

CHARACTER EDUCATION IN HISTORY LESSON

Nur Ahyani^a, Soetarno Joyoatmojo^b, Muhammad Ahyar^c, Nunuk Suryani^d

Faculty of Education, Surakarta State University, Centrer of Java, Indonesia

Faculty of Education, Universitas PGRI Palembang, Suth Sumatera, Indonesia

Abstract: Character refers to a set of knowledge, attitudes, motivations, behaviors and skills. Character education learners can be developed through history. The development of character values are integrated in every subject of history courses. The values are listed in the syllabus and lesson plan. In forming the characters of the students are integrated in the subjects of history, its implementation is supported basic competencies in the curriculum in 2013 organized into four core competencies. The first core competencies related to the attitude of self to God Almighty. The second core competencies related to the character of self and social attitudes.

Keywords: Character Education, Teaching History

A. Introduction

Indonesian Law No. 20 of 2003 states that the national education working to develop abilities and character development as well as civilization of the nation's dignity in the context of the intellectual life of the nation. Therefore, national education aims to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Various innovations in order to achieve national education goals set forth in the Act No. 20 of 2003 on National Education System chapter 2 of Article 3, that one form of this innovation is the

introduction of a national character education through the educational process. Of the functions and objectives to be achieved, character education is not only an educational innovation, but also an educational reforms that should be prepared and implemented properly and involve any parties related to education.

The presence of the noble in the formulation of national education goals above implies that the Indonesian people aspire to be a noble character to be part of the national character. It is expected to be realized through a process of national education is done in stages and sustainable. Character education is supposed to bring students to the introduction of the value cognitively, affective value appreciation,

and finally to experience real value. This is the character education plans (moral) called moral knowing, moral feeling, and moral action (Lickona, 2012: 51). Therefore, all of the subjects studied by students in school should be loaded with character education that led him to become a human character.

Judging from the standpoint of education, character can be defined as a process of internalization of the key traits that characterize the specialty of a society that is conveyed to students so that they can grow and develop into an adult human in accordance with the values of the local culture. Therefore expected as the internalization of the main qualities desired, then the character education should be taught among others by habituation to the education values, which is something that is considered good, widely accepted, and then become the foundation's current behavior with full responsibility.

Related to the internalization of the values of the character through the process of formal education, the character values can be integrated into all subjects including history courses. Submission history courses to students arranged in Curriculum 2013, which is designed to strengthen the competence of learners in terms of

knowledge, skills, and attitudes in a holistic manner.

In forming character of the students integrated in the subjects of history, its implementation is supported Basic Competency (KD) in the 2013 curriculum is organized into four core competencies (KI). KI 1 deals with the attitudes towards God Almighty. KI 2 related to the character and social attitudes. KI 3 shows KD about knowledge of teaching materials, while KI 4 contains KD that contain the presentation of knowledge (Kemendikbud, 2013: 7).

This article examines the character education which is integrated in the teaching of history. The important things that discussed in this article is about character education, teaching history and character education in the teaching of history.

B. Research method

This article is the result of a review of the literature and library materials, either in the form of textbooks, research reports and articles published in the proceedings of seminars and scientific journals. The initial step of this article conducted prior preparation of a framework of thinking to the topic to be written. Literature and relevant library materials collected through internet access, libraries, and private

collections authors. The results of a review of the relevant literature and then processed in the form of sub subject in accordance with the theme of this article.

C. Discussion

1. Character Education

In terminological meanings of characters according Lickona (2012: 81) is "A reliable inner disposition to respond to situation in a morally good way". Furthermore, stated that, "Character so conceived interrelated has three parts: moral knowing, moral feeling, and moral behavior. Noble character (good character) includes knowledge about good (moral knowing), and then raises the commitment (intentions) against good (moral feeling), and finally actually doing good (moral behavior). In other words, a character refers to a series of knowledge (cognitives), attitudes, and motivations, and behaviors and skills.

Another opinion stated, the character is a quality or mental or moral strength, akhlak or manners of individuals which constitute specialty of personality that

differentiates it from other individuals (Hidayatullah, 2010: 3). Characters also defined as character, temperament, character, or personality are formed from the internalization of virtues that are believed and used as a basis for perspective, think, behave, and act (MONE, 2010: 3).

Based on the grand design that was developed Ministry of National Education (2010), psychological and socio-cultural character formation in the individual is a function of the whole potential of the human individual (cognitive, affective, conative, and psychomotor) in the context of social interaction of cultural (family, school, and community) and last a lifetime. Configuring the characters in the context of the totality of the process of psychological and socio-cultural can be grouped under: spiritual and emotional development, intellectual development, pysical and kinesthetic development, and the Affective and creativity development which diagrammatically can be described as follows.

