

The Implementation of the Character Education Strengthening (CES) in Indonesian History Learning at SMAN 1 Magetan

Dha Widhi Witir¹, Dr. Aman, M.Pd²

Departement of History Education, Social Science Faculty, Yogyakarta State University

dhawidhi@gmail.com¹, aman@uny.ac.id²

Abstract. The research background is the Character Education Strengthening (CES) which is implemented in the classroom on Indonesian history learning to strengthen the students' character values. This study aims to investigate the implementation of CES in Indonesian History learning at SMAN 1 Magetan and its constraints and supporting factors. This was a qualitative descriptive study. The data were collected through observations, interviews, and documentation. The sampling technique was the purposive sampling technique. The data were analyzed using the interactive analysis technique. The results of the study are as follows. (1) CES is implemented through the analysis of character values in curriculum contents and the integration of character values into lesson planning, learning implementation, and learning evaluation. The main character values in CES are strengthened through Indonesian History learning in the classroom. (2) The constraints in the implementation of CES in Indonesian History learning include the students' lack of interest in learning, their negligence of the teachers' advice, and parental support which is not optimal. The supporting factors in the implementation of CES in Indonesian History learning are that it can realize the nature of education and serve as a means of noble deeds.

Keywords: Character Education Strengthening (CES), Indonesian History Learning, SMAN 1 Magetan.

1 Introduction

Globalization does indeed spread benefits, but it can also cause various conflicts. One of the causes of globalization is a form of crisis of national identity and degradation of character or moral values. So, it is necessary to take various actions to carry out habits in behavior based on praiseworthy character or morals in accordance with the fingers of the Indonesian people and culture.

Strengthening character for Indonesian people can be done through education. One of them is by implementing the Character Education Strengthening (CES) program based on the Republic of Indonesia's Presidential Regulation 87 of 2017. CES has an objective to develop character for the people of Indonesia, especially those who are students in each education unit. The values expected to be approved in the CES are formulated into five values, religious, independent, mutual cooperation, integration, and nationalism [1].

One form of CES implementation is class-based, so it needs to be integrated learning and teaching activities in a subject. The history of Indonesia has become one of the most agreed lessons for being a means of implementing CES. Gde Widja (1989: 101) is a history that discusses education which discusses people who take their noble values as provisions who try to discuss the future.

Therefore, researchers conducted research activities on the implementation of CES in learning Indonesian History. Researchers chose SMAN 1 Magetan as a research location because it is based on research found in the assessment of participants who have studied students, but some still show education that is not praiseworthy such as not in accordance with school rules, less attention to teachers when studying Indonesian History, not doing assignments, and cheating. However, teachers in learning Indonesian History have agreed to implement CES by incorporating values in Indonesian History material by using the facilities and infrastructure available in addition to the delivery of knowledge.

2 Method

This research is a qualitative descriptive study. Whitney [2] explains that descriptive research is a form of research that aims to find a fact through an appropriate interpretation. Qualitative research methods aim to see the condition of events or phenomena that have occurred in the research subject chosen by the researcher. This research was conducted at SMAN 1 Magetan having its address at Jalan Monginsidi No. 24, Nganten, Selosari, Kec. Magetan, Magetan Regency, East Java.

This research uses data collection techniques consisting of observation, interview, and documentation study. The researcher made observations at SMAN 1 Magetan to find out information in order to encourage smooth research activities. The researcher makes an observation guide to facilitate the observation activities, so that the information obtained is in accordance with what the researcher needs. In this research, researchers chose to use in-depth interview techniques. Researchers in this study will conduct interviews with Deputy Principal of SMAN 1 Magetan curriculum field, 4 teachers of Indonesian History subject at SMAN 1 Magetan, and 7 class students consisting of classes X, XI, and XII of SMAN 1 Magetan. Researchers in interview activities use an interview guide. The researcher also conducted a documentation study. Documents that are used are documents that can support the information that researchers want in order to complete the purpose of this research. The document itself is explained by Sugiyono [3] as a result of recording an event or event that has already taken place. Researchers will plan to analyze several documents related to learning tools such as syllabus, lesson plans, learning resources, and tools for learning evaluation.

