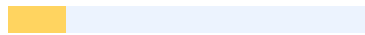




Plagiarism Checker X - Report

Originality Assessment

16%



Overall Similarity

Date: Jan 7, 2026 (04:31 AM)

Matches: 992 / 6238 words

Sources: 16

Remarks: Moderate similarity detected, consider enhancing the document if necessary.

Verify Report:

Scan this QR Code



Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 521 – 533,
<https://doi.org/10.58421/gehu.v5i1.921> ISSN 2963-7147 521 Journal homepage:

<https://journal-gehu.com/index.php/gehu> Emulating the Struggle of A.K. Gani (1945–1949)

in Efforts to Instill the Character of Love for the Homeland Rieca Nona Mutia¹, Suranto²

^{1,2}Faculty of Social Sciences, Law, and Political Science, Yogyakarta State University

Article Info ABSTRACT Article history: Received 2025-12-09 Revised 2025-12-24

Accepted 2025-12-25 A.K. Gani was one of the fighters during the physical revolution

(1945-1949). He was awarded the title of national hero in 2007 for his role in fighting for the

Palembang region. Although A.K. Gani did not come from Palembang, he remained

persistent and brave in his efforts to defend Indonesia's independence, driven by his love

for his homeland. The spirit of love for one's country is one of the values of character

education that must be instilled in students. The aim of writing this article is to instill a spirit

of love for the country that A.K. can emulate. Gani, as a fighter figure in ³ the Physical

Revolution (1945-1949) in Palembang, provides information and insight for students on

A.K. fighter figures. Gani. Through this research, it is hoped that a spirit of love for the

country will emerge among students, the younger generation, to create future generations

who love their region and nation, as well as a next generation of the nation with character.

This research employs historical methods, including literature reviews and interviews. A

literature study is carried out by reviewing relevant literature and reading materials, then

analyzing and interpreting them to produce a written product. The results of this research

indicate that A.K. Gani is a figure during the physical revolution who deserves to be

emulated, especially in efforts to instill character rooted in local history in the nation's next

generation. Keywords: A.K. Gani Character Education Love for the Motherland Physical

Revolution (1945-1949) This is an open-access article under the CC BY-SA

license. Corresponding Author: Rieca Nona Mutia Yogyakarta State University Email:

riecanona.2024@student.uny.ac.id 1. INTRODUCTION Education is a set of systems with

clearly defined objectives. The goals of education are not limited solely to education itself,

but also encompass health, physical and motor development, skills, willpower, emotions,

and even an individual's faith [1]. In line with this view, Omeri [2] argues that education has a broad scope, as education and humans develop side by side; essentially, education has existed alongside humanity itself. Therefore, **6 education is a** process that already exists, is intentional, structured, and systematically planned in accordance with the regulations **of a particular** country. One field within education is character education. The term character originates from the Greek word *charassian*, which means to focus or to mark. Conceptually, **2 it refers to the** application of **various forms of** goodness into

<https://doi.org/10.58421/gehu.v5i1.921> 522 positive behaviors such as honesty, perseverance, love for the homeland, and others. An individual whose actions are based on moral principles is considered a person of character [3]. Similarly, Omeri [2] defines character as a combination of morals, ethics, and manners that are reflected in the quality of a person's behavior, actions, and speech. Character education assesses good and bad based on behaviors and actions that conform to prevailing norms. **5 Character education is essential to** shaping and improving the character of the nation's children. Education should be designed to produce future generations who are both highquality and well-characterized, **enabling them to** compete in a future filled with challenges [4]. Reflections of character values can also be observed through the exemplary figures of Indonesian national heroes who fought to achieve and defend Indonesia's independence. One such example is the heroes of **3 the physical revolution** period of 1945–1949, who worked to maintain Indonesia's independence. The struggle in Palembang reached its peak on January 1–5, 1947, known as **the Five Days and Five Nights Battle**. One of the prominent figures of **the physical revolution in** Palembang was A.K. Gani. According to an interview with Palembang historian Syafruddin Yusuf, A.K. Gani played a very **important role in** Palembang during the early years of independence. His arrival in Palembang was even on the orders of Soekarno, as they shared the same nationalist ideology and were affiliated with **4 the Indonesian National Party** (PNI). **A.K. Gani was also** a key figure in establishing **the PNI in** Palembang. Based on regulations of **2 the Ministry of National**

