

## Integration of Soeharto's Leadership Values in History Lessons on Indonesia's New Order Era in Three Senior High Schools in Cirebon, West Java

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### Abstract

This research aims to analyze the implementation of history teaching in three senior high schools (SMAN) in Cirebon City, focusing on Indonesia during the New Order era in Grade XII. It also examines the learning resources used by history teachers and how students internalize Soeharto's leadership values during lessons. A qualitative method with a descriptive approach was employed, with data collected through interviews, observations, and document studies. Data validity was ensured through technique and source triangulation, while data analysis followed the stages of data reduction, presentation, and conclusion drawing. The findings reveal that: (1) History lessons were conducted according to the 2013 curriculum, using lesson plans (RPP) developed through MGMP discussions and history textbooks. Teachers used lectures and discussions, supported by visual and audio-visual media, to teach Soeharto's leadership values; (2) The primary learning resources included school-provided history textbooks and supplementary materials from teacher's guidebooks; (3) Students successfully internalized Soeharto's leadership values, such as responsibility, hard work, patriotism, and discipline, and applied these values in their daily lives. This research offers significant insights into the effectiveness of history teaching in shaping students' character through the internalization of historical values.

**Keywords:** *Leadership Values, History Education, Student Character Development*

### Introduction

The New Order government appeared as a transition from the Old Order due to public distrust of its policies. Ruling for 32 years (1966-1998), the New Order was born from economic and political problems. The Eleventh March Decree issued by President Soekarno indirectly gave a mandate to General Suharto to remedy the financial crisis and political chaos. According to Mengko (2022, p. 4), this event increased Suharto's political power as the Commander of Security and Order Restoration.

The New Order is a system of government that replaces the Old Order, bringing changes and improvements in the economic and political fields (Ayu et al., 2024). The Old Order faced an economic and political crisis, as well as a loss of public trust because it did not meet Tritura's demands: the dissolution of the Indonesia Communist Party (PKI) and its mass organizations, the improvement of the cabinet, and economic recovery. The Old Order, under the leadership

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of Soekarno from 1959 to 1966, did not last long because it focused on political interests that caused economic slump. The economy began to improve under Suharto's leadership with a focus on development and food security (Maulana et al., 2023).

Suharto, Indonesia's second president, held full power for three decades. Previously, he was the Minister of Army Commander with the rank of Lieutenant General (Frelia & Fencing Kaswati, 2020). Known as the Father of National Development, Suharto focused on development, especially food security. Under his leadership, Indonesia achieved food self-sufficiency, especially rice. Suharto grew up in a farming family and learned agriculture from his uncle, Prawirowiharjo, who taught him farming (Yogaswara, A. 2012, p. 21). His uncle's teachings made Suharto uphold Javanese ethical values, such as manners, throughout his three-decade presidency. The New Order government under Suharto was known to be authoritarian. Since he was young, Suharto has entered the military world, starting from military education during the colonial period to reach the rank of Lieutenant General (Yogaswara, A. 2012, p. 27). Suharto succeeded in building Indonesia through the Five-Year Development Program (PELITA), which included education development and income increase. The agricultural sector, which accounts for 60% of national income, is a primary focus due to its role in the economy, jobs, and needs. Indonesia's success in achieving rice self-sufficiency in 1984 marked the transition from the Old Order to the New Order. This food self-sufficiency was recognized by the Food and Agriculture Organization (FAO) on November 14, 1985, and Suharto was invited to the 23rd FAO conference in Rome as President of Indonesia (Siswantriyani, 2011, p. 3). After the reform era, Suharto was often considered a fearsome and violent authoritarian figure, ruling for 32 years. This view relates to his childhood, which was full of struggles and his dream of becoming a soldier. The family's financial difficulties prompted him to enter the military to improve his life. Despite this, Suharto was known for his wisdom, intelligence, discipline, and nationalism, which helped him improve Indonesia's economy, society, and politics. His values and attitudes can be used as an example (Supriyanto, 2022).

Learning Indonesia's history, especially in the New Order era, is important to shape students' values. The Ministry of National Education formulates 18 character values, such as discipline, hard work, love for the homeland, and responsibility, which can be taught through history. For example, studying historical figures and events helps students understand and apply these values. Thus, history learning contributes to character development, including discipline, hard work, national spirit, love of the homeland, and responsibility (Susilo & Isbandiyah, 2019). According to the 2022 National Education System Law, national education aims to develop

students' potential with Pancasila characters, including faith, noble morals, independence, science, critical reasoning, diversity, cooperation, and creativity (Khambali, 2024). However, students face moral problems such as promiscuity, bullying, brawls, and other negative activities, which damage their personalities.

This study aims to analyze the implementation of historical learning about Indonesia during the New Order period in three Cirebon City High Schools for grade XII, as well as find the learning resources used and how students internalize the values of Soeharto's character. This research explores the extent to which history learning shapes students' character through understanding Suharto's values and provides insight into the role of history education in instilling the values of discipline, hard work, love of the homeland, and responsibility. The results can be a reference for teachers and policymakers in improving the quality of history education in Indonesia.

