

## Integration of Character Value in History Learning

Maulani, Umasih, Corry Iriani Rochalina  
*State University of Jakarta, Indonesia*

**Abstract:** This article aims to determine how the character integration is in the history learning process. This study uses the literature study method, the use of relevant sources that are used as data sources to expand the views and findings in the article. The results found that history is important to study and support the realization of national character education. Integration of character learning is an effort to put back character as the spirit or the deepest dimension of national education side by side with intellectuality in competence. Character education is a concept that is based on strategic values and is upheld by the Indonesian nation and the development of character values is very important as well as being the first aspiration to be realized through the implementation of national education. Character education must be based on sustainability and continuity with the five main values of national character, namely religious, nationalist, independent, mutual cooperation and integrity. One of the ways to see historical revitalization is from the learning objectives, materials and learning process. Learning history in character education has the potential in shaping and building the character of the nation's children with noble personalities.

**Keywords:** *Integration, Character Education, Historical Learning*

### Introduction

Education is an activity that has the core of interaction between students and educators as well as various educational sources. Education is not only seen as an effort to provide information and build skills, but is expanded to include efforts to realize the desires, needs and abilities of individuals so that personal and social patterns of life can be achieved. Education is not merely a means of preparing for the next life, but for the lives of children who are currently experiencing development (Ihsan, 2010).

The education system and the goals of national education are that the *core values* of the nation's first character development are oriented towards efforts to develop people who believe in and are obedient to God Almighty. Thus, it is clear that the value of character is a strategic value and is upheld by the Indonesian people as well as being the first aspiration to be realized through the implementation of national education. It is hoped that this will be applicable in all aspects of its application which aims to build the character of the nation's children with noble personalities. In other words, morally virtuous people engage in morally relevant activities (for example, giving generously or listening lovingly) because of their concern for the welfare of others or efforts to reduce the suffering of others (Baehr, 2017).

Character development is also required and this awareness crosses all boundaries of the human sphere. Character is the main measure of an individual and also the main measure of a nation. According to Hasan (2012), cultural education and national character are defined as the

---

<sup>1</sup> Email: [Maulani\\_9915819001@mhs.unj.ac.id](mailto:Maulani_9915819001@mhs.unj.ac.id)

process of internalizing and appreciating the cultural values and character of the nation that students actively carry out under the guidance of teachers, school principals and education personnel and are manifested in their lives in the classroom, school and school. Public.

Character education in the 2013 Curriculum also aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated and balanced, in accordance with the competency standards of graduates in each educational unit. Through the implementation of the 2013 curriculum based on competence and character with a thematic and contextual approach, it is hoped that students will be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble morals so that they are manifested in daily behavior (Mulyasa, 2014).

Character development that is integrated in the 2013 curriculum and must be implemented in learning is known as strengthening character education. The implementation of mandatory character development has been regulated in the Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning the strengthening of character education as stated in Chapter II article 4 states that the scope of the Presidential Regulation on Strengthening Character Education includes implementation at the Jerowaru & Timur formal education unit, (2020).

Minister of Education and Culture Regulation No. 20 of 2018 (Kemdikbud, Strengthening Character Education in Formal Education Units., 2018) concerning Strengthening Character Education in Formal Education Units there are main character values that form a network of values that need to be developed as important and interrelated, namely religiosity, nationalism, independence, mutual cooperation, and integrity integrated in the curriculum. This means that Character Education leads to the formation of a school / madrasah culture, namely the values that underlie behavior, traditions, daily habits and symbols practiced by all members of the madrasah / madrasah, and the surrounding community.

The content of character education can be adjusted to the subject during the learning process. In the history subject, it is the most strategic subject and has strategic meaning in the formation of a dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the homeland of students, this is due to the fact that the content of learning material is closely related to norms or values that need to be developed and linked to the context of everyday life, so that they are easier to put into practice. According to (Abdi), 2020. This character education for the younger generation, especially in history learning, can be carried out by planting character education in accordance with the character of the nation to be achieved.

