

Analysis of the Application of Character Values in the History Subject of Specialization Class XI Madrasah Aliyah

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ABSTRACT

This research aims to describe in a complete and comprehensive manner the application of character education in the history subject of specialization at MA Mathla'ul Anwar Pontianak. The research method used is descriptive with a qualitative approach. The research techniques used are direct communication, indirect communication and documentation. Research Tools, Observation Guides, Interview Guides, and Learning Documents. The results of the study include 1). The lesson plan for students of class XI IPS MA Mathla'ul Anwar Pontianak which is oriented towards instilling student character values has been made and well arranged in the syllabus. 2). History learning in grade XI students of Social Studies MA Mathla'ul Anwar Pontianak instills many character values that students can learn and follow. The character values instilled in students are 1). Religious, 2). Intrica, 3). Tolerance, 4). Discipline, 5). Creativity. 6). Independence, 7). Democracy, 8). Curiosity, 9). Love of the Homeland, 10). Communication, 11). Like to Read, 12). Social Care, 13). A sense of responsibility. 3). The factors that inhibit teachers in instilling student character values can be seen from: a) Each student is different so that the acceptance of instilling character values will be different. b). Different background factors of students.

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1. INTRODUCTION

Education is essential to human life. It is a related people's effort, directed and designed to create an ideal learning process and learning environment for students. In accordance with Law No. 20 of 2003, individuals who are active in the development of their potential must have a good spiritual soul, intelligent, skilled, able to control themselves, good manners, and have noble character (Kuwawenaruwa, Wyss, Wiedenmayer, Metta, & Tediosi, 2020).

The national education system in 2003 must be able to improve the life of the nation by providing opportunities for students to develop virtuous personalities and characters in accordance with the dignity of the Indonesian nation. Education not only makes people proficient in certain fields, but also teaches people to adapt to life around the world (Jamiah, Fatmawati, & Purwaningsih, 2019). Education is mandatory for all Indonesian people to build an intelligent, skilled, and pious society in the life of the nation, and the government is responsible for financing it. As a result, the quality of education is expected to maintain the nation's identity (Mogale & Malatji, 2022). Therefore, the development of national education in the future must be based on national human resources and fully build the character of the nation's children. A teacher is an important part of the education system. Andriani. The learning process can last as long as there are teachers and students in the school, even if the resources are lacking or unprofessional (O'Connor, Ludgate, Le, Le, & Huynh, 2023).

According to Sahabuddin, Haling, & Pertiwi (2022), character education is the process of instilling, giving, and fostering teacher character to students or students. It serves as the main foundation for building the nation's character. Nature, mental strength, morality, ethics, or character, however, make a distinction between individual personalities (Abdurahman et al., 2023). Everyone has their own character, and those characters affect the way a person interacts and acts in daily life. If there is no one to watch over and direct them, a gradual change in lifestyle can change a person's character. This is because technology evolves over time. A moral crisis is occurring in Indonesia, caused by a lack of character education that leads to a deterioration of morality (Baharun & Ummah, 2018). The deterioration of individual character or morality, especially in students in the world of education, will be a serious problem and needs to be solved. This includes fights between students, drug use, shameless behavior, behavior of gathering kebo or free sex, and the deterioration of manners of values and norms (Saputra, Dylan, & Carmelo, 2023). As a result, the role of teachers in schools instills in particular the importance of teaching children ethics in the world of education. The character deterioration that occurs makes students misbehave, which can harm the next generation.

Instilling character values in students is very important for teachers, regardless of their role in school. Efforts to form good student character values can also be achieved. Teachers are also seen as role models and coaches for students in schools (Shohib, 2022). Adults are responsible for assisting or guiding students in their physical and spiritual progress to fulfill their roles as creatures of God, caliphs in the world, members of society, and individuals in their own right. Sugiarti & Husain (2021) As a result, the responsibility of teachers to instill character in their students can be used to repair character damage in the world of education. As an educator and role model for the life values that he teaches to his students, teachers will strive to instill these values in the character of his students. Therefore, teachers must show good behavior and character for students (Sholeh, Fadhilah, & Murwaningsih, 2019).

This research aims to describe in a complete and comprehensive manner the application of character education in the history subject of specialization at MA Mathla'ul Anwar Pontianak. The results of the research are expected to be a reference in the Character Education course in the History Education study program.

2. METHODS

Based on the problems and facts found in the field, the method used in this study is a descriptive method with a Qualitative approach. Prabowo, Supriyono, Noor, & Muluk, (2021) stated that descriptive research is research conducted to find out the value of each variable, either one or more.

This descriptive form is used to explain or describe the facts that occur in the variables being studied, namely the Application of Character Education in the History Subject of Specialization at MA Mathla'ul Anwar Pontianak. This research uses a survey research type. Faisal & Kisman (2020) said "To describe the state of the population, the survey research model is the best way to obtain and collect original data. The subjects in this study are teachers and students who are active in MA Mathla'ul Anwar Pontianak. The techniques used are observation, interviews and documentation. The tools used are observation sheets, interview guidelines and documents. The data analysis technique used is a qualitative analysis technique, which is a component of data reduction and presentation is carried out at the same time as the data collection process. After the data is collected, the three components of data reduction analysis, data presentation and conclusion drawn, interact (Miles, Huberman, & Saldaña, 2018). The data validity technique uses triangulation of techniques and sources.