One realizes the function of national education is to instill character values through history learning. Firdaus, Purnomo, and Ahmad (2018, p. 11) said that history learning that teaches character values can improve students' personalities. The cultivation of character values, as taught through the figure of Suharto, who led Indonesia for 32 years during the New Order period, includes the values of responsibility, love of the homeland, discipline, and hard work. Jannah and Ahmad (2019, p. 151) added that history learning focuses on cognitive aspects and developing students' character by imitating the actions of Indonesia's figures and heroes.

### **Research Question**

1. What is the effect of using communicative lecture methods and discussion methods with the discovery learning model on the development of students' critical thinking and confidence in learning Indonesia's history during the New Order period?
2. Is there a significant difference in the achievement of students' competencies when using various learning resources (internet, curriculum books, textbooks) in learning the history of Indonesian materials during the New Order period?
3. How does learning Indonesia's material history during the New Order period contribute to the formation of students' character, especially in terms of the values of discipline, hard work, love for the homeland, and responsibility?

## **Method**

### **Research Design**

This study uses qualitative methods and descriptive design to examine the implementation of Suharto's character values in learning the history of Indonesian material during the New Order Period in grade XII in three high schools in Cirebon City. Data sources include history teachers, students, and documents such as lesson plans and subject matter. Data was collected through in-depth interviews, observations, and document studies, with informants selected using purposive sampling techniques. Data analysis was conducted using interactive analysis models, which included data reduction, data presentation, and conclusions drawn. The validity of the data is kept through the triangulation of techniques and sources to provide an overview of the implementation of Soeharto's values in learning history and the student's interpretation of these values.

### **Data and Data Sources**

The data collection techniques used by the researcher include in-depth interviews, document studies, and observations. Esterberg's in-depth interview, Sugiyono (2013, p. 141) states that an interview is two people who are brought together to exchange information or ideas through a question-and-answer session. The in-depth interviews in this study were used to collect data on the implementation of history learning about Indonesia during the New Order period, the learning resources used, and the students' efforts to live the values of Soeharto's character. The history teacher interview with Mrs. Nina Herliana, S.Pd., M.M., was conducted at SMAN 5 Cirebon City on January 23, 2024. Meanwhile, an SMAN 4 Cirebon City interview was conducted on January 24, 2024, with Mr. Ming Mulyawarman, S.Pd. Then, the last interview was conducted at SMAN 7 Cirebon City with Mrs. Nita Agustinawati, M.Pd., on January 24, 2024. Meanwhile, the resulting documents are studied in the form of writing, drawings, or photos. The photographs used by the researcher are in the form of Indonesian history books used by history teachers to convey the values of Suharto's character through Indonesian materials during the New Order period. In addition, photos during the implementation of learning Indonesian material history during the new order period took place at SMAN 4 Cirebon City, SMAN 5 Cirebon City, and SMAN 7 Cirebon City. Finally, the observations in this study were used to see data on the implementation of history learning about Indonesia during the New Order period, the learning resources used, and the efforts of students to live up to the values of Soeharto's character.

### **Participant Characteristics**

The informant selection technique used in this study is a sampling technique, namely Purposive Sampling. Purposive Sampling is a sampling technique based on certain considerations. These considerations are interpreted as a person or individual who knows the most about something the researcher expects (Sugiyono. 2013, p. 219). In this *purposive sampling* technique, the informants are history teachers Mr. Ming Mulyawarman, S.Pd., Mrs. Nina Herliana, S.Pd., M.M., and Mrs. Nita Agustinawati, M.Pd. Meanwhile, the next informants are students at three Cirebon City High Schools: Ghea Putri Aulia, Muhammad Dzaky Raflif Yassal, and Zaskia Alya Fadilah from SMAN 7 Cirebon City. Meanwhile, SMAN 4 Cirebon City students include Dita Nurrindah Putri, Naurah Fatimah Dinda, and Nadya Refinida Salma. Finally, the informants of SMAN 5 Cirebon City students include Tiara Nurani, Azka Aghnia Putri, and Dinda Amelia.

### **Data Collection Technique**

In-depth interviews are data collection techniques involving direct interaction between researchers and informants in structured or semi-structured questions and answers. According to Sugiyono (2013), an interview is when two people are brought together to exchange information or ideas. In this study, in-depth interviews are used to explore information related to the implementation of history learning, the learning resources used, and how students live the values of Suharto's character.

Interviews were conducted with three history teachers at three high schools in Cirebon City. For example, interviews with Mrs. Nina Herliana at SMAN 5 Cirebon City on January 23, 2024, Mr. Ming Mulyawarman at SMAN 4 Cirebon City on January 24, 2024, and Mrs. Nita Agustinawati at SMAN 7 Cirebon City on January 24, 2024.

Document study is a data collection technique that involves analyzing written or visual materials relevant to the research topic. In this study, document studies are conducted by examining various forms of writing, pictures, or photographs related to history learning during the New Order period.

The documents analyzed included the Learning Implementation Plan (RPP), history books used by teachers, and photos taken during the learning process at SMAN 4, SMAN 5, and SMAN 7 Cirebon City. These photographs include images of history books and documentation of the teaching and learning process, which helps researchers understand the context and methods used by teachers in delivering material about the figure of Suharto.