This research using purposive sampling data sampling techniques. Purposive sampling was chosen because in the process of collecting data researchers chose samples based on the consideration of researchers to be able to achieve the research objectives [4]. The selection of research samples through purposive aside also considers the adequacy of the data, so that they can choose informants who are considered capable of providing the data needed in research [5]. Determination of the sample in the technique of purposive sampling is done sequentially, the adjustment is ongoing, and ends when there has been a repeat of the data or it can be said that the data is already saturated [6]. The data analysis technique used is an interactive analysis technique. Miles and Huberman. Interactive analysis techniques developed by Miles and Huberman have a systematic analysis process [7].

3 Results And Discussion

3.1 Implementation of Character Education Strengthening in Indonesian History Learning at SMAN 1 Magetan

a. Analysis of Character Value in the Curriculum Load

The teacher starts analyzing curriculum content in the form of core competencies and basic competencies. This has been done by Indonesian History teachers in the learning planning process by referring to the curriculum content that applies in schools. Therefore, Indonesian History teachers refer to curriculum content that is derived from Law 37 of 2018.

Value analysis that matches the material in the learning activities is carried out by the Indonesian History teacher of SMAN 1 Magetan by discussion. They realize that in learning it is also necessary to convey things that are problematic with investing in values. This can then also be observed in the lesson plans that have been made by Indonesian History teachers of SMAN 1 Magetan as one of Indonesia's History learning planning tools.

b. Integration of Character Value into Indonesian History Learning Planning at SMAN 1 Magetan

The Learning of Indonesian History at SMAN 1 Magetan has been carried out by making learning plans in advance. Learning planning of Indonesian History at SMAN 1 Magetan according to researchers has been pursued in accordance with the stages of good learning planning to implement the Character Education Strengthening program in formal schools when analyzed with the theory presented by Agus Wibowo [8].

Based on the results of curriculum analysis, character values are appropriate with the material and can be included in the syllabus. This is reflected in the learning activities column. The learning activities are deemed to reflect forms of character impairment so that they can be embedded in learning activities.

The syllabus was then reduced to a lesson plan. This has been carried out by the Indonesian History teacher of SMAN 1 Magetan. This is proven because the Indonesian History teacher of SMAN 1 Magetan has a lesson plan. In addition, the RPP that Indonesian History teachers have at SMAN 1 Magetan have similarities with the syllabus and there is a special section to explain what character values will be conveyed through learning activities.

Learning planning is also seen as trying to integrate character values into learning activities. Related to how to integrate character values into learning. Indonesian History Teacher of SMAN 1 Magetan has been trying to find methods / models of learning that are in accordance with the characters they have analyzed and then put them in the lesson plan. In addition, the method has clearly outlined the stages of its implementation. This is in accordance with the opinion of Sofie [9] that the integration of character values in learning is done by finding a method that is in accordance with the character and material values, then described in learning activities.

c. Implementation of Indonesian History Learning in SMAN 1 Magetan

The implementation of Indonesian History learning at SMAN 1 Magetan was held for 2 hours each week, consist of an hour is 40 minutes from Monday to Thursday, while Friday is 45 minutes. When the implementation of learning Indonesian History has been thought out and planned by the teacher to facilitate the implementation of learning.

The implementation of learning in fact does not run smoothly. This is because learning planning that can be said to be less than optimal in reading situations and conditions that will take place later on. Therefore, there is a statement that the implementation of Indonesian

History learning at SMAN 1 Magetan is sometimes not in accordance with the learning plans that have been made because it adjusts to the ongoing conditions.

Learning activities at SMAN 1 Magetan consist of three main activities. The first activity is the opening activity. This activity contains activities for greetings, prayers, and apperception activities before entering this activity in the implementation of learning. This activity was carried out by all Indonesian History teachers at SMAN 1 Magetan.

