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Inculcating Character Values Through History Learning

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INCULCATING CHARACTER VALUES THROUGH HISTORY LEARNING

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Abstract

The development of a country is determined by the character of its citizen. Character education is very strategic if developed through education in schools. The history lesson is one of the right subjects to inculcate character values to students. This article aimed to describe the implementation of character values through history learning. The method of writing used was library research. The implementation of character values through history learning can be performed in the following ways; (1) designing a learning implementation plan (LIP) by including the character values to be developed by the core competence, competence standard, basic competence, content standard, and achievement indicators intended, (2) History teachers used the already compiled LIP as a guideline in delivering the lesson. The process of learning was carried out in an active, innovative, creative, effective, interesting, and fun manner centered on the students. The character values applied and developed in all activities involved in the learning process were evaluated in a systematic, measurable, and sustainable way, (3) The result from teachers' observation and notes concerning students' character during the learning process could be used as a basis of evaluation toward the attainment of character values implementation. Evaluation results can serve as a consideration and a conclusion describing the profile of students' character as well as a foundation in determining follow-up actions.

Keywords: *Character Values; History Learning; Education; Student.*

A. Introduction

Almost every country in the world inherits the fighting spirit and honorable values of its heroes. The struggle in achieving independence and defending the country's culture is passed to the younger generation through the education curriculum (Zajda, 2015). Character building in Indonesia is a step towards realizing the mandate contained in Pancasila and the preamble to the 1945 Constitution of the Republic of Indonesia. Therefore, the Indonesian government has made character building one of the programs prioritized in the country's national development.

Education in schools is one of the strategic media to educate and inculcate character values to the younger generation. The implementation of character education in schools can be performed by developing a character-based curriculum, school culture, lessons, and self-development on an ongoing basis, starting from students' admission process to the completion of study in school (Marini, 2018).

History lesson plays important role in building the personality of the nation's generation and cannot be replaced by other subjects (Arar & Ibrahim, 2016). Here, the students learn about the strengths and weaknesses of Indonesia in the past. Such knowledge can potentially lead students to realize the importance of preserving and advancing those strengths and improving or finding a solution to the weaknesses and challenges faced by Indonesia in the past. Analysis of past events will enable students to improve their ability to comprehend history, think chronologically, analyze different issues, and think critically which will serve as basic skills in making a decision either at present or in their future life (Dahlia, 2015).

History lesson does not only teach historical facts as science but also combine those facts with educational purposes and administration (Anzaikhan, 2019). History lesson objectives include; instilling national unity and integrity as a bulwark in facing the threat of national disintegration and radicalism and inculcating character values to overcome multidimensional crises faced by every citizen in their daily life (Andarwati, 2017). Furthermore, the lesson teaches students the meanings from past

historical stories containing values of civilization, heroism, patriotism, exemplary, nationalism, and other similar important values.

The goals of history education in schools can be achieved if supported by several factors including; principal leadership, history curriculum development, teacher competence, learning process, and so on. Achieving the goals of history education in school requires support and cooperation from all school personnel. The attainment of the goals can be an asset for every student in facing global challenges and the turmoil of disintegration that is happening in Indonesia nowadays (Rulianto, 2019).

History teachers as the administrators of the learning process play important role in achieving the objectives of history learning. The implementation of character values is also highly influenced by history teachers (Hanafi, 2017). Strengthening students' character values through *Higher Order Thinking Skills* (HOTS)-based history learning refers to five main character values, namely; religious character, nationalism, independence, cooperation, and integrity. These values enforcement can be performed by teaching, accustoming, consistent implementation, habit formation, and turning them into character and school culture.

The implementation of character values in history lessons is based on psychological totality which includes all student potentials (affective, cognitive, and psychomotor) and the totality of the sociocultural function of each student in interacting with family, school environment, and society. Substantially, the psychological and sociocultural totality is a manifestation of an individual behavior possessing a character. The process is created through conscience (ethics), thought (literacy), exercises (kinesthetics), and feeling and attention (aesthetics) (Muchtar & Suryani, 2019).

Some studies indicated that history teachers have implemented character values to the students, but this has not been implemented optimally due to several obstacles. The teachers were lacking the ability to develop a syllabus and design a character-based historical learning implementation plan (ILP) (Ahmad, 2014). In addition, history lesson has a strategic role in supporting government programs. This results in

material changes and discussions in history lessons from time to time adjusting the flow of government politics.