Observation is a data collection technique that is conducted by directly seeing the process or phenomenon that is taking place in the field. This study used observation to see teachers' implementation of history learning in three Cirebon City High Schools. The researcher saw how teachers delivered material about Indonesia during the New Order, the learning resources used, and how students lived the values of Suharto's character. Observations are conducted in different classes at various times to ensure that the data obtained reflects the actual situation in the field.

### **Data Validity Checking Techniques**

This study uses data validity tests through triangulation techniques and source triangulation. The triangulation technique was used by interviewing history teachers in three schools: SMAN 4 Cirebon City, SMAN 5 Cirebon City, and SMAN 7 Cirebon City. In-depth interviews with class XII students. Observation is conducted when the learning process takes place based on the lesson plan. The observation was conducted at SMAN 5 Cirebon City on January 15, 2024, in class XII MIPA 2 on the material of Indonesia during the New Order Period and conducted by a history teacher named Mrs. Nina Herliana, S.Pd., M.M. Meanwhile, at SMAN 7 Cirebon City the observation was conducted on January 23, 2024, in class XII Science 1 on the material of Indonesia during the New Order Period and conducted by a history teacher named Mrs. Nita Agustina Wati, M.Pd. The last observation was conducted at SMAN 4 Cirebon City on January 24, 2024, in class XII MIPA 3 and conducted by a history teacher named Mr. Ming Mulya Warman, S.Pd. Meanwhile, triangulation was conducted by obtaining data from in-depth interviews with several people who were used as resource persons or informants. The source triangulation technique was used to compare the interview results of the resource persons with several other sources. For example, the results of history teacher interviews can be compared, and the validity of sources can be checked through student interviews. For example, when interviewing a history teacher at SMAN 4 Cirebon City named Mr. Ming Mulya Warman, S.Pd. Then, to ensure the data was correct, he conducted a re-interview with students in grade XII MIPA 3 by asking the same question. Meanwhile, the same was done at SMAN 5 Cirebon City and SMAN 7 Cirebon City.

### **Data Analysis**

In this study, data analysis was conducted using the interactive analysis models technique proposed by Miles and Huberman. This technique was chosen because it is suitable for qualitative research that aims to analyze data in depth and systematically. This analysis consists

of three main stages: data reduction, data presentation, and conclusion. These stages are continuous and interrelated, allowing researchers to continuously find, organize, and conclude data relevant to the research topic.

The first stage is data reduction, where researchers strictly select data from the field. In this stage, researchers filter and summarize the data, focusing on the most relevant aspects of the research aims. Irrelevant or less significant data is ignored, while important data is compiled more systematically. This process helps researchers simplify the data, making it more easily processed in later stages.

Once the data is reduced, the next stage is data presentation. At this stage, the simplified data is structured and organized to allow the researcher to see emerging patterns, relationships, or themes. Data presentation can be in the form of tables, matrices, graphs, or narratives that ease understanding of the data that has been collected. The final stage is the drawing of conclusions, where the researcher interprets the data that has been presented and formulates the main findings of the study. This conclusion was then compared with the theoretical framework and research aims, resulting in in-depth findings about implementing Suharto's character values in history learning in grade XII in three Cirebon City High Schools.

## **Research Results**

### **Implementation of Indonesia Material History Learning during the New Order Period**

History learning is an effort education makes to foster social attitudes in students. Learning history will help grow historical awareness by creating a sense of pride and love for the homeland in students that will be applied in their lives, both in the school environment and outside the school environment as citizens and society.

In learning activities, especially in learning Indonesian material history during the New Order period, history teachers need planning to help during learning and teaching activities. History teachers compile the planning based on conformity with the 2013 curriculum called the learning implementation plan (RPP). The existence of a learning implementation plan will help teachers if they make learning activities effective under the learning goals to be achieved.

Lesson planning is an arrangement made by history teachers systematically to ease learning. It has an overview of teachers conducting learning and teaching activities. Learning planning involves using learning media, learning methods, learning materials, and assessments based on time allocation to achieve specific goals (Personal interview with teachers in January 2024).

Data findings in preparing lesson plans for learning history through Indonesian materials during the New Order period, history teachers have similarities where history teachers hold

meetings as an annual activity with the subject teacher deliberation forum. The meeting was held to discuss the preparation of a lesson plan (RPP). The preparation of the learning implementation plan (RPP) is inseparable from the suitability of the 2013 curriculum. In the MGMP meeting, teachers discussed the division of lesson plan preparation, where history teachers from each school gathered in one room and discussed the division of the preparation of learning implementation plans that will be used as guidelines for them when conducting learning activities.

The lesson plan (RPP) produced through the MGMP forum is specifically for history teachers. The forum is indeed active in its area and sometimes holds meetings to communicate and discuss related to the learning activities of history teachers. Subject teacher deliberations (MGMP) are a forum for teachers to communicate, solve problems, or any difficulties experienced by teachers to help improve teacher professionalism during learning and teaching activities (Personal interview with teachers in January 2024).

