

Based Learning History Values of The Kingdom Sultanate of Bima (Bo Sangaji Kai) to Improve The Character Education Students in The District Bima

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Abstract: In this globalization era, the teaching of history in schools is increasing. This is due to the education at local and national level continue to be prepared evenly. Learning values-based history books of the ancient kingdom is a new breakthrough in the teaching of history. This breakthrough is useful for improving student character education in schools based on local wisdom. The goal is that the teaching of history based on the values of the kingdom of Bima Sultanate book can contribute to the development of student character education based on local wisdom. This study use research and development method to create products of learning. Products used in the form of models and learning modules as well a manual for history teachers in the teaching of history. It is intended that teachers can meet the needs pf the teaching of history based characters education. Learning values-based history book this kingdom to foster a new spirit for student, so it has strong character to the advancement of education at local and national levels.

Keywords: *Learning History, Values, Character Education*

1. Introduction

The world of education follow the development of times and technology, both from the primary level (elementary school), the first level of secondary school (junior high school), upper level secondary school (senior high school), until college level. Curriculum, infrastructure, facility, and system of instruction in the school is inseparable from the development of science and technology. Development of education intended to education in Indonesia is not left behind by advances in science and technology from other countries. the science and technology progress is inseparable from the human needs that are growing increasingly so does in the world of education that develops according to human needs.

In Act No. 20 in 2003 about the system of national education States that education is a

planned and conscious effort to bring about an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have a religious, spiritual power of self-control, personality, intelligence, morals, as well as the skills necessary for him, society, nation, and State. Learning is a teaching and learning activities that are undertaken by teachers with the students. The learning process is done students and teachers to achieve a goal of education. One way to achieve the goal of education in learning by optimizing the role of the teacher as the lecture.

The purpose of education can be achieved with optimum in the role of a teacher is able to present a varied and creative learning for students. This statement is supported by the E. Mulyasa (2014:164) that in fact the process of learning to develop the activity and creativity

of learners through various interactions and learning experience. Creative learning make students feel happy in the learning activities. When students feel happy with learning given by teachers so students can interpret the lessons easily and as a result the achievements reached with optimal student learning. Optimal learning achievement is the achievement of the purpose of education and increasing the quality of education.

The fact showed in the last decade the nation of Indonesia in this case is the younger generation began to lose self identity then need to be developed or adopted that lifts learning based cultural values. This learning can use the approach of adopting the values of ethic and norms of life as well as the leadership of the Sultan and Sultanate era Palace life by using the book the Kingdom as a guide to find the values of learning that can develop the character of students in learning at school.

The conditions of learning in education continue to demand that the school's increasingly complex earning by developing a variety of media and approach that can build character ethic students in learning in all schools. The problem of students in schools ranging from schools in rural areas to the city region already affected by globalization's negative style, this is due because of the lack of supervision of a teacher in the history of learning, in particular learning less adopting the values of the local wisdom as reflection of learning the characters can develop the potential of the personality of the students in the school environment or community.

There are several factors that drove the author to apply the values of the book Kingdom of the Sultanate of Bima in the history of learning to improve students ' character using the approaches of multiculturalism based on the fact that evolved in the world of education include: 1; Disorientation values of Pancasila as the philosophy of the nation experiencing resistance in students as a generation of the nation. Lack of knowledge against Pancasila values starting from the present primary school education to make college education based increased character education is far from

learning at school. Circumstances such as these produce a poor nation's reality right now. 2; Shift the ethical values in the live of nation and State. 3; The Waning of awareness against the cultural values of the nation both local and national present present (Molan, 2016: vii)

Of the three factors above, authors have the assumption that conditions of the younger generation should continue to be developed with great the value of local culture so that the loyalty of culture in shaping the character and personality of students can be developed by means of instilling good character in the learning process of learning history. It's melt down implementation of local cultural values such as lifting the value of the book of kingdoms in the history of learning in school giving consciousness to researchers to develop values-based learning, the book of the Royal Sultanate of Bima to enhance character education using valuable historical study in multiculturalism approach in schools.