3. FINDINGS AND DISCUSSION

3.1. *Learning planning that contains character values in grade XI students of social studies MA Mathla'ul Anwar Pontianak*

Planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps to reduce the gap that occurs so that the activity achieves the goals that have been set. In teaching and learning activities, learning planning is a very important step to be prepared and carried out by schools and teachers. Learning planning needs to be designed so that the goals to be achieved to meet the needs of students can succeed effectively and qualitatively, so that significant obstacles are not encountered.

In line with what was stated by (Ainis Rohtih, Saifuddin Hamzah, & Sakdiyah, 2023), learning planning is a rational document that is prepared based on the results of systematic analysis of student development which aims to make learning more effective and efficient according to the needs of students. Therefore, the preparation of learning plans must be carried out by schools and teachers when carrying out teaching and learning activities.

The Learning Implementation Plan (RPP) is first prepared in each meeting and is part of the planning for instilling character values in schools. The Learning Implementation Plan, which plans the instillation of character values, is a short-term plan to estimate or project what character values will be instilled in students in history learning. Therefore, the syllabus containing character education is an effort to estimate the actions that will be taken by teachers in teaching and learning activities to form, foster, and develop students' character in accordance with students' basic competency standards (Priando Purba, Riris, & Muchtar, 2021).

Based on the results of observations and interviews, not only subject teachers play a role in preparing learning plans that instill character values, but schools also play a role in preparing learning plans. The Islamic boarding school also helps and prepares to form the character of students to greet students daily during their stay at the Islamic boarding school. The school prepares an activity plan such as extracurricular activities which contain character values that students can learn. History teachers in making history learning plans are optimal and can be carried out well because learning planning that instills character values is made by meeting competency standards and student needs determined based on the curriculum used by the school. It can be seen from the Learning Planning Plan (RPP) that has been made by teachers as a guideline in teaching and learning activities in the classroom (Ilhan & Gülersoy, 2019).

This is in line with Kartini (2023) who said that learning planning is very important because it is a guiding tool for teachers in carrying out the learning process, therefore planning must be complete, systematic, easy to apply, but flexible and accountable. Learning planning is a guideline and standard in efforts to achieve goals because good learning planning will make the implementation of learning run well.

3.2. History learning that instills character values in students of class XI of Social Studies MA Mathla'ul Anwar Pontianak

In the development of cultural education and character abngsa made by the national education, it is stated that there are twelve (18) character values contained in the values of Pancasila, which must be instilled and grown in the identity of students. Character values that are instilled and developed in schools in Indonesia, include religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, enthusiasm, love for the homeland, respect for achievements, friendship, love of peace, love of reading, environmental care, social care, and also the value of responsibility (Haniah, Aman, & Setiawan, 2020).

These character values must be instilled in every educational institution. In its application, the value of character education in each educational institution will certainly be different. Some of the character values instilled by teachers in grade XI students of IPS MA Mathla'ul Anwar Pontianak, especially in history learning, certainly refer to the character values carried by the government. Based on interviews and documents in learning history, teachers instill character values: 1). Religious, 2). Intrica, 3). Tolerance, 4). Discipline, 5). Creativity, 6). Independence, 7). Democracy, 8). Curiosity, 9). Love of the Homeland, 10). Communication, 11). Like to Read, 12). Social Care, 13). A sense of responsibility.

These character values are reflected in the behavior of students in class XI Social Studies. The value of honest character in class can be seen from, when doing the assignments given by the teacher, students answer each question with the knowledge they have. The character value of discipline in class, there are many who have disciplined behavior. Such as students entering class on time and wearing uniforms that are in accordance with school regulations. The value of Creative character in the classroom is shown when students channel their ideas and be creative in making learning videos about history. Communicative value in the classroom is shown by the interaction between teachers and students, teachers deliver material, students ask the subject matter to the teacher and students understand the explanation of the material delivered by the teacher (Lascano Pérez & Altamirano Carvajal, 2023). The value of the character of Cooperation in the classroom is shown when they create a study group, each giving each other opinions to help each other and dividing tasks to complete group tasks. The value of the character of Love of the Fatherland, the female students show it by always participating in the flag ceremony on Mondays and singing national songs. The value of character Spirit, shown by students when learning in the classroom takes place, many of them are active and enthusiastic to follow the lessons given by the teacher and the enthusiasm to follow the activities carried out at school, the teacher also always encourages students to be able to continue to go to school in order to achieve their goals and enthusiasm to go to the Islamic boarding school where the student lives (Rohana, 2018).

In the delivery of material carried out by teachers in history learning by inserting student character values that can be instilled in students so that students not only learn about history learning materials that relate to past stories but can also form good student character and be useful for their lives. In history learning, there are many character values that can be instilled in students, there are several materials that can be learned about character values (Khotimah, Sutarto, & Nugroho, 2021). Such as in

the material of Indonesia During the Independence Period which instills an attitude of love for the homeland and nationalism.