This subject-teacher deliberation meeting forum will help teachers deal with difficulties found, one of which is during the preparation of the learning implementation plan. Teachers can discuss and communicate the right way to prepare a learning implementation plan so that when the learning process takes place, it runs according to the goals to be achieved. In preparing a learning implementation plan, teachers must choose their professional abilities in teaching. In preparing the implementation plan for history learning about Indonesia during the New Order period, history teachers are guided by the results of the MGMP forum and other references that are used according to the situation and conditions in the school.

The reference that teachers usually use is to use a book known as "baboon," a history teacher's guidebook, for preparing a lesson plan. In addition, history teachers also use a book entitled National History of Indonesia Volumes 1-6 as other reference materials to achieve learning goals. The use of different references chosen by history teachers is indeed complete in the book according to the needs of each history teacher. Thus, history teachers use various references to adjust to the situation in their respective schools, even though they have received references from the history MGMP forum (Personal interview with teachers in January 2024).

The implementation plan of history learning is always related to the learning methods, media, materials, and assessments used by history teachers in Indonesian materials during the New Order period.

The learning method is a stage used by teachers to set up interactions with students during learning activities to achieve the learning goals. The use of learning methods applied by history teachers at Cirebon City High School differs from communicative lecture methods, question and answer lectures, and discussion methods. Based on the implementation of the learning:



History teachers use a learning method in the form of communicative lectures. This method is used by history teachers in learning history in Indonesian materials during the New Order period. Using the communicative lecture method will make it easier for history teachers to maximize learning and teaching activities. This is because the Indonesian history subject in grade XII, which has a time allocation of 2 x 45 minutes, is scheduled at noon. Hence, history teachers use the communicative lecture method so that students stay active during history learning with Indonesian material during the end of the new order period (Personal interview with teachers in January 2024).

In its implementation, the communicative lecture method provides an active classroom atmosphere and maximizes the learning process in a brief time. This will help history teachers to prevent learning goals from being achieved where history teachers explain the scopes of information orally contained in Indonesian materials during the New Order period by providing values. When the history teacher begins the core of learning by explaining the points in the material, the history teacher gives an impromptu question to the students.

Then, give orders to search for questions provided by the history teacher through a cell phone. The use of the discovery learning model involves students during the learning and teaching process to help develop students' critical thinking in solving a problem and grow students' confidence in finding a problem given by the teacher. By using the communicative lecture method in the discovery learning model, it will help the process of students' self-development, one of which is their confidence and critical thinking.

Other history teachers, during the process of learning Indonesian history on Indonesian materials during the New Order period, used the group discussion method with the discovery learning model. The discussion method used by history teacher groups in Indonesian materials during the New Order period is to help students decide their respective learning styles and accelerate students' understanding.

The discussion method will help train students' development in speaking in front of people, respecting the opinions of others, and training students in responding to students' answers. In its implementation, history teachers give group assignments to students to present Indonesian material during the new order. Students were given directions by the history teacher to discuss the theme, namely Indonesia, during the New Order period, with an adjusted time. In the presentation group with Indonesian material during the New Order, students applied by displaying a video and pictures related to the events of the New Order period. The presentation assignment need to contain short content but with explanations delivered orally so that the PowerPoint only displays the points that will be conveyed (Personal interview with the teacher in January 2024).

History teachers use this method on the grounds that they can understand the history of Indonesian material during the New Order period that students convey to their friends and provide a supportive classroom atmosphere that is active and conducive.

The use of presentations by students will help them develop their understanding of the material they are learning and master the material from start to finish (Personal interview with the teacher in January 2024).

The presence of a discussion method with a presentation packaged by students will result in a reciprocal relationship, where students as an audience will actively take part in providing questions and rebuttals given to the presentation group. Students who offered questions and rebuttals to the presentation group were classified as one of the students who were active and understood learning, especially in learning the history of Indonesian materials during the New Order period.

The purpose of using the discussion method with this presentation is so that students can understand learning by achieving learning objectives. Then, the teacher gave a learning conclusion by conveying the moral values of Indonesian teaching during the New Order period.

The history teacher added a point that had not been conveyed in the presentation activity by explaining oral information related to the important role of Suharto during the construction of the Indonesian government for 32 years and teaching students to continue to practice the values contained in Indonesian materials during the New Order period through the character of Suharto (Personal interview with the teacher in January 2024).

Meanwhile, one school uses the question-and-answer lecture method during the learning process of the history of Indonesian materials during the New Order period. During the history learning process at the first meeting, history teachers focused more on discussing each sub-sub-material of Indonesia during the New Order period. Where students only get short knowledge from teachers about Indonesian materials during the new order. The question-and-answer lecture method used by history teachers is inefficient because learning only focuses on history teachers. This is because the lesson hours are short and seem to catch up with the lesson time. Thus, in understanding the values of Suharto's character, students tend to re-read Indonesian history textbooks and find out for themselves the development of the New Order government.