<i>intellectual development</i> Smart	<i>spiritual and emotional development</i> (Honest, Responsible)
<i>Pysical and kinesthetic development</i> Clean, Healthy and Attractive	<i>Affective and creativity development</i> Caring and Creative

Based on the some meanings of characters above, it is understood that the character is almost the same as the akhlak, the character is values of human behavior that are universal and covers all human activities, both in order to relate with God, with ourselves, to our fellow human beings, and to environment , which manifested itself in the thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

From the concept of this character, emerged the concept of character education (character education). According to Frye (2002: 2), character education is, "A national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share". Character education can be interpreted as a movement that is national in character to modeling taught at school.

Opinion was supported by the results of research Agboola and Tsai (2012), that education / school is very important as a means of internalizing the character values through given subject in school. Caring parents and community is very important in supporting schools in connecting character values to students.

Related to internalizing the values of character, according Mulyasa (2012: 167) internalization is an effort to appreciate and explore the values, that is embedded in every human being. So the internalize the values of character is ways effectively and efficiently in an effort to live the values of character to be realized in everyday behavior.

Meanwhile the stages of internalization of values by Muhaimin (2012) are: (a) the stage of transformation of values, at this stage the teacher merely informs the values of the good and the less good to the students, which is simply a verbal communication; (B) the stage of transaction the value, which is a stage of values education by two-way communication, or interaction between students and teachers are reciprocal. In this stage not only provide information about the value the good and the bad, but also engaged to carry out and give examples of real behavior, and students are asked to give the same response, ie accept and practice the the value; (C) the stage of the appreciation of the value, ie this stage beyond just transaction the value. In this stage the appearance of the teacher in front of students no longer a physical, but the mental attitude (personality). Likewise, students

respond to teachers not only the movement / physical appearance, but the mental attitude and personality. Therefore, it can be said that the appreciation of the value is communication two personalities, each actively involved. So internalization of values is very important in the education character for character education is values education so that the values of character can be embedded in pesert learners. This is due to the challenges of globalization and cultural transformation that must be faced by learners, they can deal with it if it has a strong character.

Technique of internalization of values can be done by (a) imitation; (B) habituation; (C) enforcement of the rules; and (c) motivating. Furthermore it is said that the internalization of values can not simply explain or lecture only (Majid, 2012: vi).

According to Krathwohl, Bloom, & Masia (1973) cultivation approach of character values can be reached through the five stages, namely: (1) receiving (listening and receiving). In this case the students receive actively, it means the students have chosen to then accept the value. So, in this phase learners just accept it. At this level, the student must first realize what was presented and always want to take note and

remember, the teacher acts as presenter and provider of stimulus; (2) responding (response). At this stage learners have started willing to accept and respond actively. Learning outcomes in this aspect emphasis on obtaining a response, or satisfaction in responding. The high rates in this category is the interest that is, things that highlight the search results and pleasure on special activities. For example, love to read, happy to ask, happy to help a friend, and so on; (3) valuing (appreciate in value). At this stage the student has begun to build perceptions and beliefs associated with the value received. At this level there are three levels, namely trust the value received, feel related to the value of that trust, and has an inner connection with the value received. In the learning objectives, this stage is classified as an attitude and appreciation; (4) organization, learners begin to set the value received to be organized and will be manifested in behavior. Learning outcomes at this level, for example honesty; (5) characterzation, or karaktersasi the value. At this level learners have a value system that controls the behavior until a certain time to form lifestyle. Learning outcomes at this level associated with a personal, emotional, and social. So the technique of internalization of values the character can be

pursued through the stages of character values approach consisting of five stages. The five stages are receiving, responding, valuing, organization, and characterzation.

In order to further strengthen the implementation of character education in the educational unit, identified 18 values derived from religion, Pancasila, culture, and national education goals, are: (1) religious; (2) to be honest; (3) tolerance; (4)

discipline; (5) hard work; (6) creative; (7) independently; (8) democracy; (9) curiosity; (10) the national spirit; (11) patriotism; (12) cherishes the achievements; (13) friendly / communicative; (14) peaceful; (15) likes to read; (16) concerned about the environment; (17) social care; (18) responsibility (Ministry of National Education, 2010: 9-10). Description of the values of these characters is as follows.