Education (Kemendiknas), there are many values included in character education, such as honesty, discipline, religiosity, creativity, independence, democracy, appreciation of achievement, love of peace, communicativeness, curiosity, social care, responsibility, and love for the homeland [5]. In this article, the author limits the discussion to patriotism, or love for the homeland. 1 Love for the homeland is a form of affection that every citizen must possess, manifested through fulfilling obligations and rights as well as participating in efforts to defend the nation [6]. The values embodied in A.K. Gani's struggle as a fighter in Palembang demonstrate his deep love for the Indonesian nation. In the modern era, globalization continues to intensify alongside rapid technological advancement. However, if these developments are not 2 accompanied by the cultivation of character and a strong sense of patriotism— particularly a deep understanding of local history—they may lead to an identity crisis. This view is consistent with Hanifa and Nugraha [6], who found that one phenomenon among today's younger generation is a lack 1 of love for the homeland and limited knowledge of their own local history. Based on the explanations above, the purpose of this study is to instill a spirit of love for the homeland, exemplified by A.K. Gani as a figure of the Physical Revolution (1945– 1949) in Palembang, among the younger generation as the nation's successors. This patriotic spirit is highly worthy of serving as an example and role model for young people, to create future generations who love their region and nation and possess strong character. This study offers novelty compared to previous research, such as the study conducted by Haidah [7] entitled "Internalization of the Exemplary 5 Values of the Youngest Revolutionary Hero Pierre Tendean in History Learning," which focuses on Pierre Tendean

<https://doi.org/10.58421/gehu.v5i1.921> 523 and the exemplary values he embodied.

Another study by Sofiana [8] entitled "Emulating the Character of 4 Nyi Ageng Serang as an Inspiration for Indonesian Women" emphasizes the importance of emulating heroic figures such as Nyi Ageng Serang, particularly for Indonesian women. A further study by Suntara and Hijran [9] entitled "Emulating the Struggle of General Soedirman in Efforts to

Develop **1** the Character of Love for the Homeland,” focuses on the character of patriotism as exemplified by General Soedirman. The novelty of this research lies in the scope of character values examined, as this study specifically focuses on the character of love for the homeland. In addition, this study selects a local heroic figure from Palembang, namely A.K. Gani. **2** In terms of the time frame, the research is limited to 1945–1949, corresponding to the period of the physical revolution. Through this study, the researcher seeks to revive the spirit of patriotism among the younger generation and to enhance their understanding of local history amid the rapid pace of development and the strong currents of globalization.

2. METHOD This study employs historical research, also known as the historical method. The historical method consists of a series of systematic steps for tracing, collecting, evaluating, and critically reconstructing past events based on verifiable facts and reliable data. This method aims **6** to understand and interpret historical events objectively in accordance with the research objectives. In this study, a historical approach is applied to examine A.K. Gani’s struggle **3** during the Physical Revolution period of 1945–1949, as well as the values of patriotism it exemplified. The research was conducted in Palembang City, South Sumatra, as Palembang was a significant region in A.K. Gani’s struggle during **2** the early years of Indonesian independence. In addition to field-based research, this study employed library research by examining relevant materials from libraries, archives, and digital sources. The informants in this study were selected using a purposive sampling technique, meaning they were chosen based on specific considerations relevant to the research needs. The informants consisted of historians from Palembang City with in-depth knowledge and expertise **2** in the history of A.K. Gani’s struggle, as well as members of A.K. Gani’s family with a comprehensive understanding of his background, struggle, and the values he embodied. These informants were selected to obtain valid, in-depth, and authentic data **1** related to the object of study. Data collection in this study was conducted using several methods. Library research was conducted by collecting data and references from books, journal articles, archival documents, research reports, and other written sources relevant to A.K. Gani’s struggle and character education on patriotism. In-depth

interviews were conducted with Palembang historians and A.K. Gani's family members to obtain oral accounts that support the written sources. In addition, observations were conducted at historical sites related to A.K. Gani's struggle in Palembang **2 to strengthen the contextual understanding of the** research's historical setting. The data analysis techniques in this study followed the stages of the historical method. The first stage involved heuristics, which involved collecting historical sources relevant to

<https://doi.org/10.58421/gehu.v5i1.921> 524 the research theme and title, including both **2 primary and secondary** sources. The second stage was source criticism, consisting of external criticism **to assess the** authenticity of sources and internal criticism to evaluate the credibility and accuracy of their content. The third stage was interpretation, which involved interpreting and assigning meaning to the verified historical sources **to achieve a comprehensive and** logical understanding. The final stage was historiography, namely the writing of history based on critically analyzed and interpreted sources, resulting in a coherent, systematic historical narrative that **6 aligns with the objectives of the**

study. **3. RESULTS AND DISCUSSION 3.1 Result The Essence 1 of Love for the Homeland in** Character Education The findings **of this study** indicate that the essence **of love for the homeland** holds a very important position in character education. Character **5 education serves as a** fundamental means of instilling core values that shape students into individuals who possess **a sense of** love, pride, and concern for their nation and country.