Meanwhile, other history teachers presented a learning medium in the form of pictures of events and influential figures during the New Order period. One of them introduced Suharto as president in the new order government. The use of media is because students need to know the form or event that occurs through their eyes and see the picture clearly to form a students' understanding in analysing the material presented by the history teacher.

First, the use of learning media will help teachers in providing meaning in learning so that students can master learning objectives; second, the presence of learning media helps teachers in finding learning variations that cause students' pleasure and are efficiently used by teachers with many lesson hours; third, *Perseta Didik* carries out many activities

such as observing, doing, demonstrating and others; and fourth, Using learning media will be more attractive to students and increase students' motivation to learn (Personal interview with teachers in January 2024).

The difference in the use of learning media was found in other history teachers, where when implementing learning with the discussion method, the history teacher made an order to the students to present the results of their discussion in front of the class, then in the presentation of the results of the discussion displayed through the presentation was required to display a picture along with a documentary video related to Indonesian materials during the New Order period. This is because the lessons learned at this meeting will provide understanding and appreciation by students.

determining a learning material must hold criteria including instructive objective criteria where each learning material chosen by the teacher in learning activities must be based on its instructional objectives; the subject matter described; Relevant to the needs of students; suitability with community conditions; Learning materials that contain values and morals; learning materials that are systematically arranged; and learning materials that must be sourced from books, teacher or expert information along with the outside environment (Personal interview with teachers in January 2024).

The learning materials that the teacher conveyed in the learning of Indonesian history during the New Order period include the understanding and reasons for the birth of the New Order, political, economic, social, and cultural developments during the New Order period and the development of government, defines and security during the New Order period. The scope of these materials is indeed mandatory for history teachers when talking about the government in Indonesia. In addition, the scope of Indonesian material during the New Order period used by history teachers should indeed be conveyed because it adjusts the learning implementation plan used.

Meanwhile, it was found that differences in the delivery of learning materials were found by history teachers who explained the subject matter orally using the communicative lecture method. Based on the learning implementation plan, the teacher explained Suharto's involvement in building the Republic of Indonesia. Suharto's achievements during the leadership of the new order era government that succeeded in setting up a rice surplus were no longer dependent on Vietnam and India, but were able to meet domestic needs, even though they did not release rice imports also from Viet Nam and India. The material was conveyed by the history teacher because students must know the development of Indonesia when Suharto led in the new order era.

Assessment is defined as the process of making interpretations related to students' learning outcomes while taking part in learning and teaching activities provided by teachers. In the learning activities of Indonesian material history during the New Order period, teachers play a significant role in deciding student learning outcomes. One of them is during deciding students' understanding of Indonesian materials during the New Order period. Based on the findings, history teachers have similarities that illustrate that when history teachers explain Indonesian material during the New Order period orally in front of the class using the communicative lecture method or discussion lecture method, history teachers give a question to students to provoke students' understanding if the teacher explains the material. When the question was successfully answered by the students, the history teacher concluded that the students understood the material that the history teacher conveyed at this meeting. This is because students tend to be passive when there are no shooting questions and history teachers take a solution by providing questions that can make students think critically and actively.

Differences were found by history teachers during assessing students who did not understand or already understood by utilizing both learning media in the form of visuals (images) and audio-visuals (sound videos). History teachers use this determination to provide students with breadth in determining their learning styles. Sometimes, it is found that students' learning styles are related to the appearance of image media, lectures or even videos with sound. With this utilization, it will make it easier for students to determine their learning style and gain an understanding of Indonesian material during the new order period according to the learning style used. This was done by the history teacher on the grounds that not all students who participated in the learning of the history of Indonesian material during the New Order period understood the material given at the meeting. So, to anticipate students who have difficulty understanding the material, history teachers provide a solution by utilizing two media displayed in one meeting.

### **History Learning Resources Used by History Teachers in Indonesia Materials during the New Order Period**

In the process of learning history with Indonesian materials during the New Order period taught by history teachers in grade XII with a time allocation of 2 x 45 minutes, there are several learning resources that are used as a reference as learning materials for teachers and students. In the learning resources used by history teachers, there is a slight difference. The learning resources used by history teachers are supported to help teachers deliver learning materials according to the competency standards that have been set based on the 2013 curriculum.

History teachers use learning resources by utilizing the internet along with curriculum books that have been facilitated by the school.

The internet has indeed become the first choice for people to access all information. The use of the internet used by history teachers to support the learning process is because it follows the development of the existing times and adjusts to the needs of students, who currently understand very well how to find sources on the internet. By accessing the internet, teachers and students can find various information that is used as a source of teaching materials. Advances in science and technology have made it easier for students to help form learning by using various sources, one of which is the internet (Personal interview with teachers in January 2024).

The curriculum books used by history teachers include National History of Indonesia and General for Grade 3 High School published by Erlangga and National and General History for Grade 3 published by Bumi Aksara. These books are used by teachers on the grounds that the learning resources have been provided by the school and adjusted based on the learning implementation plan.

The curriculum is a source of teaching materials that have been made based on competency standards, therefore with competency standards will be born basic competencies along with learning materials. Students must be able to cultivate a condition that requires them to have a learning experience through a variety of sources, both resources that have been designed in such a way and learning resources that are supported for the learning process that will give rise to competency standards (Personal interview with teachers in January 2024).