The development of education is the perfect character to address the problem of students in learning history as well as in the social community environment. Character education develops the ability of how students have the sensitivity and value of the critical characters so as to minimize the occurrence of problem in students as well as students Brawl now has increased, students now have no regard for the values of diversity and now many students who do not know the social environment of this view will appear and the negative side in the students so that the cultivation of the values of the characters in the history of learning can help students to be able to have a value of high nationalist with a closer view of multiculturalism as an approach in instilling values of the characters in the study of history.

The development of the characters in the value of learning history refers to three reasons for putting this character as the Foundation of the development of students personality, among others: 1; The fact that the real difficulty of finding facts about harmony in living together. It also occurs among young people (students). A brawl between students that

happened almost every day showing that the difficulty of a harmonious life among student What was said by Fuad Hasan "kekamian" has been pervasive in the mindset now as a result of attitude and patterns to appreciate between minus student There are various factors which, among others, be the cause is lack of internalization of character values and promoting diversity and ethical teachings are exclusive in either family, or religious school. Then the attitudes and the development of inclusive learning required in extremely critical like learning history. 2; The reality of our nation is the reality of plural nationalities, so the identity of our nation and our society is plural so that a multicultural approach in using learning history can help the success of the inclusive character of the critical planting within the students. 3; The critical attitude of the potential young people needs to be developed in a landscape-based intellectuals so David L Norton believes that the younger generation has one advantage is the critical power. This is the basis of the potential establishment of quality personal dealing with the increasingly chaotic social situations today. (Molan, 2016: x-xi).

Of the three problem above, the author concludes that in learning in schools is indispensable to adopt the values of the book of Kingdoms in the Sultanate of Bima. Bima Regency in school learning, this will help the formation and maturation as well as emerging young generation of ideas and younger generation that has the personality of a character so the authors conclude to write and develop "the integration of the values of the book Kingdom of the Sultanate of Bima (BO Sangaji Kai) in the history of HIGH SCHOOL learning to enhance character education in Bima Regency".

2. Urgency Value Character Education With A Multicultural Approach Towards Learning History

The value is the essence that is attached to something that is very meaningful to human life (Toha, 1996:61) especially regarding acts of kindness and goodness of a thing of value

meaning the properties or the things that are important or useful to humanity (Purwadaminta, 1999:767) value is something that is abstract, ideal, not concrete objects, not the facts, is not only a question of right and wrong that demands empirical substantiation, but rather the social soul desired, endeared, and not endeared (Isna Mansyur, 2006:98). The third opinion from the above theory can be interpreted that the cultivation of the values that is building awareness of the ethical and moral human beings who should be indicated with the things that are important in the change in attitude and character. In learning the history of the need formoral and ethical development as well as the value that has the positive power can shape the personality of the student. The book of the Royal Sultanate of Bima is a manifestation of one of the Qibla to instillthe value of character education in the students through the process of learning history. Many things about the value that can be removed from the book of the Royal Sultanate of Bima to be applied in the study of history with the condition that the value moral ethics that can form the personality and character of the students still take precedence in the history of learning and tailored learning history at school.

As for understanding the value according to the opinion of some experts, among others: 1; According to Milton Rekeach and James banks, value is a type of trust that are within the scope of the belief system in which a person acts or avoid an action, or has and is believed to be (Kartawisastra, 1980:1). 2. According to Lauis d. Kattsof quoted Syamsul Maarif interpret the values as follows: first, the value is the empirical quality which cannot be defined, but we can experience and understand how to direct the quality contained in the object. Thus the value is not only subjective, but there are definite benchmarks lies in the essence of the object. Second, a value as an object of interest, that is, an object that is in fact as well as the mind. Third, value as a result of the grant of a value, that value is created by life circumstances (Syamsul Maarif, 2007:114). 3. According. to Chabib Toha value is in the

nature of things (belief systems) that have been related to the subject that gives the meaning (man who believes). So the value is something that is beneficial and useful to humans as a reference behavior (Thoha, 1996:62).