The problems of history learning and the implementation of character values from several previous studies discussed above show that the implementation of character values in history learning has not been optimal and experienced different obstacles in one school and another. Therefore, this article aims to analyze and describe in-depth the inculcation of character values to the students through history learning. The results are hoped to serve as a reference for education practitioners, contribute to the development of knowledge and education, especially in history learning, and strengthen character education for students.

B. Method

This paper is qualitative-based literature research. The method used is a content analysis of history learning. It is library research. Library research is a kind of study performed to collect data and information about a particular event or problem in depth using various literature, books, notes, magazines, findings from earlier studies, journal articles, and other references to search for the answer to the problems studied (Putranto, 2018).

The source of data in this article is the library collections of diverse literature including books, journals, and relevant findings from previous studies (Mulyadi, 2013). Primary data sources are the main data sources that are directly collected from the object of study. Whereas secondary data sources are additional data sources to support the main data. Various literature that has been collected were analyzed descriptively to show a comprehensive picture of the research problems investigated, that is the implementation of character values through history learning.

The procedure performed in writing the article involved selecting the topic based on the current occurring phenomena, exploring information based on the priority and interest rate, searching for data sources from numerous literature, reading various library resources to find ideas or new concepts, making research notes, analyzing research data to have a conclusion, and writing a research report.

The author utilized several strategies to come up with a credible conclusion. The strategies used were; the literature or documents of data sources are authentic, data collection was carried without intervening the situation or the object of study, data collection was carried out in stages, the author re-examined the completeness, meaning clarity, and meaning harmony of the study, organizing the data obtained systematically, and analyzing the data deductively, interpretively, comprehensively, and historically to come to the conclusion and answer the research questions.

C. Result and Discussion
1. Result

The observation and notes from history teachers about students' character during the learning process can serve as a consideration and a conclusion describing the attainment of a success indicator and qualitative assessment of students' character. This qualitative assessment can be performed by writing codes and a summary such as; (a) the character has not been apparent among students who have not shown the initial sign of expected characters, (b) the character has started to appear among students with some signs of expected character although not consistent, (c) the character has developed among students who have demonstrated the signs of expected character consistently, (d) the character has turned as a culture among students who continuously demonstrated the sign of expected character consistently. Such qualitative statements can be used by teachers to assess the profile of students' character.

To promote the implementation of character values through the learning process, especially history learning, support from the principal is highly needed. One of the strategies that can be used by the principal is through supervision (Hasanah et al., 2018). The supervision can be carried out in a democratic, comprehensive, constructive, objective, and sustainable manner through clinical, collegial, individual, and communal approaches following the situation and condition of the school.

2. Discussion

a. The Challenge of Learning History

History lessons are often considered boring by students because they are considered monotonous and rote. In addition, history lessons tend to emphasize crucial aspects without emphasizing the character values in them (Santosa, 2017). Not to mention the existence of curriculum variations, making it difficult for teachers to equate concepts, let alone instill character values that build student morale.

Based on several international research results, character values are getting smaller along with the increase in science and technology. Era 4.0 is considered lopsided because it only focuses on the scientific dimension without any strengthening of morals and character (Shohib, 2020). This causes the West to miss traditional times where public morals were still well controlled. So it's not surprising that various ideas have emerged regarding the 5.0 era where the acculturation of strengthening science and morality is balanced.

In contrast to the mindset of developing countries such as Indonesia, when the West begins to think about how to return to the non-modern era, Indonesia dreams of becoming a developed country like Europe or developed countries in Asia such as Japan and Korea. This difference in mindset is a separate problem that must be emphasized and addressed appropriately. Various studies conclude that the character and progress of a nation depend on the pattern of education applied (Kania, 2013). The pattern of Japanese education deserves to be an example, they focus on advancing the talents of children's interests from an early age even though those interests are playing games or making comics.