The similarity was found by other history teachers who used curriculum books that had been eased by the school. One of the curriculum books used to provide learning to students includes Indonesia History Grade XII Students from Erlangga publisher, Indonesia History Grade XII Curriculum 2013 (Revised 2018), the local environment and other learning resources from books relevant to the material. Based on this, history teachers must indeed use many relevant sources before starting learning.

Differences were found by other history teachers in using learning resources for Indonesian materials during the New Order period. Where history teachers, in addition to using curriculum books eased by schools, teachers also have a textbook entitled National History of Indonesia volumes 1-6 to be used as a relevant learning resource and delivered to students according to competency standards. The textbook is indeed used by teachers as one of the reference materials while supporting Indonesian learning materials during the New Order period.

During the use of learning resources, history teachers did not experience any internal or external obstacles in the learning process, especially in Indonesian materials during the New Order period. Currently, the school has indeed provided the best facilities for every history

teacher who needs learning resources. If learning resources are not yet available by the school, history teachers can find these resources very easily through the internet or buy offline. This is because the books eased by the school can be found in the respective school library.

### **Students Appreciate the Values of Suharto's Character in Indonesia's Materials During the New Order Period**

Learning is a change experienced by students due to stimuli provided through various aspects such as knowledge, skills, and attitudes.

Learning is a change in a person's behaviour that comes from aspects of knowledge, skills, and attitudes. A person who learns will produce results from those who do not know to know, from those who do not have a good attitude to develop with a good attitude, and from those who are not good to be innovative. By learning individuals, they will get satisfactory results, this is called learning outcomes (Personal interview with teachers in January 2024).

Learning is a form of interaction between students and educators through the educational process, where the presence of learning will help obtain learning outcomes.

Learning is a learning process provided by teachers to provide positive learning to achieve educational content consisting of cognitive, affective, and psychomotor aspects (Personal interview with teachers in January 2024).

Based on the statement above, history learning is one of the important roles in supporting the learning process to achieve these three aspects.

History learning helps buy students' historical awareness, which grows through students' understanding of role models and character values taught by teachers during the learning process (Personal interview with teachers in January 2024).

One of them is by studying Indonesian materials during the New Order period, it will give rise to historical awareness behaviour in students by exemplifying the values of Suharto's character. Suharto was the second former president after the descent of Soekarno as the first president to lead the Republic of Indonesia after Indonesia's independence. Suharto, known as the Father of National Development, succeeded in building the Republic of Indonesia in a state of urgency to become stable. This is shown through the policies issued in the political and economic fields. One of Suharto's successes during his time as Indonesia's preside was the achievement of rice self-sufficiency, increasingly tight security and so on.

The formation of students' character can be seen through their understanding of the material delivered by the teacher, one of which is through Indonesian materials during the New Order period. Through this material, there are attitudes and values taught in Suharto's character, such

as the value of discipline, the value of challenging work, the value of love for the homeland, and the value of responsibility. The statement was taken based on the Ministry of National Education (2011), which has found 18-character values, one of which is four, which is used as a form of character cultivation for students.

The first finding is related to the values of discipline taught through Indonesian materials during the new order. Discipline values are a form of attitude that individuals buy while studying and understanding the learning process packaged in the material. When the learning process is applied based on the learning implementation plan, the teacher begins learning by assigning students to conduct discussions and explain the discussion results in the form of presentations with predetermined material, one of which is Indonesian material during the New Order period. When the presentation took place, students could understand each material they conveyed. The presentation was conducted in the form of a PowerPoint by displaying a short text and images and videos.

Not only that, but the strategies also used by teachers while delivering Indonesian material during the New Order period to foster character values in students. History teachers also take advantage of the learning approach with the communicative-discussion lecture method. This is done by history teachers delivering learning materials orally and in a structured manner. In this case, the strategy used by history teachers to provide morals and historical awareness to students is well channelled. Students show an attitude of historical awareness by being able to find character values in Indonesian materials during the New Order period.

Students who can capture the character values found in the history learning process will provide awareness within themselves and be able to apply them in their daily activities (Personal interview with teachers in January 2024).

The values of discipline captured by the participants in the Indonesian material during the New Order period related to the values of Suharto's character include students being able to obey the rules and regulations that have been set by the school (never coming to school late, obeying the rules in dressing at school such as using a belt and tie every day, using black socks and a tie every day on Wednesdays and wearing capot every day for Muslim women). Not only that, but students also obey the rules and regulations that exist outside the school, one of which is as a citizen, namely obeying traffic signs and wearing helmets when driving. These findings are based on a reason that students have a high historical awareness, which was found when students gave their understanding of Indonesia's material during the New Order period.