1 Love for the homeland is not merely an emotional feeling; it is reflected in attitudes such as respecting diversity, upholding national unity, and prioritizing the interests **of the nation and the state** over personal interests. Figure 1. Dr. A. K. Gani Source: Personal

Documentation, Monpera Museum Collection, 2022 **Based on the** research findings, **the spirit of patriotism can be** effectively instilled through the exemplification of national heroes, particularly A.K. Gani. The values embodied in A.K. Gani's struggle demonstrate concrete expressions **of love for the homeland**, including courage, sacrifice, nationalism, and a strong commitment to Indonesian unity. Although A.K. Gani was not originally from

Palembang, his active involvement in the struggle to defend the region's independence provides clear evidence that **love for the homeland** transcends regional boundaries and represents a national commitment. The study also reveals that A.K. Gani's exemplary life and struggle are highly relevant as learning resources in character education within schools. Through **the introduction of** A.K. Gani's historical struggle, students can understand that **love for the homeland is** manifested in real actions, such as a willingness to sacrifice, maintaining unity, and contributing according to one's abilities for **the benefit of the nation**. These values **align with the** third

<https://doi.org/10.58421/gehu.v5i1.921> 525 principle of Pancasila, "The Unity of Indonesia," which emphasizes safeguarding national unity amid diversity. Furthermore, the findings indicate that the internalization of patriotic character through local historical figures can strengthen students' emotional attachment to national history. **An understanding of** A.K. Gani's struggle **fosters a sense of** pride in being Indonesian and raises awareness of **the importance of** preserving national identity in the face of globalization. Thus, character education based on the exemplification of heroic figures not only enhances historical **knowledge but also** shapes students' **attitudes and behaviors**. Overall, the study concludes that the essence **of love for the homeland in** character education can be effectively realized through the internalization of the values reflected in A.K. Gani's struggle. These values include respect for diversity, a strong sense of unity, willingness to sacrifice, and commitment to **defending and preserving the nation and the state**. The cultivation **of love for the homeland** through the example of national heroes is expected to contribute to **the formation of a young** generation with strong character, noble values, and a deep sense of **responsibility for the** future of Indonesia. **An Overview of** A.K. Gani The findings of this study indicate that A.K. Gani was **one of the** prominent national figures who played **a significant role in** Indonesia's struggle for independence, particularly in Palembang **and the South** Sumatra region. A.K. Gani, whose full name was **Dr. Adenan Kapau Gani**, was born on September 16, 1905, in Palembayan, Agam Regency, West Sumatra. His family

background and life experiences **2** contributed to the formation of a strong personal character, marked by compassion for his family and a deep sense of nationalism from an early age. Figure 2. Dr. A. K. Gani Hospital Source: Personal Documentation, 2022 The research findings show that A.K. Gani had a solid and diverse educational background. He pursued formal education from elementary school through to medical education in Jakarta, demonstrating his belief that education was a crucial foundation for struggle and **1** service to the nation. His involvement in various youth organizations from a young age, including the Sumatra Youth Organization and Indonesia Moeda, **2** as well as his participation in the Second Youth Congress in 1928, marked the beginning of his active role in the national independence movement.

<https://doi.org/10.58421/gehu.v5i1.921> 526 The study further reveals that **3** A.K. Gani was actively involved in political and nationalist movements before and after Indonesia's independence. He was **2** closely associated with Soekarno and was involved in political activities through Partindo. In addition to his political engagement, A.K. Gani also showed an interest in the arts and culture, as evidenced by his roles as a poet and a film actor. This illustrates that **3** A.K. Gani was a multidimensional figure who contributed to the struggle not only through politics and revolutionary actions but also through cultural expression. During the early years of Indonesia's independence, particularly throughout the Physical Revolution period of 1945–1949, A.K. Gani played **5** a vital role in Palembang. The findings indicate that he was directly involved in efforts to defend Indonesia's independence in the region, including his participation in the historic **3** Five Days and Five Nights Battle in Palembang. His residence also became an important location for disseminating information about Indonesia's independence, as Palembang officially received news of the proclamation on August 24, 1945. Further findings show that A.K. Gani was entrusted with strategic governmental positions, serving as the first **4** Governor of South Sumatra and the first Resident of Palembang. Beyond his political and revolutionary roles, he also contributed significantly to regional development. He was

recognized **2 as one of the** pioneers of major infrastructure and industrial projects in Palembang, including the Ampera Bridge and PT Pupuk Sriwijaya. These contributions demonstrate that his dedication **1 to the nation** extended beyond the period of armed struggle into the phase of post-independence development. Interviews with A.K. Gani's family further support the findings, indicating that his legacy **5 continues to be** honored today. His name has been commemorated through **2 the establishment of** a museum managed by his family and the naming of one of Palembang's major hospitals after him. This enduring recognition reflects the profound historical significance of A.K. Gani's contributions to Palembang and to Indonesia as a whole. Overall, this study's findings affirm that **3 A.K. Gani was a** national hero whose contributions to Indonesia's **struggle for independence and** subsequent development were substantial. His life journey, educational background, involvement in nationalist movements, and dedication to public service position him as an exemplary figure whose legacy deserves preservation and transmission to younger generations as **6 an integral part of** Indonesia's historical **1 and national identity**. The Exemplary Spirit **of Love for the Homeland** of A.K. Gani (1945–1949) The findings **of this study** indicate that A.K. **4 Gani was a** prominent nationalist figure who demonstrated a strong love for the homeland during Indonesia's Physical Revolution **from 1945 to** 1949. His role in defending Indonesia's independence was evident **5 from the early** days following the proclamation, when he actively worked to unify the perspectives and objectives of the people and freedom fighters in Palembang. In line with the decisions of the Preparatory Committee for Indonesian Independence (PPKI) on August 22, 1945, A.K. Gani **3 played an important role in** organizing political and military forces to defend independence **in South Sumatra**.

