

Character Building in History Learning in Schools Upper-Intermediate (SMA) in Rural and Urban Areas in the Regency CilacapWigi Astuti¹**Abstract**

The purpose of this research is (1) to know the development of history-oriented learning planning on character education at SMA in rural and urban areas in Cilacap Regency, (2) to explain the implementation of character education in history learning at SMA in rural and urban areas in Cilacap regency, and (3) to know the historical learning assessments developed by teacher-oriented character education at SMA in rural and urban areas in Cilacap regency. This research uses a qualitative approach with research locations in SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap. Informants were teachers, principals, students of the curriculum, and students from both schools. Data collection techniques are observation, interviews, and documentation. The results show that learning planning made by history teachers in both schools shows that learning tools have been developed by integrating character values. The history teacher implements character education in history learning by incorporating it into the learning process. Character-oriented judgments are conducted through observations during learning activities and in school environments.

Keywords: *Character Education, History Learning, Rural and Urban Areas.*

Introduction

Education is an activity that has been going on for centuries in society. It is even believed that education has been going on since humans existed to know themselves and their environment in order to advance their civilization towards a better one. Civilization is unique to the human world and is entirely determined by humans; without humans, education would never exist; human life is just a matter of education (Suparlan in Rohman, 2010, p. 76). Education plays a vital role in the life of the nation. The better the quality of education in a country, the better the quality of its human resources. Munib (2009, p. 34) states that education is a conscious and systematic effort carried out by people entrusted with the responsibility of influencing students to have characteristics and habits by educational ideals.

Education is also a process of assistance educators provide students for optimal physical growth and spiritual development (Rosada, 2018; Kurniawan, 2013). Character education is one form of realizing results in a national program organized by The Ministry of National Education on January 14, 2010, stating that "Cultural Education and National Character" is a national movement. This national movement is based on several things that caused the decline. Of

¹ History Teacher, SMA Negeri 1 Cilacap, wigiastutii@gmail.com

Attitudes toward diversity and cooperation in the lives of Indonesian people are a form of moral degradation (Ginting, 2016; Suhito, 2014).

A civilization will decline if demoralization occurs in its society. Many experts, philosophers, and wise people say that moral factors (morals) are the main thing that must be developed first in order to build an orderly, safe, and prosperous society. One of the primary obligations that parents and educators must carry out is to preserve and teach moral values to children. The moral values instilled will form character (noble morals), an essential foundation for forming a civilized and prosperous society (Megawangi, 2015, p. 1; Pantu & Luneto, 2014; Syukri, 2010).

One effort to reduce the problem of waning national character is education. As written above, education plays a vital role in the nation's life, one of which is building national character. In this education, the character values of students will be developed because every human being has good character within themselves, but these character values are developed or left alone. In the universal context, character education emerged and developed initially based on the idea that schools are not only responsible for making students intelligent but also for empowering students to have moral values that guide them in everyday life (Samani & Hariyanto, 2013, p. 10; Mu'in, 2011; Sudrajat, 2011).

History education has a role in shaping national character and instilling cultural values (Rulianto, 2018). The purpose of studying history is to instill a national spirit and love for the homeland, nation, and state and to be aware of the answer to what he was born for (Kasmadi, 1996, p. 13; Heri, 2014). History learning functions to make students aware of the process of change and development of society in the dimension of time and to build historical perspective and awareness in discovering, understanding, and explaining national identity in the past, present, and future amid world change (Agung & Wahyuni, 2013, p. 56). Internalizing character values in history learning is a necessity. This is because history learning has the potential to be a medium for transmitting character values through past events and role models in heroes (Ahmad, 2014).

History is a story about the collective experiences of a community or nation in the past (Aman, 2009). Personally, experience shapes a person's personality and, at the same time, determines his or her identity. A similar process occurs in collectivities, namely their collective experience or history, which forms their national personality and, at the same time, their national identity. A nation that does not know its history can be likened to an individual who has lost his memory, namely a senile or mentally ill person, so he loses his personality or identity (Subagyo, 2010, p. 280; Sumawijaya & Eradicating, 2015).

Schools in urban and rural areas have also implemented character education in their respective schools. However, of course, some things will differ slightly between schools. If you look at the geographical location, it is different. Apart from that, from a psychological perspective, it will differ from urban and rural schools. However, we cannot deny that there are irregularities or dishonesty in the world of education in every school. The school sample that will be taken for research is SMA Negeri 1 Jeruklegi, one of the schools in rural areas, while the school in urban areas is SMA Negeri 1 Cilacap.

