded that there are significant differences between the values of heroism experimental and control classes. This indicates that the better management of learning local history and national based heroes mainly the more effective to develop the values of heroism junior high school students.

In particular, the conclusions that can be derived from this study are:

1. Learning local history has a significant influence on the development of heroic values graders experiment. The influence of learning the local history of the heroic values can be understood as by presenting the stories of local heroism has pushed the value of the gain of heroism by students through the interpretation of the description of the teacher and class and group discussions about the values of heroism that owned the local hero. Change form of heroic values is the ability of students to give examples of the implementation of these values in their daily lives. Consciousness that appears on students the importance of

heroic values seen in improved their attitude towards the values of heroism are presented, both in the process of learning the local history as well as seen from their answers to the research instruments were granted.

2. The influence of national history lesson on the values of heroism students showed a significant degree. The heroic values in the scope of a national history lesson than a gain of the value of heroism in general such as sacrifice, responsibility, courage and leadership were also developed on the development of tolerance, multicultural and nationalism. Presentation of the national hero has given an overview of values and attitudes heroism in cross ethnic, cultural and religious and national context. So it would appear that values harmony with the spirit of nationality and nationalism, such as tolerance, pluralism, and a sense of empathy.
3. There is a significant effect of local and national history lesson at the same time the values of heroism students. Learning through history both national and local history, the development of heroic values more widely, both in the scope and meaning of the values of heroism itself. Heroes are no longer seen only as an influential figure against a vast community like the nation, is also not only be understood as a figure in the political and military, but also is understood as a figure who is able to do good to others no matter how small. The widespread interpretation of the hero is very important that students constantly strive to implement the values of heroism in everyday life, as

well as respect of others no matter how small the role of value for themselves and the environment.

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