<https://doi.org/10.58421/gehu.v5i1.921> 527 The research reveals that on August 23, 1945, A.K. Gani initiated **2 the establishment of the** Indonesian residency government in Palembang. He was also tasked with designing the military's organizational structure as **3 part of the** national security and defense framework. Although **A.K. Gani was** not originally

from Palembang, this did not diminish his commitment to the region. His strong **1 sense of patriotism** was reflected in his willingness to fight wherever the nation required, regardless of ethnic or regional differences. Interview data with Palembang historians indicate that A.K. Gani's struggle in Palembang was also motivated by shared nationalist ideology with Soekarno. Based on this ideological alignment, Soekarno assigned A.K. Gani to take part in the struggle in Palembang. **3 During the physical revolution**, A.K. Gani's residence served as an important center for meetings and negotiations among freedom fighters and community leaders, further highlighting his **2 central role in the** resistance movement. Figure 3. Left: A.K. Gani's house used for negotiations and meetings **3 during the Physical Revolution** on Jl. Mailan. Right: A.K. Gani's house after being relocated to Jl. Merdeka Source: Personal Documentation, Monpera Museum Collection, 2024 The findings also show that **A.K. Gani was** an influential figure **in South Sumatra** and frequently acted as a spokesperson for nationalist groups. He represented Sumatra in various negotiations with the Japanese authorities following the proclamation of independence. On August 25, 1945, A.K. Gani took the initiative in reading the Proclamation of Independence and leading the first hoisting **4 of the Indonesian national** flag in Palembang. This moment symbolized the manifestation of his strong national spirit **1 and love for the homeland**. Furthermore, the study finds that A.K. Gani was known as a decisive and responsive leader who consistently prioritized the interests of Palembang's people. He developed strategic plans for Palembang's oil diplomacy, which significantly impacted financing the people's struggle and supplying essential resources, including military equipment, across various regions of Sumatra. These efforts demonstrate his intelligence and perseverance in defending Indonesian independence through diplomatic and economic strategies. During the period **4 from 1945 to** 1946, A.K. Gani held several strategic positions, including Head of **the South Sumatra** Government, Commander of **the South Sumatra** SubCommand, Coordinator of the People's Security Army (TKR) in Sumatra, and Deputy **Governor of South Sumatra**. The findings also highlight his role as an Indonesian delegate

<https://doi.org/10.58421/gehu.v5i1.921> 528 in [the Linggarjati Agreement](#)

negotiations in 1947, underscoring his importance in Indonesia's diplomatic struggle at both national and international levels. Another significant finding **1 of this study** is that in 1946, A.K. Gani became known as the "largest smuggler in Southeast Asia," a title reflecting his success in secretly transporting South Sumatra's natural resources to Singapore in exchange for **4 weapons and military supplies**. This strategy played a crucial role in sustaining the armed struggle and strengthening Indonesia's defense capabilities during the revolution. During **3 the Five Days and Five Nights Battle** in Palembang from January 1 to 5, 1947, A.K. Gani was once again assigned to Palembang to help resolve the conflict. **4 He served as** one of Palembang's representatives in negotiations with the Dutch to end hostilities and halt armed clashes. His involvement in these peace efforts reflects his commitment **1 not only to** independence **but also to** the safety and welfare of the civilian population. Overall, the research findings affirm that A.K. Gani exemplified a profound love for the homeland through his dedication, sacrifice, and leadership **3 during the Physical Revolution**. His willingness to struggle in regions beyond his place of origin, his contributions in political, military, diplomatic, and economic fields, and his consistent prioritization of the people's interests illustrate a powerful model of patriotism. The exemplary spirit **1 of love for the homeland** demonstrated by A.K. Gani embodies an important value **6 that can be** transmitted to younger generations to cultivate a future generation of Indonesians with strong character, noble values, and a deep sense of national responsibility.

3.2 Discussion The Essence **1 of Love for the Homeland in**

Character Education

The discussion findings indicate that education plays a fundamental **role in shaping** individual quality and ensuring the sustainability **of a nation**. Education **is not merely a** process of transferring knowledge, **but also a** medium for transmitting life values relevant to both **the present and** the future. Hasan et al. [10] emphasize **2 that education is a** basic human need that is inherent from early life, even in the womb. In line with this view, Kosim [5] defines **5 education as a** strategic effort to transmit values and life skills so that individuals can face life's challenges sustainably. Without education,

humans would lose **2** the ability to learn from past experiences, leading to a lack of progress across generations. UNESCO's perspective further strengthens these findings by positioning education as a dynamic and adaptive process that evolves in response to changing times. Education must continuously adapt to social, cultural, and technological developments to **6** remain relevant in shaping holistic human beings [11]. Within this framework, character education becomes an essential component that cannot be separated from the overall education system. Character **2** education focuses on the formation of students' values, attitudes, and behaviors. According to the Indonesian Ministry of Education (Depdiknas), character encompasses values, personality, disposition, and moral traits inherent in an individual [3]. Character education aims to **5** guide individuals in distinguishing between good and bad and in translating good values into daily practices [2]. Kosim [5] further explains that character education functions as a means for students to optimize knowledge and internalize values into social, civic, and national skills. Therefore, character education holds a deeper position