In line with what was stated by Gloria Pirena (2020:209), history learning is always connected to the formation of attitude values, the spirit of nationalism, love for the homeland, democracy and patriotism. This learning will shape the character of students which will provide the basis for students to have a good character in themselves and can be developed into their daily lives.

History learning can be said to be a fairly important element in the educational curriculum. History subjects make students think and learn about events that have taken place, therefore learning history is very effective to be used as one of the ways that can be done to shape the value of students' character (Agustina, Saripudin, Yulifar, & Supriatna, 2023). History subjects themselves can be used as a bridge to connect the past that cannot be observed directly with the present which can be directly felt by everyone, especially students.

In addition, history learning also teaches how to emulate the struggle of heroes in an effort to defend Indonesia's independence from colonialism, living tolerantly with the existence of various tribes, religions, races, ethnicities, and customs in Indonesia. In the history learning material that discusses the past of the Indonesian nation in fighting for the independence of the Indonesian nation carried out by the heroes of the country. The spirit of struggle from these heroes can be used as a way to instill character values in students as well as an image to have a character attitude, especially in history learning.

3. 3. *Factors that inhibit history teachers in instilling character values in students of class XI IPS MA Mathla'ul Anwar Pontianak*

The entire series of learning activities that have been organized by teachers in schools cannot all run well. In its implementation, schools, especially teachers and students, still encounter several obstacles, which are hereinafter referred to as inhibiting factors. Based on the findings in the results of observations and interviews, it shows that there are inhibiting factors in the process of instilling students' character values. The inhibiting factor itself can come from within the student or from outside the student. The inhibiting factors of history teachers in the history learning process that instill character values are the lack of awareness in students to participate in learning in the classroom and the unsupportive classroom atmosphere makes the learning process not run well so that students do not focus on learning activities.

Inhibiting factors in the cultivation of these character values. This is in line with the theory put forward by Nawawi in Hilmawan (2020:48) which says that in classroom implementation activities, various inhibiting factors will be encountered. These obstacles can come from the teachers themselves, from students, the family environment or facility factors

In several other cases, it was found that the obstacles experienced in instilling character values occurred because of differences in students' character that had been formed from the surrounding environmental factors. Students as an individual who are within the scope of a small community in the school which of course has a different character in each individual. They must know their rights and know their obligations as students who must go to school to participate in class learning and listen to the orders of the teacher who teaches, in addition to that they must also respect and appreciate their friends (Fatimah, 2019). But the fact is that sometimes students do not always focus and listen to the teacher in learning so sometimes the teacher's lessons and orders are often ignored. In instilling character values as students, there may be those who can focus on receiving the learning conveyed,

there are also those who cannot focus so that the cultivation of character values becomes hampered and does not run well.

The factors that hinder the cultivation of character education are in line with the opinion expressed by (Tohri, Rasyad, Sururuddin, & Istiqlal, 2022) there are 4 factors that hinder the cultivation of character education in schools, including: 1) the child itself, 2) the attitude of the educator, 3) the environment, 4) goals. The child factor itself because in the cultivation of character education the child factor needs to be considered in each child has a different personality from one to another, therefore the child's careful and precise understanding will affect the success in instilling character values.

Based on the results of interviews with the deputy head of the curriculum section, history teachers and students and supported by the results of the researcher's observations in the classroom, the inhibiting factors of teachers in instilling character values of students can be seen from the inhibiting factors are a) because the character possessed by each student is different so that the acceptance of instilling character values will be different b). Different student background factors. c). In overcoming obstacles, teachers give character cultivation full of patience and gradually. If there are students who have problems, the way to handle them also starts from the homeroom teacher, then the BK teacher and finally through the student waka. d). History teachers also exchange information with other maple teachers if they encounter obstacles and find solutions together in instilling character values.

4. CONCLUSION

Planning Learning planning is not only made by history teachers. Schools also play a role in instilling character values through extracurricular activity plans and the Islamic boarding school also plays a role in instilling character values of students. The lesson plan for students of class XI IPS MA Mathla'ul Anwar Pontianak which is oriented towards instilling student character values has been made and well arranged in the syllabus. The planning made by the history teacher is of course carried out well following the competency standards and curriculum used by the school, the learning planning design is a guideline used by history teachers in teaching and learning.

History learning in grade XI students of IPS MA Mathla'ul Anwar Pontianak instills many character values that students can learn and follow. By relating character values to the material taught. History learning is one of the alternatives used by MA Mathla'ul Anwar Pontianak history teachers to instill character values in students, history subjects give students an idea to have a character attitude. The character values instilled in students are: 1). Religious, 2). Intrica, 3). Tolerance, 4). Discipline, 5). Creativity. 6). Independence, 7). Democracy, 8). Curiosity, 9). Love of the Homeland, 10). Communication, 11). Like to Read, 12). Social Care, 13). A sense of responsibility. Learning the obstacles faced by schools and teachers is included in the cultivation of character values that inhibit teachers in instilling character values can be seen from: a) because the character possessed by each student is different so that the acceptance of instilling character values will be different. b). Different background factors of students.

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