From the opinions of the experts above it can be concluded that the essence of value is attached to something that is very meaningful for the lives of others. The essence has not been mean before required by humans, but by no means the existence of essence due to humans in need. It's just the essence of meaningfulness are getting increases with an increase in power to catch the meaning of mankind it self. So the value is something at stake human as a subject concerning all things good or bad as abstractions, views, or intentions of various experiences with the selection behavior. All things considered of value if someone's soul had been adequate to the extent the value of the meaning on him. So it is something of value to someone not necessarily value for others, because it's value is very important in this life, and there is an important relationship between subjects with objects in this life (Isna Mansyur, 2006:98) the opinions of the theory is in line with what has been interpreted by the author that in adopting the values of the learning history books need not be evidenced by systematic, but the value of the book of the Royal Sultanate of bima was able to make a contribution to improve the mindset of students in learning the history so that with learning history being one example of learning that puts the value of the character in learning so that students have a capital sensitivity to school environment and the social environment and the most important thing is the student able to recognize their identities citizens who are obedient to the rules of legal norms and value of the applicable law in the environmental community.

Value as the driving power in life that give meaning and validation on one's actions. The value has two facets of intellectual and emotional. The combination of both these dimensions determines something of value and their function in life. When in the giving of meaning and validation against an action, a

small emotional element, while the intellectual element is more dominant, the combination is called the norms or principle. Norms or principles such as faith, justice, fraternity and so forth new values when implemented in the pattern of behavior and thought patterns of a group, the norms is universal and absolute, whereas Indigo-special value and relative to each group (Kaswardi, 1993). From the above we can conclude the theory that values character education contained in the book of the Royal Sultanate of Bima was able to serve as the driving power value in the creation of the character of the students of the school surroundings or environment of the community. After lifting the values contained in the book of the Royal Sultanate of Bima values that can be used as one of the guidelines in the creation of the character of the students this is certainly learning history has an important role in terms of historical to build a pattern of character education in students to prepare a life in the future.

Values need not be the same for the whole community. Within the community there are different group on the basis of socio economic, religious and ethnic politics, each having a different value system. The values instilled in young learners in a process of socialization through different sources. This is the layout and functionality of a multicultural approach to integrate the values of the book Kingdom of the Sultanate of Bima in learning history. In learning the history of the student regardless of the principle of learning in the social and economic as well as religious and ethnic causes of what is described in the book of the Royal Sultanate of Bima is one form of the development of multicultural education from year to year. Improvement of character and discipline were the main demands when it raised the value of the book learning in Bima history so it does not come out of the goal of learning the history of the main goal of IE forward future education for students.

Bhiku Parekh initiated the book *Rethinking Multiculturalism* by establishing what he mean by multiculturalism. He

distinguishes between multicultural and multiculturalism. He thinks the term refers to the reality of multicultural whereas multiculturalism refer to a normative response over the fact that (Molan, 2016:29). This means that when we talk of multiculturalism means we're talking diversity and rich cultural aspects addressed in the formative, it is that we need to talk about in the urgency value character education in learning history. Using this paradigm will better facilitate us to lift values ethics and character in the book the Kingdom of the Sultanate of Bima to be applied in the study of history in schools in the districts of Bima. In line with the reality that exists and happens in the local environment which is often the case, the fight between students so that between one and the other students already have no identity in cultural and social reasons in the social environment. The application of the values of the book Kingdom of the Sultanate of Bima in learning history is able to contribute to the students. The application of the values of the character contained in the books of Bima capable of restoring the original identity in the sense of local identity to uphold the values of diversity and respect for one another.

The teaching consists of a process of learning and teaching. Teaching and learning as an instructional system refers to the notion as a set of components that are interdependent with each other in achieving goals. As a system of teaching and learning, includes a component like: aim, material, students, teachers, methods, and evaluation of the situation. These goals can be achieved if all components were reorganized so that cooperation occurs between components (Djamarah & Zain, 1996:10) of the above theory can be interpreted that learning history by using or adopting the values of the book Kingdom of the Sultanate of Bima is able to create a system of intruksional which refers to the use of a device and interrelated components to achieve the goal of learning the history. The purpose of this component and that attempted to adopt the values of the book Kingdom of the Sultanate of Bima, a history teacher is able to provide objective, material, methods in learning

history with emphasis on cultivation of character education in accordance with what is poured in the book of the Royal Sultanate of Bima in order to achieve the goal of character education for students through the study of history.