The second activity in implementing learning is this activity. The main activity is carried out by the teacher by carrying out the stages of learning activities in accordance with the learning methods that are often used. At this stage, the history teachers of SMAN 1 Magetan have a tendency to use learning methods that they feel are suitable. However, in broad outline the learning of Indonesian History is carried out by the teacher with lectures and group learning.

Indonesian History Teachers at SMAN 1 Magetan do have different tendencies in the implementation of learning activities, although generally conducted with lectures and group learning activities. The group learning model carried out is almost the same, namely the discussion based on questions or problems. However, there is a history teacher who has a little difference because it is more creative by making learning with jigsaw and social drama activities.

The learning media used by Indonesian History teachers at SMAN 1 Magetan are the same. Indonesian History Teachers at SMAN 1 Magetan generally use learning media in the form of powerpoints. In addition, the learning resources used are the same, including the Indonesian History book from the Ministry of Education and Culture or other publishers and other relevant sources that come from the internet. Learning resources in the form of Indonesian History books from the Ministry of Education and Culture were also not used effectively because they were inadequate and there were materials which were not contained, while being demanded by curriculum content to be delivered.

The final stage is the closing stages. At this concluding stage, learning about Indonesian History is carried out with questions and answers related to unclear matters, assignments, and reflections on learning from teachers or students. Then, the learning activity closes with prayer and greetings.

The researcher feels that the description of the activities of implementing Indonesian History learning has been carried out in accordance with Soefie's statement [10]. The teacher does class management well because he has made planning efforts to make the implementation of learning activities conducive and systematic. In addition, the history teacher of SMAN 1 Magetan is also not being authoritarian with students regarding learning activities. Indonesian History Teachers still provide space for students to explore the learning activities. In addition, the teacher has conducted a learning reflection activity at the end of the lesson. This is a good step to get the meaning of the learning that happened at that time.

d. Evaluation of Indonesian History Learning in SMAN 1 Magetan

The evaluation of Indonesian History learning is intended to see the extent to which the absorption of the implementation of Indonesian History learning activities by students. Evaluation in learning Indonesian history at SMAN 1 Magetan takes several forms. This form of evaluation consists of assignments, attitude assessments, skills assessments, daily assessments, midterm assessments, and year-end assessments.

Assessment is carried out by Indonesian History teachers by developing evaluation instruments based on curriculum content. This can be seen from several independent and group assignment questions, midterm assessment questions, and mid-year assessment questions, as well as skills assessment sheets and attitude assessment sheets attached to the

learning plan. Learning evaluation instruments in the form of questions that are subject to curriculum content have indeed been implemented, but are lacking in assessing attitudes and skills. Attitude assessment and evaluation instrument evaluation skills are still underused because the assumption of the Indonesian History teacher at SMAN 1 Magetan that just being observed and recorded is sufficient to describe the attitudes and skills of students. However, there is an Indonesian history teacher using the evaluation instruments to the fullest by utilizing the instruments to evaluate the attitudes and skills of students.

e. Strengthening the 5 Main Character Values of Character Education Strengthening in Indonesian History Learning

Learning History of Indonesia at SMAN 1 Magetan seeks to instill the main value in Character Education Strengthening. Religious value is one of the values that is strengthened in learners through the learning of Indonesian History. This religious value is strengthened by the habit of greeting and praying at the beginning and end of learning, as well as good advice from the teacher so that students behave religiously. The teacher invites students to diligently worship and remember God. This is done although sometimes the material is not appropriate.

The value of nationalism is also trying to be strengthened in learning. Indonesian History Teachers usually associate nationalism with Indonesian History learning materials. The learning material on Indonesian History is indeed closely related to the value of nationalism. Therefore, the teacher in each way tries to strengthen national values. Some are done such as singing again mandatory, advising based on the results of reflection on learning, sociodrama related to the material, and asking students to abstract the value of nationalism from their assignments. The value of independence is also one of the values that seeks to be integrated in the learning of Indonesian History at SMAN 1 Magetan. The value of independence is emphasized on the assignment of tasks that must be done independently and are expected to be timely in their collection. In addition, he also advised not to cheat to bring the needs used for his own learning.