Students can understand every material delivered by the history teacher during the learning process until the meeting is over. The character of Suharto described in the Indonesian material

during the New Order period is a firm and disciplined leader. This is clarified in the study of Indonesian history with Indonesian material during the New Order period which explains related to the Eleventh March Warrant (Supersemar). The warrant arose due to the protracted political crisis in Indonesia. The action of the 30 September Movement by the PKI conducted its action by killing army officers. Sukarno's inability to disperse the PKI rebellion was the cause of the birth of the eleventh March warrant. The order of March 11 had the appointment of General Suharto to restore the situation and the authority of the government. The obedience of General Suharto, who at that time served as the Commander of the Army along with the Commander of the Armed Forces, received the mandate. During the implementation of his mandate, General Suharto began his first action by disbanding the PKI and its mass organizations. After that, General Suharto also told the students to return to school and stop their demonstrations.

In 1966, not only did there be a political crisis in the government system, but a leadership crisis began to emerge where there was a leadership dualism born between Soekarno, who at that time served as the leader of the government, and Soeharto, who at that time succeeded in carrying out his mandate and as the executor of the government. In a state of dualism, the leadership occurred when General Suharto's prestige at that time became increasing. The increase in General Suharto's prestige was due to his success in defeating the PKI in a brief time, which at the same time pleased the people who at that time were experiencing anxiety due to the G30S/PKI rebellion.

Leadership dualism began to end in 1968 when Sukarno agreed to hand over power in the government to Suharto. The inauguration of Suharto as the leader of the government was held on March 27, 1968. This began to enter the birth of the new order government era.

Entering the era of the new order government in 1968 and beyond, the new order government led by Suharto began to package policies to improve the Indonesian government order. One is the improvement in the political field due to the political crisis that had befallen the government by stabilizing politics. Then, economic stabilization is conducted to improve Indonesia's economy, which had experienced inflation. Zanden et al. (2012, p. 347) said that 1971-1980s, Indonesia's economic growth increased rapidly. In 1973 Indonesia's economic income was abundant when international oil prices increased rapidly. The increase in multiples of international oil prices provides benefits for the Indonesian government.

Although the government brought by Suharto in a repressive way turned out to be able to produce political and economic stabilization that entered the direction of rapid growth. Suharto's leadership entered the successful phase of the new order government in realizing rice



self-sufficiency. Its success in realizing rice self-sufficiency cannot be separated from the support of farmers brought by the new order government. According to him, development through rural areas will be the key to success in the new order government.

In addition to the values of discipline, other character values were found through Indonesian materials during the New Order period, including the value of challenging work, the value of responsibility and the value of love for the homeland. The value of challenging work is an effort made by an individual or group in trying to do something with intention and earnestness. Challenging work is students' behaviour in overcoming obstacles to laziness in learning by studying and doing assignments seriously. Students can capture the values taught by teachers in Indonesian materials during the New Order period, which then helps to form students' historical awareness. The values of hard work that students apply in their daily lives include studying earnestly, having a solid determination to participate in the National Science Olympiad, recording all information conveyed by teachers during learning, listening to teachers when speaking in front of the classroom, and seriously grappling with the field of entrepreneurship outside of school. Students live the values of challenging work taught through the character of Suharto because students do have historical awareness and understand that Suharto was one of the important people during the government development process in Indonesia. The attitude of challenging work that students emulated through the character of Suharto can be seen from how students responded to the importance of Suharto's influence, especially in the era of the new order government.

The value of love for the homeland is also found in students; this is seen from the historical awareness that they apply in their daily activities. The attitude of love for the homeland is a behaviour held by individuals by holding a sense of concern for others and mutual respect, which is based on a high sense of national spirit accompanied by behaviour of willingness to sacrifice for the nation and state.

The attitude of love for water is an attitude of a person in thinking, responding to something or doing something that shows a loyal, caring, and respectful attitude of a language, environment, socio-culture, economy and politics of the nation. Based on this statement, the attitude of love for the homeland needs to be applied from now on. With the growth of character education taught, one of which is through the attitude of love for the homeland, it will help realize the ideals of the nation and state that do not forget their identity.

The values of love for the homeland implemented by students through understanding Indonesian material during the New Order period include participating in a series of activities for Indonesia's independence such as participating in ceremonies and being enthusiastic in

celebrating independence by participating in a series of competitions, participating in ceremonial activities at school such as every Monday, loving the country's customs and culture such as proudly using batik, proud to use Indonesian, sing Indonesia Raya songs, love local products by always using local products and support the existence of local MSMEs in Indonesia by buying and disseminating information.

The attitude of love for the homeland had by students can be seen through their attitude in appreciating the services of heroes, being willing to curse domestic products and appreciating the culture in Indonesia. Students lived the values of love for the land through the Indonesian material during the New Order period with the reason that in the material it was conveyed by the history teacher that Suharto, who at that time served as the president of Indonesia in the era of the new order government, led with pride and taught to always put the homeland first, by loving local products (Personal interview with the teacher in January 2024).

The attitude of responsibility is a person's behaviour to try to conduct and complete their duties and responsibilities to themselves, others or to their god. The attitude of responsibility implemented by students through Indonesian materials during the New Order period by looking at the social attitudes that existed in Suharto included handling completing his duties as a student at school by completing daily tasks and not forgetting to always worship God Almighty. Students live the values of responsibility taught through Indonesian materials during the New Order period on the grounds that in the material students grasp that during the Soeharto administration, they held great responsibilities and dared to take all risks.