3. The Values Of The Character Education In The Book Kingdom Of The Sultanate Of Bima (BO Sangaji Kai)

Teachers or students are asked to find the same values that exist on any values of the book Kingdom of the Sultanate of Bima who wish to apply in the history of learning so that students are able to develop and infuse character education in his personality. 1; Acknowledge the value of Ethnic Diversity and language. If we pay attention to the level of culture expressed Nitza Hidalgo we will find three levels of culture, i.e the level concrete level which is the most flexible and the most intangible, level behavior, and the symbolic level that includes values that are abstract. If we look at the cultural level this would appear to be a difference that level the most concrete level difference is on this level will discuss about ethnicity in an environment that is built with a different invalid constructsn. On the second level is a level difference just behavior is still a lot of differences between other languages but basically this second level will be the most level can be distinguished in the present local cultural groups, while the level symbols only move in the level of emphasis such as relation harmony in a region with a vast different (Molan, 2016:74-75) related the findings of researchers theory is in line with what is happening in the area of Bima Bima, in the beginning was one of the kingdoms that have alot of influence from the outside at the time of the Kingdom it is explained by the light in the customary law in the records of Bima. Bima go influences from such diverse ethnic influences from Majapahit Hindu Mother period with one of the evidence that the existence of a place of worship of the Hindu sect of Shiva's greatest relic in sumbawa island named Sanghiang Api that is known now is Mount sangiang. Further more the influence of

Islam that originated in the Kingdom of Makassar build again a contour of Islamic culture does not mean Hindu Buddhist cultures left even now people that worship Shiva, Bima still persist despite living a little. This factor is very important for the history of learning a dopted in order to instill positive character education toward students. The difference of language still happens relic in Bima and this will be a differentiator people Bima and the mountainous regions of the coastal area of the Mainland is often the different the language student conflict triggers in Bima Regency, bad habit singrained in students that those mountains are the ones that don't have a value in the context of development of knowledge and technology, but they will be rich with knowledge and local heritage. Differences such as these are expected to put together through the study of history with the integration of the values of the Royal Sultanate of Bima book because there is a compelling reason that needs to be used example that the Sultan's leadership, the sultan never distinguish between the coastal mountain and ethnic people, the value of which should continue to be developed so that students feel to have one another only in the different could not be used as this ethno as a foundation for split with the original culture. History teachers keep bringing umbrellas history in learning history to in still the value of character education so that students are able to mutually cherish each other so as to manifest the life of rich harmonic language and ethnicity, 2; The similarity of identity. A shared language can also be found in sameness of identity as it has been said that actual humans have multidimensional (Molan, 2016:75). his means that the students should be able to run its role in accordance with a growing interaction in the school environment without having to distinguish between geographical and ethno every individual students as one of the examples in the book that the sultan of Bima Abdull Sirajudin removing the last voyage orders and information hadat in Arabic will Attack but all the Bima community at that time adhering to regulations and orders without

distinguishing trus what they believe it means from the time it first ancestor Bima already apply the concept of identity in common value in the cultured and behav in accordance with the norms in force. This value needs to be embedded in the history of learning so that students have a sense of the same value in a group of universally without discriminating each other this is in line with what was expressed in learning theory or the theory of education expressed by Blooem that the higher a person's education is the open his view to see a bunch of other people with the same or parallel. The fundamental question arises why should learning history capable of instilling this value in learning, I think this is in line with what is presented and formulated in the history of that history is the study of the past to organize the future. Circumstances like these that force us to continue creating the character education in the history of learning so that the fixed in order awake value and bottom line of the same cultural identity in common identity is one way to minimize the occurrence of conflicts between students. 3; Appreciate each other; The lack of mutual appreciate among students is often the trigger for early in the onset of conflict and violence. If we based on what is contained in the book Kingdom of Bima then this needs to be made into mirror to direct the student's personality in the mass now. The life of a by gone era of Bima much colored by different ethnicities as I point out in the point 1, but this did not bring up the conflict a King or Castle gave freedom to its people to embrace and defend his ancestor's beliefs before, this is no imposition of a King against his subjects such as Bima hadat in information about the rules in the conduct of worship this is no history which tells that the existence of conflicts of this kind of policy means society at that time has a value as well as high sensitivity the against mutual cherish one another. Attitudes like this we need to instill in students the expectation so that students have a personal sensitivity to appreciate the differences that exist in the environment. A history teacher should be able to bring the spirit of value appreciate this