National history learning focuses on students so that strong character values are embedded, able to realize national ideals and generate a desire to have awareness and concern for history, have a passion to increase awareness of the importance of culture and instill a passion for studying history, and enthusiasm. Nationality to the homeland, nation and country. objective guideline. This historical learning must be instilled by history educators to students so that they always view history as very, very important to be studied as well as as a supporter of the realization of character education (Rulianto), 2019.

## **Research Methods**

This research uses the literature study method, Study literature is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation studied (Sugiyono, 2018). Literature study is a type of research used in collecting information and data in depth through various literatures, books, notes, magazines, other

references, as well as relevant previous research results, to obtain answers and theoretical basis for the problems to be studied.

## **Finding and Discussion**

Basically, education aims to develop the intellectual potentials and character of students. Awareness as well as efforts to focus character education at the heart of national education is getting stronger. Intellectual development, character development of students is very important or main in the Indonesian national education system. This is because character as the spirit or the deepest dimension of national education coexists. Efforts to balance character education with competency building must always be done. For the sake of the future of Indonesia, even now needs to be done centering (*centering*) character education in the implementation of national education Indonesia.

Character is a characteristic of a person or group of people that refers to a series of attitudes, behaviors, motivations, and skills as a manifestation of values, abilities, moral capacity, and resilience in facing difficulties and challenges. Character contains typical good values (knowing the value of kindness, willing to do good, have a real good life, and have a good impact on the environment) which are embedded in oneself and embodied in behavior. Character is an individual's ability to overcome his physical limitations and his ability to devote his life to good values that are beneficial to himself and others. Thus, strong character shapes individuals to become agents of change for themselves and the surrounding community (Albertus D, 2015)

According to Kochhar History is the most important subject to generate strong feelings about nationalism. A sense of nationalism that gave birth to love for the nation and country (Kochhar, 2008). In addition, according to Sartono, history is a subject that functions as follows: arouse students' attention and interest in the history of the country, get inspiration from historical events, both from stories of heroism and events that are national tragedies, fostering thoughts towards *historical mindedness*: (historical thoughts) and also give thoughts towards a rational and critical way of thinking on a factual basis (Sartono, 1995).

The content of character education can be adjusted to the subject during the learning process. In the history subject, it is the most strategic subject and has strategic meaning in the formation of a national character and civilization

dignified and in the formation of Indonesian people who have a sense of nationality and love for the homeland of students, this is due to the fact that the content of learning material is closely related to norms or values that need to be developed and linked to the context of everyday life, so that they are easier to put into practice. According to Abdi (2020) This character education for the younger generation, especially in history learning, can be planted in character education that is in accordance with the national character to be achieved. The

Main value of character is not the value that stands and develops independently but the value that interacts with one another, which develops dynamically and forms a personal wholeness. The following are the main values in the character of the nation (Kemdikbud, Concepts and Guidelines: Strengthening Character Education, 2017) as follows:

- 1) Religious character values reflect faith in God Almighty which is manifested in the behavior of implementing religious teachings and beliefs, respecting differences religion, upholding a tolerant attitude towards the practice of religious worship and other beliefs, living in harmony and peace with followers of other religions. This religious character value is shown in loving behavior and maintaining the integrity of creation. Religious sub-values include love of peace, tolerance, respect for differences in religion and belief,

steadfastness, self-confidence, cooperation between religions and beliefs, anti-violence and violence, friendship, sincerity, not imposing one's will, loving the environment, and protecting the small and marginalized. .

- 2) The value of nationalist character is a way of thinking, behaving and acting that shows loyalty, concern and high respect for the language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and the state above self-interest and his group. Nationalist sub-values include appreciation of the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, being superior and achieving, loving the country, protecting the environment, obeying the law, discipline, respecting cultural, ethnic and religious diversity.
- 3) Independent character values are attitudes and behaviors that do not depend on others and use all energy, thoughts, time to realize hopes, dreams and ideals. The independent sub-values include work ethic (hard work), resilience, fighting power, professionalism, creativity, courage, and being a lifelong learner.
- 4) The character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance / assistance to people in need. The sub-values of mutual cooperation include respect, cooperation, inclusion, commitment to joint decisions, deliberation to reach a consensus, helping out, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes.
- 5) The character value of Integrity is a value that underlies behavior based on efforts to make himself a person who can always be trusted in his words, actions and work, has commitment and loyalty to human and moral values (moral integrity). The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth. The sub-values of integrity include honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for individual dignity (especially persons with disabilities).