<https://doi.org/10.58421/gehu.v5i1.921> 529 than moral education alone, as it emphasizes the habituation of virtuous behavior in real-life contexts [12]. **1** One of the core values in character education is love for the homeland. Faidin [13] asserts that patriotism is a crucial foundation in developing students' national character. Love for the homeland reflects an appreciation of diversity, a commitment to unity, and a prioritization of national interests over personal ones. Wandut and Dihe [14] describe manifestations of love for the homeland as including national spirit, unity and integrity, and a sense of kinship. The Indonesian Dictionary (KBBI) further defines love for the homeland as a sincere inner commitment to defend, protect, and preserve the nation against threats and disturbances. The discussion also reveals that the value of love for the homeland can be effectively instilled through the exemplarity of national struggle figures. Wandut and Dihe [15] state that patriotism **2** is closely associated with a willingness to sacrifice for the nation's and the state's interests. In this regard, A.K. Gani represents an exemplary figure who

embodies this value. Despite not being a native of Palembang, A.K. Gani devoted himself wholeheartedly to the struggle in Palembang and South Sumatra, demonstrating that ¹

love for the homeland transcends regional boundaries and ethnic backgrounds.

Furthermore, the value of love for the homeland aligns with the third principle of Pancasila, “The Unity of Indonesia,” which emphasizes national unity within diversity [16]. Therefore,

integrating the exemplary struggles of A.K. Gani into school character ² education is a

relevant strategy for fostering students’ nationalism. By learning about the exemplary

values of national heroes, students can internalize the spirit of patriotism contextually and

practically. In conclusion, the findings of this discussion affirm that the essence ¹ of love

for the homeland in character education lies in shaping students who are proud of their

nation, respectful of diversity, willing to make sacrifices, and committed to prioritizing

national and state interests. These values can be effectively cultivated through character

education that integrates the exemplary legacy of national heroes such ⁴ as A.K.

Gani. An Overview of A. K. Gani The findings of this study indicate that A. K. ³ Gani was

a national figure who played multidimensional roles in Indonesian history, particularly

during the national movement and the physical revolution. His family background and early

life experiences significantly shaped his character as a resilient, independent individual

with strong social concern. The death of his mother when A. K. Gani was only ten years

old, ² along with the nurturing role of his stepmother, contributed to the formation of

family-oriented values and empathy. These traits were later reflected in his public life, as

he was known to be close to both his ¹ family and the wider community [17], [18]. From

an educational perspective, A. K. Gani pursued a progressive academic path that fostered

modern and nationalist thinking. His education at ELS, AMS, and later at the National

Medical School in Jakarta not only equipped him with medical expertise but also

broadened his national awareness and political consciousness. His ² involvement in the

Second Youth Congress in 1928 demonstrates his active participation in the formative

Furthermore, his engagement in youth organizations such as the Sumatera Youth Organization and the Sumatera Youth Center reflects that **3 his struggle for independence** began early through organizational activism and political education. During the national movement, A. K. Gani emerged as an influential figure in various political and youth organizations. His involvement in Club Indonesia under the guidance of Soekarno, his role as a founder of Indonesia Moeda, and his **2 participation in the** Indonesian Youth Organization and Partindo highlight his consistent commitment to nationalist ideals. These activities illustrate that A. K. Gani was **1 not only a** physical fighter but also an intellectual and cultural activist, as evidenced by his contributions to film and poetry **[18]. In the context of the** physical revolution from 1945 to 1949, A. K. Gani's role in Palembang and South Sumatra was particularly significant. **4 Due to the** delayed dissemination of news regarding Indonesia's independence, A. K. Gani's residence became **6 one of the key** centers for spreading information about the Proclamation of Independence. This underscores his strategic position in regional struggles. During this period, A. K. Gani functioned not only as an administrative leader **1 but also as** a mobilizer of popular resistance in defending Indonesia's independence against colonial forces [19], [20]. A. K. Gani's appointment as the first **4 Governor of South Sumatra** and the first Resident of Palembang reflects the state's strong trust in his leadership capabilities. Beyond his political and governmental roles, he also made substantial contributions to postindependence development, including pioneering the construction of the Ampera Bridge and establishing PT Pupuk Sriwijaya Palembang, both of which remain important symbols of regional development. His designation as a National Hero in 2007 represents the state's formal recognition of his enduring dedication and **1 service to the nation** [21]. Furthermore, the commemoration of A. K. Gani through the naming of a familymanaged museum and **4 a hospital in Palembang** demonstrates that his legacy is preserved not only historically but also institutionalized in public spaces and social services. This finding reinforces **1 the conclusion that** A. K. Gani's contributions have had a long-term impact, shaping collective memory and strengthening local **and national identity**. Consequently, A.