The reason for the need to research character education in rural and urban schools is to find out how to implement history learning oriented towards character education, which includes planning, implementation, and assessment of history learning oriented towards character education, as well as its actual implementation, in the two schools which have different geographic locations. Apart from that, character education is the foundation of a nation. A nation with a strong character can establish itself as dignified and respected by other nations. Therefore, becoming a nation with character is what we all want, and apart from that, it is also driven by conditions of moral degradation in the Indonesian nation, which is currently out of control (Kemendiknas, 2010, p. 1). So, character education in history learning is appropriate if implemented well.

Method

This research uses qualitative methods based on the context of the problem studied by researchers. The qualitative method is a research method based on the philosophy of postpositivism, used to research natural objects (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively, and snowballing, triangulation (combined) research techniques, data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono (2012, p. 15; Anggito & Setiawan, 2018).

Meanwhile, the researchers chose a case study strategy. Yin (2006, p. 1) case study is one of the research methods in the social sciences. In general, a case study is a more suitable strategy if the central question of research concerns how or why, if the researcher has little opportunity to control the events to be investigated, and if the research focuses on contemporary (present) phenomena within a real-life context. Case studies are better understood as an approach to studying, explaining, or interpreting a case in its natural context without any intervention from outside parties. Therefore, researchers use a case study strategy so that research on character education in history learning can be described more thoroughly and in-depth.

The informants in this research were the principal, head of curriculum, and history teacher from SMA Negeri 1 Jeruklegi, as well as the principal, deputy head of curriculum, and history teacher from SMA Negeri 1 Cilacap. Apart from that, the researcher also interviewed several students from the two schools; the researcher selected the students based on recommendations from the history teacher. The students used as informants here are students from class XI IPS. Data collection techniques are observation, interviews, and documentation. To test the validity of the data, researchers used triangulation techniques. Data analysis in this research uses interactive analysis methods. Qualitative data analysis using an interactive analysis model consists of activities simultaneously: data reduction, data presentation, and conclusion (Miles & Huberman, 1992, p. 16).

Results and Discussion

A learning plan is a term given to a statement regarding the details of the desired results, and it is a tool for carrying out learning activities to achieve the expected results within a certain period. The lesson plan should tell a straightforward story, namely the teacher's plan, right or wrong, to teach his students over a certain period. What will teachers and students do? This written "story" must demonstrate the teacher's sincerity and flexible and informal plans (Kochhar, 2008, p. 522). Based on the research results, all teachers, including history teachers, have implemented the learning planning program at SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap. One of the purposes of making learning plans is so that teachers have thorough preparation and signs by the RPP so that the RPP does teaching. The teacher will make a learning plan at the beginning of the year before learning begins. The learning plans included the syllabus and lesson plans.

The research results show that the government already has the syllabus for making learning tools such as syllabi, so the syllabus for all high schools in the district Cilacap is the same. Meanwhile, RPPs are made by looking at the KI and KD listed in the syllabus, and when making RPPs, they are adapted to each school's environment. However, before each teacher makes the lesson plans, an MGMP meeting is held; in this meeting, the teachers discuss and exchange ideas with other teachers to find out how to prepare and develop good learning tools. Each teacher also makes annual programs and semester programs by the educational calendar. The educational calendar is initially from the education office, but in practice, it is adjusted to the schedule of school conditions. Research on the learning tools used by history teachers at SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap shows that these learning tools have been developed by integrating the values developed in national character education into the syllabus

and lesson plans. Especially in the RPP, core competencies, essential competencies, and indicators are divided into four competencies, where in competencies 1 and 2, there are spiritual competencies and attitude competencies in which there are insertions of character values to be conveyed.

The preparation of learning planning includes a syllabus. However, this syllabus already exists from the Ministry of Education. However, in preparing the syllabus, the character values contained in the Core Competencies have been inserted. This syllabus is further developed into a Learning Implementation Plan (RPP) adapted to each school's conditions. -each. For learning planning implemented in the 2013 Curriculum, there have been additional textual character values, such as core competencies one and two, which are spiritual and attitudinal competencies. The character values listed are honesty, discipline, caring, cooperation, tolerance, peace, politeness, responsiveness, and proactive. However, the steps for learning in the RPP do not include the integration of character values. So, in this case, there is undoubtedly a lack of conformity between the core competencies and the learning steps in the RPP, and it can be said that the RPP created is unsuitable for implementing character education in history learning.