### **Discussion**

This study finds that history learning, especially through materials about Indonesia during the New Order period, has a significant impact on shaping the character of students, especially in terms of discipline, hard work, love for the homeland, and responsibility. This is in line with the findings of Firdaus (2018), Heri (2014), Rusman (2013) who said that learning history by bringing character values can give students' personalities to be better and useful in daily life. In this study, the character values contained in the figure of Soeharto during the New Order period are used as a medium to instill these character values.

These findings also support the views of Amka (2021), Muslim et al. (2020), Afandi, (2013) who say that learning is a learning process provided by teachers to provide positive learning that includes cognitive, affective, and psychomotor aspects. The results of this study show that affective aspects, especially in the form of character such as discipline and love for the homeland, can be grown through students' understanding of the role of historical figures such as Suharto. This understanding is clear from how students can apply these values in their daily

lives, for example through punctuality, obedience to school rules, and participation in activities that reflect the love of the homeland.

Furthermore, this study strengthens the arguments of Prawitasari et al. (2022), Nurdin and Andriantoni (2015), and Waris (2020), who emphasize the importance of students being able to capture character values in the history learning process, which then contributes to their historical awareness. In the context of this research, high historical awareness can be seen from students' understanding of the values taught through New Order materials, which are then implemented in daily behaviour.

Comparison with previous research shows that although the methods used are different, the results achieved are still in line with existing theories, as put forward by Hasan (2010), Hartanto (2019), Irawan and Zahro (2022) who emphasize the importance of hard work, responsibility, and love for the homeland in the formation of students' character. This study shows that through history teaching based on character values, as done in the New Order material, these characters can be more effectively instilled in students. Thus, this study not only supports earlier studies but also provides new empirical evidence about the effectiveness of history learning in the formation of students' character. These findings confirm that historical material presented in a relevant and contextual way can be a powerful tool to shape the character of students who are better and useful in daily life.

In addition, this study discusses the role of history learning, especially through the material "Indonesia During the New Order" in shaping the character of students. The results of the study show that students can implement the character values exemplified by historical figures, such as Suharto, in their daily lives. These findings are in line with some earlier research, but they also offer a more focused and in-depth perspective on how history learning can effectively instil character values in learners.

According to Jannah and Ahmad (2019), Kompri (2015), and Cahyadi (2019), history learning not only focuses on the cognitive realm but also has enormous potential to shape the character of students through attitudes and actions exemplified by historical figures. The results of this study support this view by showing that through an understanding of the figure of Suharto and the New Order era, students can apply values such as discipline, hard work, love of the homeland, and responsibility in their daily lives. This finding is consistent with the findings of Firdaus (2018) and Purwanti et al. (2023), which said that history learning can foster historical awareness and character values in students.

Furthermore, the findings of this study reinforce the idea expressed by Amka (2021), Firdaus et al. (2018), Abdurakhman et al. (2018), Zanden (2012) that learning is an interaction process

that allows students to obtain learning outcomes that include cognitive, affective, and psychomotor aspects. History learning plays a key role in teaching values that include these three aspects, which are reflected in students' attitudes and behaviours.

In terms of method, this study uses an approach like that used by Prawitasari (2022), Atika (2019) where the cultivation of character values through history learning is found through observation of students' behaviour and attitudes. However, this study expands the scope by highlighting specifically how these values can be internalized and implemented in daily life, showing the long-term impact of history learning on the character of students.

Finally, the results of this study show that history learning has enormous potential to shape the character of students, not only in the context of the classroom but also in their daily lives. These findings add new insights into how character values can be instilled through history learning and reinforce findings from earlier research that emphasize the importance of history learning in shaping positive student attitudes and behaviours.

### **Conclusions, Implications, and Limitations**

This study shows that the values of Suharto's character have been systematically integrated in learning Indonesia's history during the New Order Period in three Cirebon City High Schools, namely SMAN 4, SMAN 5, and SMAN 7. These values, such as love of the homeland, responsibility, hard work, and discipline, are instilled through various learning methods such as communicative lectures, questions and answers, and project discussions. The learning media used, ranging from visual to audio-visual, supports the process of instilling these values, and is supported by relevant learning resources. History teachers also ease the application of these values through assessments based on student activity. The results of the study show that students have a high sense of history and can apply these values in daily life.

The results of this research can be the basis for the development of a curriculum that emphasizes more on the integration of leadership values of national historical figures, especially in history learning. Methods such as project discussions and interactive lectures used by history teachers have proven to be effective in instilling character values. It can be adopted more widely in schools to increase student engagement. The integration of leadership values of national figures, such as Suharto, in history learning increases students' historical knowledge and shapes the character of students who are more responsible, disciplined, and love for the homeland.

This research is limited to three schools in Cirebon City, so generalizing the results for other regions must be done carefully. Focusing on one figure, Suharto, may overshadow other figures

with leadership values worthy of teaching. Further research is needed to see the integration of values from other figures. Measurements of how much learning affects students' attitudes outside of school (e.g., in family or social settings) have not been analyzed in detail.

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