K. Gani stands as an exemplary figure whose life and struggles remain relevant as a source of inspiration for younger generations in fostering nationalism, public service, and character-based leadership. Exemplary **Spirit of Patriotism** of A.K. Gani (1945–1949) The discussion of the research findings indicates that ³ **A.K. Gani was a** central figure in the struggle to defend Indonesian independence, particularly in Palembang and South Sumatra, reflecting a very strong spirit of patriotism. Based on the PPKI decision of August 22, 1945, concerning the establishment ⁸ of the Indonesian National Party (PNI), the People's Security Agency (BKR), and the Central Indonesian National Committee (KNIP), A.K. Gani played a strategic role in uniting the aspirations of the people and freedom fighters to safeguard the integrity of the Unitary State ³ **of the Republic of Indonesia**. His initiative to establish the Indonesian residency government in Palembang on August 23, 1945,

<https://doi.org/10.58421/gehu.v5i1.921> 531 demonstrates strong leadership and nationalism in ⁴ **responding to the** uncertain postindependence situation [17]. Although ³ **A.K. Gani was** not originally from Palembang, this did not hinder him from wholeheartedly fighting for national interests. This attitude reflects the essence of patriotism, transcending regional, ethnic, and racial identities. Based on an interview with a Palembang historian, Syafruddin Yusuf, A.K. Gani's struggle in Palembang was also driven by shared nationalist ideology with Soekarno, which led to his trust and appointment to lead and coordinate the struggle **in South Sumatra**. This indicates that the state entrusted leadership to individuals with a strong commitment to national unity and interests. A.K. Gani's role as a spokesperson for nationalist groups **in South Sumatra** further affirmed his strategic position in the struggle. He frequently represented Sumatra in negotiations with the Japanese and became a key figure in the reading of the proclamation and the first hoisting ⁴ **of the Indonesian national** flag (the Red and White) in Palembang on August 25, 1945 [18]. These actions carried profound symbolic meaning as an affirmation of independence and ² **a catalyst for the rise of** nationalism among the people of

Palembang. Furthermore, the discussion shows that A.K. Gani possessed strong capabilities in making strategic decisions, including in diplomacy and economics. The Palembang oil diplomacy strategy he designed made a significant contribution to financing the people's struggle and fulfilling military logistical needs across various regions of Sumatra [22]. In 1946, ³ A.K. Gani was known as "the greatest smuggler in Southeast Asia" for his success in smuggling South Sumatran natural resources to Singapore, where they were exchanged for weapons needed for the national struggle [22]. This illustrates that patriotism was manifested not only through physical resistance but also through intelligence and economic and political strategy. ² In the context of military and governance, A.K. Gani held various important positions, including Head of the South Sumatran Government in 1945, ⁸ Commander of the South Sumatran Sub-Command in 1946, Coordinator of the People's Security Army (TKR) in Sumatra, and his appointment as Deputy Governor ⁴ of South Sumatra on May 17, 1946. His involvement as an Indonesian delegate in the Linggarjati Agreement of 1947 further confirms his role as a national figure contributing at local, national, and international levels [23], [24], [25]. During ³ the Five Days and Five Nights Battle in Palembang (1–5 January 1947), A.K. Gani once again demonstrated his commitment to peace and public safety. He was assigned to Palembang to halt the armed conflict and was directly involved in negotiations with the Dutch at the Schakel School, 15 Ilir, Palembang, aimed at ceasing hostilities and preventing further escalation [22], [26] Based on this discussion, ³ it can be concluded that A.K. Gani was a freedom fighter who upheld the values of patriotism through selfless dedication, visionary leadership, and courage in taking risks for the nation and the state. The exemplary life of A.K. Gani is highly relevant as a source for historical learning and character education, particularly in instilling ¹ the spirit of patriotism, nationalism, and unity among younger generations, thereby forming future citizens who are morally upright and strong in character.

study's results, it can be concluded that education plays a fundamental role in shaping human beings, particularly through character education that should be instilled from an early age. 5 Character education is an important means of cultivating noble values in students so they can face life's challenges and contribute positively to the nation and the state. 1 One of the essential values in character education is the spirit of love for the homeland, which includes a sense of pride in the nation, respect for Indonesia's diversity, willingness to make sacrifices, and the ability to prioritize national and state interests over personal interests. The findings indicate that the exemplary figure of a national hero, especially A.K. Gani, is highly relevant to efforts to instill the value of patriotism in students. A.K. Gani's dedication and struggle in defending Indonesia's independence, grounded in nationalism, selfless service, 6 and a strong commitment to national unity, provide a concrete example of character values worth emulating by the younger generation. The state's recognition of his contributions, as evidenced by his designation as a National Hero of Indonesia in 2007, further affirms 1 the significance of his role in the nation's history. Therefore, integrating A.K. Gani's exemplary struggle into history learning and 5 character education is expected to strengthen students' internalization of patriotic values. 2 The cultivation of these values not only enhances historical understanding but also contributes to the formation of future generations who possess strong character, noble morals, and a high commitment to the unity and progress of