fellow into learning the history of the hope is so that there is no occurrence of discrimination of the wise and foolish virgins students as well as students who are Muslims and other religious. 4; Justice. Justice must also be a shared language in public life as contained in the book of Bima related laws governing hadat Hedgerow and livestock. These rules were issued by the Kingdom for most benefits of solidarity among fellow high which made such rules must not be pulled off wild animals and can harm other people when this happens then people who break this law will be subject to sanctions that are clear and very heavy for the community at the time. The core of the Kingdom was never taught his people to the detriment of others, if this is the case then a fair decision will be given by a King. In learning the history of this value needs to be reinstated for the sake of realizing justice attitudes in students it means fellow students should not harm each other if this is the case a teacher must determine the attitude by making a fair decision to avoid prolonged conflict with in the school or the student learning environment. History teacher had to quickly take action that can be demonstrated to the personality of the

4. Conclusions

Its diversity of ethnic groups, languages, ethnicity, race, language, religion, customs, stretching from Sumatra to Papua is Indonesia as a nation saving cultural wealth that is not owned by any other country. However, if it is not managed properly can lead to disputes and conflicts caused by cultural differences that exist so therefore in schools especially in high school need for planting cultural values-based book of the Kingdom for the sake of realizing character education so that high school students are able to have an intellectual competitiveness put forward its diversity and critical thinking based on the personality which is rich in character education.

Efforts are needed to minimize the occurrence of conflict due to the cultural differences that have lately occurred in Indonesia, one of them through the inculcation of values diversity. Cultural diversity in the

student. 5; Honesty. A lot to do with honesty in book of Bima, one of which I raise in this research is about the rules of withdrawal of taxes or tribute. The King did not treat slaves as slaves and did not impose a tax on the withdrawal of a slave at that time. These cases occurred in the period 1900-1917 during the leadership of sultan Ibrahim. This value needs to be meant back to meet the needs of learning history where a student implanted their honesty in value to behave as it does in the test and so on.6; The attitude of Humble. Of the large number of Kings who once ruled this way everything has these properties this is evidenced by the existence of the story in the book of Bima that a King had never demanded a nice vehicle in its leadership while visiting into the environmental community. The King still appear simple in accordance with the ideals of a nawa Kings Bima who has humility toward his subjects. The value of the need to be developed in the history of learning so that students regardless of economic position as the criterion in students all students should apply equally and fairly as well as humble in getting along so that created a safe school environment.

community, is also reflected in the school environment. Students from a variety of different background (ethnic, cultural, language, religion, social status, gender, ability, age, race) were gathered together in the school environment. The diversity gave rise to the idea of a multicultural education in order to minimize disputes due to cultural and social differences.

The cultivation of the values diversity at school should be done as early as possible at the level of primary school. It is aimed so truly multicultural education firmly entrenched in the individual, so that later they mature, diversity in their neighborhoods is not a problem and can be addressed with Sage. Multicultural education in their implementation requires further development with attention to the factor endowments and barrier to the implementation of the cultivation of the values of such diversity. The values of honesty, equality

and identity of lace heart and justice is one of the tasks a history teacher how these values could be applied in the study of history so that students have a social consciousness in the form of enrichment to increased positive character education in each individual. This is not a history teacher for the task but a responsibility that must be resolved so that the style and image of education in Indonesia has a clear character in learning history.

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