Values of Character and The Description

VALUE	DESCRIPTION
1. Religius	The obedient attitudes and behavior in implementing the teachings of his religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths.
2. Honest	Behavior based on an attempt to make himself as the person who always believed in words, actions, and jobs.
3. Tolerance	Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others that are different from themselves.
4. Discipline	Actions that indicate orderly behavior and obey the various rules and and regulations.
5. Work hard	Behaviors that indicate an earnest effort in solving various barriers to learning and assignments, as well as completing the task with the best.
6. Creative	Think and do things to make manner or the result of something that has been owned.
7. Independent	Attitudes and behavior that is not easily dependent on others to complete tasks.

8. Democratic	The way of thinking, behave and act that same rights and obligations judging himself and others.
9. Curiosity	Attitudes and actions that always tries to find more depth and breadth of something learned, seen, and heard.
10. The national spirit	The way think, act, and insightful that puts the interests of the nation above personal interest and his group.
11. patriotism	Way of thinking, attitude, and doing that demonstrate loyalty, caring, and high appreciation of language, physical environment, social, cultural, economic, and political nation.
12. Appreciating the achievements	Attitudes and actions that drove him to produce something useful for society, and recognize and respect other people's success.
13. Friendly / communicative	Actions that show joy to talk, hang out, and in collaboration with others.
14. peaceful	Attitudes, words and actions that cause others feel happy and secure for her presence.
15. Likes to reading	Habits take time to read the various readings some good for him.
16. concerned about the environment	Attitudes and actions that attempt to prevent damage to the natural environment, and develop the efforts to repair the environmental damage that had happened.
17. Social Care	Attitudes and actions always want to give a support other people and communities in need.
18. Responsibility	Attitude and behavior of people to carry out their duties and obligations, he should do, against themselves, society, environment (natural, social, and cultural), country and God Almighty.

1. Learning History

As a subject in schools, history is the oldest subjects compared to other social

science disciplines. Education history taught in schools since colonial times, after independence until now (Hasan, 2000: 9). History of education is not only meant as a tool to provide an understanding of the grandeur and the failure of a nation in the past, but also introduces the students about the scientific disciplines of history (Hasan, 2003). Furthermore, it is stated that the focus of the history educational curriculum should make human and science as one of the source and not the only one.

The role of education history as one pillars or the main foundation for social studies education (Wiriaatmadja, 2002: 12), especially for the cultivation of values such as the introduction of identity, empathy, tolerance, that will develop sense of belonging and a sense of solidarity. These values are very necessary to establish a national identity. The formation of the values of in the formation of national identity in the era of globalization, get much challenges, one of them is the cyber media. The opinion was in line by Winneburg (2001), that education and learning history is a process of internalization the values of, knowledge, and skills of a series of historical events that are designed and arranged in such a way as to influence and support the learning process of learners.

Those opinions are relevant to the research results of Akinoglu (2005), the teaching of history and construction of identity of a nation contained very significant connection. The linkage is given when teaching history in schools, while the identity is constructed from the past, so that identity can be formed by the teaching of history. Learning history is not just memorizing the facts of history or historical periodization, but more important is taking the values of of the events in the past.

2. The integration the values of characters in Teaching History

The development of educational values of culture and national character are integrated in every subject of history courses. Those values included in the syllabus and lesson plans. The development of character values in the syllabus and lesson plan reached through the following ways.

First, examine the core competencies (KI) and the Basic Competency (KD) on the Standards for Content (SI) to determine whether the values of the culture and character of the nation listed are included. Second, using the format / table showing the link between KI and KD with the value and indicators to determine the value that will

developed. Third, to include cultural values and national character in the format / table into the syllabus. Fourth, to include cultural values and national character that already listed in the syllabus into the lesson plan. Fifth, to develop the learning process of students actively that enable learners have the opportunity to internalize the the value and show into appropriate behavior. Sixth, provide assistance to learners, both have difficulty to internalize the values and to demonstrate into behavior.

Integrating character education into the curriculum or learning is supported by research conducted Mattar & Khalil (2010). The results showed a significant relationship between character education by behavioral changes. This study explores the theories that are integrated character education in the school curriculum in Cairo.

D. Conclusions and suggestions

Learning history is not just memorizing the facts of history or historical periodization, but more important is taking the values of of the events in the past. Judging from the role, history education is one of the pillars or the main foundation for social studies education, especially for internalize values such as the introduction of identity, empathy, tolerance, that will

develop sense of belonging and sense of solidarity. These values urgently needed in the formation of national identity and character of students.

Internalization of character values that are integrated in the teaching of history is the effort made to improve the character of the students. Through the teaching of history, characters that expected from learners can be realized. In this case the teacher can increase the character values of learners by integrating the values of characters into lesson plan through Basic Competencies and Indicators.

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