Indonesia. ACKNOWLEDGEMENTS The author would like to express sincere gratitude to Allah SWT for His blessings and guidance, which enabled the completion of this study. Appreciation is also extended to all parties 7 who provided support, assistance, and valuable contributions throughout the research process. The author would like to thank the supervisors and lecturers for their guidance, advice, and constructive feedback that greatly contributed to the improvement and completion of this research. Special thanks are also extended 2 to the academic community for the supportive academic environment that encouraged critical thinking and scholarly development. Gratitude is also extended to all informants, resource persons, and institutions who willingly shared their time, information,

and insights, ⁷ which were essential to achieving the research objectives. Furthermore, the author would like to thank family members and colleagues for their continuous moral support, motivation, and encouragement during the completion of this study. Finally, the author hopes that this research will benefit ⁶ the development of knowledge, particularly in the fields of character education and historical studies, and serve as a reference for future research. REFERENCES [1] A. Abdusshomad, 'Pentingnya penerapan pendidikan karakter dalam pembelajaran', J. Asy-Syukriyyah, vol. 19, no. 1, pp. 31–49, 2018. [2] N. Omeri, 'Pentingnya pendidikan karakter dalam dunia pendidikan', Manajer Pendidik., vol. 9, no. 3, p. 270930, 2015. [3] I. Lestari and N. Handayani, 'Pentingnya pendidikan karakter pada anak sekolah khususnya SMA/SMK di zaman serba digital', J. Guru Pencerah Semesta, vol. 1, no. 2, pp. 101–109, 2023.

<https://doi.org/10.58421/gehu.v5i1.921> 533 [4] J. Ramadhani, S. Sugiarno, A. Sahib, and D. Wanto, 'Pendidikan Karakter di sekolah dasar'. LP2 IAIN Curup, 2020. Accessed: December 19, 2025. [Online]. Available: <http://repository.iaincurup.ac.id/id/eprint/834> [5] A. Kosim, 'Peran Guru Dalam Pendidikan Karakter', Hartaki J. Islam. Educ., vol. 1, no. 1, pp. 13–22, 2022. [6] U. T. Hanifa and D. M. Nugraha, 'Pembentukan karakter cinta tanah air dalam situasi pandemi Covid19', Harmony J. Pembelajaran IPS Dan PKN, vol. 7, no. 1, pp. 1–6, 2022. [7] A. Haidah, 'Internalisasi Nilai-Nilai Keteladanan Pahlawan Revolusi Termuda Pierre Tendean dalam Pembelajaran Sejarah', Sajaratun J. Sej. Dan Pembelajaran Sej., vol. 8, no. 2, pp. 1–16, 2023. [8] S. Sofiana, 'Meneladani Karakter Nyi Ageng Serang Sebagai Inspirasi Perempuan Indonesia', Krinok J. Pendidik. Sej. Dan Sej., vol. 1, no. 1, pp. 116–122, 2022. [9] R. A. Suntara and M. Hijran, 'Meneladani perjuangan jenderal Soedirman dalam upaya pengembangan karakter cinta tanah air', in Seminar Nasional Kewarganegaraan, 2021, pp. 144–155. [10] M. Hasan et al., 'Dasar–Dasar Ilmu Pendidikan', Penerbit Tahta Media, 2023, Accessed: Dec. 19, 2025. [Online]. Available: <http://tahtamedia.co.id/index.php/issj/article/view/26> [11] A. H. Rofi'ie, 'Pendidikan karakter adalah sebuah keharusan', WASKITA J. Pendidik. Nilai Dan Pembang. Karakter., vol. 1,