The problem in Indonesia is that education has a complicated and intricate flow. Students are asked to study all burdensome scientific studies. The next problem, when all the knowledge has been learned, the job vacancies that are opened often do not follow the material being tested (Hasanah et al., 2018). Not to mention the curriculum that changes every period, not to mention the teacher understands the new curriculum, so

there is already another curriculum when the leadership changes. This is a serious problem of education in Indonesia.

b. Solutions and Strategies of Character Education Implementation

The implementation of character education in schools requires the same perception and commitment of all school members. It can be performed without changing the existing curriculum. Principals, teachers, school counselors, and all school personnel are role models for the students who must demonstrate character values in real terms and make them habits in the school Environment (Nofiaturrahmah, 2014). The implementation of character values in schools is an entity of attitude to be demonstrated by all school personnel so that it becomes a school culture. Therefore, the inculcation of character values must be performed in a focused, systematic, integrative, holistic, and sustainable manner.

One of the strategies to implement classroom-based character values to students is through the lessons. The history lesson is part of social science aiming to develop knowledge, understanding, and students' analysis ability toward community social condition (Nuryanta, 2015). This shows that history learning is an important subject matter to be taught in primary and secondary education.

Based on the analysis of various literature, the implementation of character values through history learning can be described in picture 1 below.
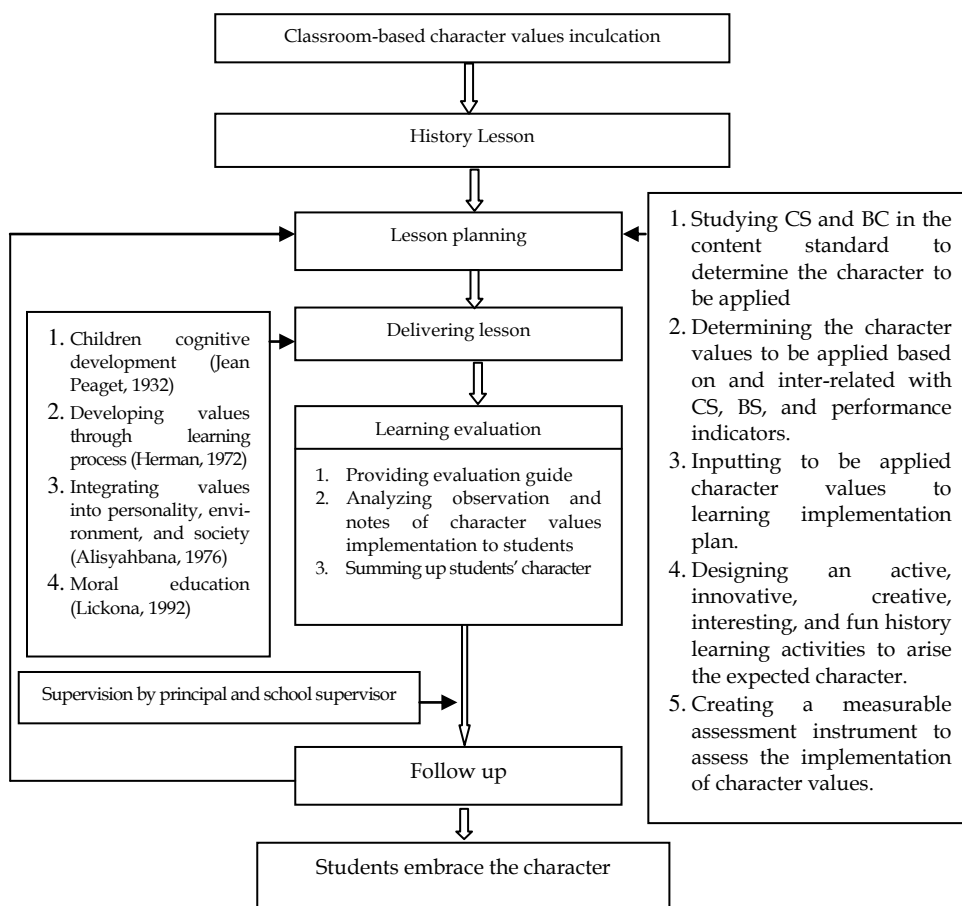
Fig. 1. *The implementation of character values through history learning*

The implementation of character values through history learning begins with designing a learning implementation plan (LIP) by including the character values to be applied that are aligned with the subject matter of history learning (Khosmas & Chalimi, 2020). Planning steps to include character values in LIP can be done by; (a) studying the competence standard (CS) and basic competence (BS) in the content standard (CS) to determine the appropriate character to be applied, (b) determining to be applied character values based on and inter-related with CS, BS, and performance indicators, (c) including the character values to be applied in each learning process in LIP, (d) designing a history learning process that is active, innovative, creative, interesting, and

fun to arise the character values expected, and (e) creating assessment instrument for learning and implementing character values that is measurable.