The content of character education can be adjusted to the subject during the learning process. In the history subject, it is the most strategic subject and has strategic meaning in the formation of a dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the homeland of students, this is due to the fact that the content of learning material is closely related to norms. or values that need to be developed and linked to the context of everyday life, so that they are easier to put into practice.

History teachers have an important role in developing student character as stipulated in Permen No.16 of 2007 concerning Teacher Qualification and Competency Standards states that "... history teachers must master the scientific structure, scope, and geographic objects; differentiating historical approaches; mastering historical material that is broad and deep and shows the benefits of history subjects ". In addition, history teachers must assist in the process of internalizing positive values in students that cannot be replaced by any sophisticated educational media (Sirnayatin), 2017.

Learning that integrates the main values of character is intended to grow and strengthen knowledge, instill awareness. , and practice the core values of the Character. In addition, historical revitalization in character education includes objectives, learning materials, learning processes, and assessment of learning outcomes. History learning focuses on students so that strong character

values are embedded, able to realize national ideals and generate a desire to have awareness and concern for history and have a noble personality. History has a strategic meaning in shaping the character and civilization of a nation with dignity and in the formation of Indonesian people who have a sense of nationality and love for the country. In this case, history subjects.

## Bibliography

### Article source:

- Abdi, G. P. (2020). *KARAKTER SISWA SD*. 4, 209–215.
- Baehr, J. (2017). The Varieties of Character and Some Implications for Character Education. *Journal of Youth and Adolescence*, 46(6), 1153–1161. <https://doi.org/10.1007/s10964-017-0654-z>
- Hasan, S. H. (2012). Pendidikan Sejarah Untuk Memperkuat Pendidikan Karakter. *Paramita: Historical Studies Journal*, 22(1). <https://doi.org/10.15294/paramita.v22i1.1875>
- Jerowaru, K., & Timur, K. L. (2020). Jurnal Pendidikan Sosial Keberagaman. *Pendidikan Sosial Keberagaman*, 7(2), 76–87.
- Rulianto, R. (2019). Pendidikan Sejarah Sebagai Penguat Pendidikan Karakter. *Jurnal Ilmiah Ilmu Sosial*, 4(2), 127–134. <https://doi.org/10.23887/jiis.v4i2.16527>
- Sirnayatin, T. A. (2017). Membangun Karakter Bangsa Melalui Pembelajaran Sejarah. *SAP (Susunan Artikel Pendidikan)*, 1(3), 312–321. <https://doi.org/10.30998/sap.v1i3.1171>

### Book Source:

- Albertus, D. K. (2015). *Pendidikan Karakter Utuh dan Menyeluruh*. Yogyakarta: Kanisius.
- Ihsan, F. (2010). *Dasar-dasar Kependidikan: Komponen MKDK*. Jakarta: Rineka Cipta.
- Kemdikbud. (2017). *Konsep dan Pedoman : Penguatan Pendidikan Karakter*. Jakarta: TIM PPK Kemdikbud.
- Kemdikbud. (2018). *Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal*. Indonesia.
- Kochhar, S. (2008). *Teaching of History*. Jakarta : Penerjemah PT. Gramedia Widia Sarana Indonesian, hal. 480.
- H.E.Mulyasa. (2014). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung : PT. Remaja Rosdakarya.
- Sartono, K. (1995). *Pemikiran dan Pengembangan Historiografi*. Jakarta: Gramedia, hal. 42.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

### About the Author:

Chief Researcher
<b>Maulani, Umasih, Corry Iriani Rochalina</b> <i>State University of Jakarta, Indonesia</i>
Researcher Member
<b>Corry Iriani Rochalina</b> <i>State University of Jakarta, Indonesia</i>