

IMPLEMENTATION OF CHARACTER EDUCATION IN HISTORY LEARNING IN HIGH SCHOOL

by

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Abstract

Character education in schools, both formal and non-formal, especially in Madrasas, is considered important. However, its implementation has not been fully realized in the field. The aim of this research is to determine the application of character education in history learning. This research uses a qualitative method with a descriptive approach, the data collection techniques used by researchers in this research are observation, and documentation. Data analysis techniques using domain data analysis. The research results show that character education has been implemented by history teachers. The implementation of character education in history learning at school aims to shape student character. Among the character values listed include love for Allah SWT, discipline, mutual cooperation.

Keywords: implementation, Character Education, History learning

Abstract

Character education in schools, both formal and non-formal, especially in Madrasas, is considered important. However, its implementation has not been fully realized in the field. The aim of this research is to determine the application of character education in history learning. This research uses a qualitative method with a descriptive approach, the data collection techniques used by researchers in this research are observation, and documentation. Data analysis techniques using domain data analysis. The research results show that character education has been implemented by history teachers. The implementation of character education in history learning at school aims to shape student character. Among the character values listed include love for Allah SWT, discipline, mutual cooperation.

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Introduction

The development of a nation cannot be separated from educational progress, which can increase its level and make it equal to developed countries (Rifa'i, 2011). In other words, education is the key to every country's success. Currently, human history is reaching a phase that is considered the information age. This era is marked by advances in information and communication technology. However, education in Indonesia is currently affected by the influence and constraints of global capitalism, with the intervention of foreign parties who have strong ideological influence and capital (Wiyani, 2012).

Education character in schools, both formal and non-formal, especially in Madrasah, is considered important. However, its implementation has not been fully realized in the field, even in schools it has not been fully implemented by students towards teachers and fellow students. The results of research at SMAI Miftahul Ulum show that some students have not completely changed in terms of their character or behavior. Even though character education has been applied in various subjects, one of which is history, which follows the SMAI Miftahul Ulum curriculum, it is important to integrate character education into everyday life, including communication between individuals and groups. The importance of character education cannot be ignored, because good character is the key to success.

Education must be progressive and adaptive to developments over time, but progressiveness that is not based on an understanding of the philosophy of progress, change and freedom can result in damage and loss of character (Barnawi and M. Arifin, 2016). Character education for teenagers, including high school students, must be higher in quality, because moral and character development occurs when they face incidents, incidents and conflicts with other people (Sutarjo Adisusilo, 2014).

Education Character in formal education aims to form students who have morals, integrity, mutual respect, humility and empathy, because this character is a derivative of moral humans. Therefore, the importance of character education can never be ignored. Character education involves aspects of knowledge, feelings and actions, and the aim is to create individuals who have faith, noble character and responsibility (Azzet, 2013). Character education is not only limited to teaching knowledge about what is good and bad, but also integrates moral values in students' daily lives through the learning process. This integration must start from planning, application, to assessment in the history learning process (Faturrahman, 2013).

In character education, there are several kinds of character values, namely there are 18 (eighteen) character values that each individual student must have. These character building values include; religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, enthusiastic, nationalistic, loves the country, appreciates achievements, is friendly, loves peace, likes reading, never gives up, cares about the environment, and cares about others (Bhandari, 2023).

As is the case at SMAI Miftahul Ulum, the lack of internalization of character education in students causes them to ignore the values they get from the learning process. For example, not going to class during class time, dressing untidy, and other typical school children's mischief. In fact, basically, learning activities apart from making students master the targeted competencies (material), are also designed and carried out to make students know, realize/care about and internalize character values and turn them into behavior. where these characters will influence student behavior, including religious behavior, honesty, tolerance, and caring for others. In the context of SMAI Miftahul Ulum, the aim of character education is to produce students who have good social character, by emphasizing polite attitudes and moral values. positive things in group life, including subtle language. Therefore, the problem raised is how to implement character education in history learning at SMAI Miftahul Ulum in Jatiurip?

Research methods

This study used descriptive qualitative method. Qualitative research methods are naturalistic research methods because the research is carried out in natural conditions (Sugiono, 2019). And the research uses a descriptive approach, the data collection techniques used by researchers in this research are observation, and documentation. The data analysis technique uses domain data analysis.

The subjects of this research were class X SMAI Miftahul Ulum students. The researcher chose class Apart from that, students will also learn more extensively when they enter this level, because during MTS/Junior High School the science of history is still one with other social sciences or integrated social studies. Data analysis techniques use domain analysis, data analysis techniques by analyzing data results obtained from data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

The results of the research show that the implementation of history learning character education at SMAI Miftahul Ulum Jatiurip has been implemented by history teachers. At this implementation stage, all teachers made adaptations by incorporating national character values. This stage of character education has been implemented starting from the introduction, core activities, and conclusion. This is in accordance with the Minister of National Education's regulation number 41 of 2007 concerning process standards (in Sulistiyowati, (2012:113)). The stages of learning activities start from the introduction, core and conclusion. With these activities, the targeted character values can be achieved well. First, the teacher carries out planning. This planning, the history teacher has integrated national character values in the Teaching Module. The history teacher has also modified it by including character values into the ATP and Teaching Module.

History learning activities begin with an introduction, continue with the main material, and end with a conclusion. The existence of this stage allows the desired character values to be achieved well. First of all, the teacher

plans learning by integrating national character values into the Teaching Module. History teachers have also made modifications by including character values into the ATP and Teaching Modules. In ATP, the history teacher added a new column for indicators of national character. The character values explained in the national character indicator column were moved from the ATP to the Teaching Module, and in the Teaching Module, the history teacher modified the achievement indicators by including national character indicators.

Implementation of character education at SMAI Miftahul Ulum Jatiurip in history lessons. The main program is the cognitive introduction of values and affective appreciation. The implementation of character education at SMAI Miftahul Ulum Jatiurip aims to take students from normative understanding to real practice.

The implementation of character education in history learning at school aims to shape students' character, including love for Allah SWT, such as students carrying out congregational prayers, discipline, for example, students attending morning assembly on time, mutual cooperation, for example, students cleaning the classroom and school yard together. In this context, history subject teachers play an important role in shaping student character through history learning. They introduced the struggle of the Indonesian people through the struggles of ulama and heroes as real examples in implementing character education. This helps students realize the importance of becoming better individuals, such as students who obey their religious teachers and students who are polite and have good morals in daily interactions.

Implementing character education in history learning involves various aspects, including planning, implementation and evaluation. The history subject teacher at SMAI Miftahul Ulum made preparations by creating a teaching module that included religious characters in accordance with the school program. The character education approach is also applied in all subjects, not only in religious and history subjects. The insertion of character

values is adjusted to class conditions, and students can emulate warrior or cleric figures as a guide in daily life during history learning.

Conclusion

Based on the information above, the research results show that it has been sufficiently implemented by history teachers. The character values explained in the national character indicator column were moved from the ATP to the Teaching Module, and in the Teaching Module, the history teacher modified the achievement indicators by including national character indicators.

The implementation of character education in history learning at school aims to shape students' character, including love for Allah SWT, wisdom, generosity, tolerance, unity, self-confidence, creativity and hard work. In this context, history subject teachers play an important role in shaping student character through history learning.

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