History teachers have to make the LIP embedded with the character values to be developed as a guideline in delivering the lesson. The values are not taught but developed through the teaching and learning process (Biedenbach & Jacobsson, 2016). Each learning activity in the classroom develops and demonstrates students' abilities in terms of affective, cognitive, and psychomotor domains. The implementation of character values through the history learning process has to be carried actively and centered on students through various activities in the classroom.

c. Concept of Developmental Material and its division

The implementation of character values is developmental not performance content in nature (Anzaikhan, 2021). The material concept of developmental requires a relatively long and integrated educational process, so that it strengthens one learning activity to others, and connects classroom learning with extra-curricular activities at school. Thus, the implementation of character values is used as the basis for behavior in every action of the students both in the classroom and school environment. The inculcation of character values through education will have an impact on students' personalities in interacting in the Community (Endro, 2020).

History lessons have a strategic role in building the character and civilization of the Indonesian people who have a sense of nationalism and love for the country. It contains material about heroism, nationalism, exemplary, patriotism, and national civilization in the past. The history lesson learning objectives can be achieved if the teachers organize the lesson interestingly and variably based on the level of education and students' condition. Character education is implemented through several stages consisting of moral knowing, moral feeling, and moral acting (Husni & Norman, 2015).

The level of understanding, knowledge, and subject matter of history lessons is differentiated based on the level of education. Differentiating subject matters based on the level of education aims to provide intellectual maturity

to students according to their growth rate. Children's cognitive development passes several stages based on their age, experience, and environment (Haack, 1975). The core competencies of a history lesson to be acquired by the students are adjusted to the level or type of education as stated in the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning the content standard of primary and secondary education units.

The implementation of character values through the learning process can be performed in an integrated manner with other subjects. The values of the character can be raised through examples, events, or life histories of heroes, and exemplary figures known by students. They are used as learning Resources (Nofiaturrahmah, 2014). History teachers can also serve as role models for students in applying character values when the learning process takes place in the classroom. Some examples of attitudes and behaviors that can be directly practiced by history teachers in implementing values in the learning process are arriving on time, speaking politely, interacting affectionately, dressing neatly, maintaining cleanliness, being religious, honest, and so on.

Character values can be implemented by embedding them in the history learning process (Marini, 2018). History teachers can utilize various approaches and learning models in organizing the history lesson to make it more interesting. Among the approaches and history learning models that can be utilized to implement character, values are; scientific and problem-based learning model, group investigation model, SQ3R (Survey, Question, Read, Recite, and Review), Mind-map model, numbered heads together model, discovery learning model, power point-based scramble model, resource-based learning model, simulation method, historical tours model, and another relevant learning model (Dyangga, 2021).

Other strategies to implement character values in history lessons are by developing a character-based history module, developing historical media by employing information communication technology, using the puzzle, videos and films, interactive blogs, digital game-based learning media, and other forms of media that are relevant with the age, subject matter, environment of the students (Sumargono et al., 2019).

The assessment and evaluation of character values implementation to students is based on predetermined indicators and the achievement obtained by students in the history learning process. History teachers are also required to have the ability to carry out an authentic assessment in the 2013 curriculum (Tasnur & Fadli, 2019). The evaluation toward students' character development is carried out continuously and steadily. History teachers make notes on student character observation sheets.

D. Conclusion

Character education is a realization of the ideals and goals of Indonesian education as it has been mandated in Pancasila and the 1945 Constitution. Schools hold a major role in educating, implementing, and developing students' character, the nation's next generation. The implementation of character values in school is very appropriate to be carried out in an integrated manner through the subject matter, in particular the history subject. However, this implementation must be prepared thoroughly through several stages consisting; lesson planning, learning implementation, evaluation, and follow-up actions that have to be carried out systematically and steadily. The process must also be controlled by the supervisor and school principal through the scheduled supervision activities.

The author would like to suggest that history teachers design and apply the character values that are appropriate and measurable. To the principal, vice-principal, teachers, school counselor, and administrators to have a great commitment in implementing character values in school and become role models for the students. The concept and conclusion made in this article can be used as a reference by another researcher to conduct field research or to study it further in a different approach.

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