no. 1, pp. 113–128, 2017. [12] S. Eksantoso, 'Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan', *Syntax Idea*, vol. 6, no. 12, pp. 6838–6845, 2024. [13] N. Faidin, 'Implementasi ⁹ nilai pendidikan karakter dalam kurikulum 2013 pada mata pelajaran sejarah di SMA Negeri I Palibelo', in *Seminar Nasional Taman Siswa Bima*, 2019, pp. 264–270. [14] W. K. Wandut and N. I. Dihe, 'Meningkatkan ¹⁰ Rasa Cinta Tanah Air Melalui Metode Discovery Learning Melalui Pembelajaran Pendidikan Agama', *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 3, pp. 4221– 4229, 2022. [15] S. Amalia, U. Rofifah, and A. F. Zuhri, 'Menampilkan ¹² sikap cinta tanah air pada era 4.0', *J. Ilm. Edukatif*, vol. 6, no. 1, pp. 68–75, 2020. [16] A. Indriawati, 'Menumbuhkan ¹² Cinta Tanah Air Melalui Pendidikan Kewarganegaraan Di Sekolah Dasar', *J. Cerdas Mhs.*, vol. 5, no. 1, pp. 23–29, 2023. [17] B. Susetyo, P. Gani, and M. Wahayuni, 'Peran ³ Adnan Kapau Gani dalam Perjuangan Militer Daerah Sumatera Selatan Tahun 1945-1949', *Hist. Madania J. Ilmu Sej.*, vol. 6, no. 1, pp. 78–100, 2022. [18] A. Pramasto, *Palembang & Dunia dalam Sejarah Berkelindan*. CV Jejak (Jejak Publisher), 2022. Accessed: December 19, 2025. [Online]. Available: [https://books.google.com/books?hl=id&lr=&id=3FBzEAAAQBAJ&oi=fnd&pg=PP1&dq=Pra masto,+A.+\(2022\).+A.+.+K.+.+Gani%E2%80%AF:+Dokter,+Asmara+Moerni+dan+Puisinya.&ots=9cUjK4xQ6D&sig=9Ik-s2CNdEK-qcEfmpkRsm4Jt4U](https://books.google.com/books?hl=id&lr=&id=3FBzEAAAQBAJ&oi=fnd&pg=PP1&dq=Pra masto,+A.+(2022).+A.+.+K.+.+Gani%E2%80%AF:+Dokter,+Asmara+Moerni+dan+Puisinya.&ots=9cUjK4xQ6D&sig=9Ik-s2CNdEK-qcEfmpkRsm4Jt4U) [19] S. Yusuf, A. R. Asmi, and M. R. Pahlevi, 'Perjuangan ¹³ Rakyat Musi Rawas Pada Masa Revolusi Fisik 1947-1949', *Plb. Pendidik. Sej. UNSRI*, 2020. [20] D. R. Ayuningtyas, R. Suharso, and I. Sodik, 'Perjuangan panglima besar jenderal soedirman ¹⁶ pada masa revolusi fisik tahun 1945-1950', *J. Indones. Hist.*, vol. 5, no. 1, 2016. [21] S. Puspasari, 'Pendampingan perancangan ruang pameran museum dr. A.K. Gani ¹⁴ pada pameran bersama Museum Negeri Sumatera Selatan', *ABSYARA J. Pengabd. Pada Masyarakat*, vol. 2, no. 2, pp. 239– 245, 2021. [22] N. J. Utama, *Pertempuran Palembang: pertempuran lima hari lima malam, 1947*. Matapadi Pressindo, 2021. [23] H. M. Noertoegoeh, 'Buku ¹⁵ Panduan Monumen Perjuangan Rakyat Sumatera Bagian Selatan', *Dinas Pendidik. Dan Kebud. Provinsi Sumat. Selatan*, 1990. [24] A. Alian, A. Altman, and B. Heuer, 'Genotypic ¹¹ difference in

salinity and water stress tolerance of fresh market tomato cultivars', *Plant Sci.*, vol. 152, no. 1, pp. 59–65, 2000. [25] M. R. Pahlevi and S. Yusuf, 'Alian,', *J. Indones. Hist. J. Indones. Hist.*, vol. 9, 2020. [26] I. A. D. D. S. Militer, 'Cuplikan Sejarah Perjuangan TNI-Angkatan Darat', No Title, 1972, Accessed: Dec. 19, 2025. [Online]. Available: <https://cir.nii.ac.jp/crid/1130282269563096064>

Sources

1	https://www.researchgate.net/publication/353383043_Patriotism_as_Love_of_the_Homeland_o_r_Another_Form_of_Nationalism_Devotedness_Allegiance_and_Loyalty_to_the_Native_Country_in_the_Thought_of_Cardinal_Stefan_Wyszynski INTERNET 5%
2	https://en.wikipedia.org/wiki/Education INTERNET 3%
3	https://jurnal.unigal.ac.id/artefak/article/view/18214 INTERNET 2%
4	https://en.wikipedia.org/wiki/Adnan_Kapau_Gani INTERNET 1%
5	https://www.lisedunetwork.com/framework-of-education/ INTERNET 1%
6	https://theasu.ca/blog/understanding-the-key-objectives-and-importance-of-education INTERNET 1%
7	https://www.mwedding.com/thesis-acknowledgements/ INTERNET 1%
8	https://everything.explained.today/Preparatory_Committee_for_Indonesian_Independence/ INTERNET <1%
9	https://proceeding.unnes.ac.id/index.php/snpasca/article/download/275/240/ INTERNET <1%
10	https://www.edukatif.org/index.php/edukatif/article/download/2790/pdf INTERNET <1%
11	https://sci-hub.se/10.1016/s0168-9452(99)00220-4 INTERNET <1%
12	https://id.scribd.com/document/671662202/109-Article-Text-291-1-10-20200703 INTERNET <1%
13	https://pdfs.semanticscholar.org/bab9/4732e076c5fb5f6b58d47ebfc29ef6729c40.pdf INTERNET <1%
14	https://www.mendeley.com/catalogue/152635f4-be78-3cc6-91b0-ab2028ffc120/ INTERNET <1%

15 <https://onesearch.id/Author/Home?author=Noerteguh, H. Mohd>
INTERNET
<1%

16 <https://lib.unnes.ac.id/27218/1/3111412005.pdf>
INTERNET
<1%

EXCLUDE CUSTOM MATCHES OFF

EXCLUDE QUOTES OFF

EXCLUDE BIBLIOGRAPHY ON