The value of mutual cooperation can be embedded in students through history learning. The teacher instills the value of mutual cooperation by using methods or models of learning that ask students to learn in groups. Have their respective forms, but the aim is to realize the strengthening of mutual aid values. Integrity value is a value that is embedded in learning. The teacher always reminds students to have the value of integrity. One example, the teacher asks students to always behave honestly, especially in working on evaluating learning and also in working on independent assignments.

The inculcation of the main values of CES in Indonesian History learning was carried out by Indonesian history teachers. The main values that have been strengthened in students are in accordance with questions from Djoko Saryono, *et al* [11] that the main values of CES consist of religious values, nationalism, independence, mutual cooperation, and integrity. Strengthening the main character's values can be concluded by integrating them into classroom learning activities.

3.2 The Constraints and The Supporting Factors of Implementation of Character Education Strengthening in Indonesian History Learning at SMAN 1 Magetan

a. The Constraints of Implementation of Character Education Strengthening in Indonesian History Learning at SMAN 1 Magetan

Implementation of Character Education Strengthening in learning Indonesian History can be said to be smooth and good. However, several obstacles arise in the implementation of

Character Education Strengthening in Indonesian history learning at SMAN 1 Magetan. These obstacles are conveyed by the Indonesian History teacher as follows.

- a. Students' interest in learning Indonesian History can be seen as low. This is evidenced by the fact that there are some students who are less enthusiastic in learning. Actions that indicate this include students falling asleep and students leaving the classroom without permission.
- b. Students have not heeded and practiced from the advice and suggestions given by Indonesian History teachers. Most students only respond well when given advice by students. However, some students have not heeded and practiced the advice in their daily behavior.
- c. The role of parents who have not been optimal is a problem because they do not understand the character of students. Sometimes there are parents of students who are less welcome if their children are educated and given advice or reprimands as an effort to strengthen character in the school.

Indonesian History Teachers continue to make efforts to Strengthen Character Education, although there are several obstacles as mentioned above. These constraints are sought to be overcome by the Indonesian History teacher with the following actions.

- a. The teacher always advises students. In addition, the teacher will also remind students about the importance of studying.
- b. The teacher must be aware of his role as an educator who not only transfers knowledge, but also transfers values. Therefore, the teacher must be patient and always give advice related to good behavior and character.
- c. Provide understanding to parents related to the character conditions of the students concerned. Understanding parents are expected to provide a character education at home.

b. The Supporting Factors of Implementation of Character Education Strengthening in Indonesian History Learning at SMAN 1 Magetan

Character Education Strengthening at SMAN 1 Magetan, especially in the learning of Indonesian History has been pursued. The Learning of Indonesian History according to the teacher of Indonesian History at SMAN 1 Magetan is driven by two main things which consist of efforts to realize the nature of education and a way for teachers to perform charity activities.

Character Education Strengthening is seen as a manifestation of the nature of education. Indonesian History Teachers try to realize good human beings through learning. Indonesian History Teachers feel that to create a good human being needs to strengthen the good character of the students, so that later they become a good adult human being.

Strengthening character is also a way for *Jariyah* for teachers. Teachers by strengthening the character of students will create good human beings. Good people who later formed will do good. So, the teacher hopes that what has been done will be a way for *Jariyah* charity.

4 Conclusions

Implementation of Character Education Strengthening in the learning of Indonesian History at SMAN 1 Magetan has been carried out. The implementation of CES is carried out starting from the stages; analysis of character values in curriculum content, integration of character values into learning planning, learning implementation, and learning evaluation. In addition, 5 main character values in Character Education Strengthening have been attempted

to be instilled in students. The implementation of CES have the constrains and the supporting factors, but the Indonesian history teachers have the ways to solve the constrains.

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