Character education guides students to become complete human beings with character in the dimensions of heart, mind, and body, as well as feelings and intentions (Sovisii, 2017; Julaiha, 2014). Character education can be interpreted as values education, character education, moral education, and character education, which aims to develop student's abilities to make good and bad decisions, maintain what is good, and realize the goodness in everyday life wholeheartedly. Character education can also be interpreted as a planned effort to make students know, care about, and internalize values so that students behave as human beings (Samani & Hariyanto, 2013, p. 45).

Based on data obtained by researchers at both SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap, it can be seen that character education was already a school program before it was promoted by the government, especially in the 2013 Curriculum there is more emphasis on character values that must be applied in every learning. Even though the implementation for schools in rural areas, namely SMA Negeri 1 Jeruklegi, is less than optimal, as far as observations from researchers are concerned, the implementation of character education at SMA Negeri 1 Jeruklegi is considered sufficient because it is balanced with the availability of complete facilities. Apart from that, at SMA Negeri 1 Cilacap, posters display the meaning of character values on every side of the school. In every class, there are also posters or leaflets about cleanliness or caring about waste, where these posters are the work of students of SMA Negeri 1 Cilacap.

Character education through history learning at both SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap has been implemented by history teachers by integrating it into the learning process. History teachers at the two schools not only integrate character values into the form of knowledge in the learning process but also encourage their students to develop good character in their students. Every history lesson material contains many good character values; in this case, history teachers strive to convey these values well to students. To develop character in students, history teachers utilize teaching and learning activities to foster character values in students.

Based on observations made by researchers at a rural school, SMA Negeri 1 Jeruklegi, in this class, the teacher instills character values: cooperation, curiosity, a love of reading, a love of the country, and responsibility. The teacher shows a concrete example of cultivating the character value of liking reading by motivating to cultivate reading during learning. The student's attitude is shown by reading or looking for material related to the discussion material in source books or the internet. This shows conformity with the syllabus and lesson plans developed by the history teacher at SMA Negeri 1 Jeruklegi, precisely by those in the core competencies, essential competencies, and indicators. However, the learning steps in the RPP are not the actual learning steps implemented in the lesson plan. Learning process. This is, of course, a discrepancy that occurs when preparing lesson plans for the learning steps.

Meanwhile, observations made by researchers at schools in urban areas, namely SMA Negeri 1 Cilacap, show that in these classes, teachers instill character values: cooperation, honesty, tolerance, and work. Hard, likes to read, curious, loves the country, responsible and caring. A concrete example of instilling the character value of liking to read during learning activities is when teachers motivate students to diligently read historical literature, either from books or the internet. Then, students instill the character value of liking to read, manifested in students' visits to the school library to look for history books related to the material to be discussed. This shows conformity with the syllabus and lesson plans developed by the history teacher at SMA Negeri 1 Cilacap, precisely by those in the core competencies, essential competencies, and indicators. However, the learning steps in the lesson plans are not the actual learning steps implemented in the lesson plan. Learning process. This is, of course, a discrepancy that occurs when preparing lesson plans for the learning steps.

Meanwhile, the obstacles experienced by teachers when implementing character education in history learning at both SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap, the first of which is time. The time here is because learning at these two schools is only for five days, namely Monday-Friday. Second, the environment and environmental constraints here are where

children or students play or live, where this factor is usually dominant in influencing the child's character. Usually, an environment with a good background will lead to a child having good character. Conversely, an environment with poor character usually negatively influences the child's character development. Third, the character of students and teachers is important because each person has a different character. Usually, there is also special treatment when meeting different child characters. Apart from that, as time goes by, if the implementation of good character education does not balance it, it will make students become people who lack character values. Fourth, namely learning methods, learning methods also influence the condition of students because each learning method has advantages and disadvantages, so not all students can accept or follow the learning methods the teacher applies. Fifth, distance. This last obstacle is intended explicitly for SMA Negeri 1 Jeruklegi because the location of this school is in a rural area, and many of the students who study here also live far from the school. Assessment of the learning process is an effort to give value to the teaching and learning activities carried out by students and teachers in achieving teaching goals. This assessment shows how effective and efficient it is in teaching objectives or changes in student behavior. Therefore, the assessment of results and the learning process are related because the results result from the process (Sudjana, 2009, p. 3).

The results of research on assessments developed by teachers oriented towards character education at SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap show that assessments oriented towards character education carried out by these two schools have been implemented. However, the assessment is not conducted comprehensively, specifically only through observations during learning activities and in the school environment. Assessment of student character usually does not only come from one teacher who is the homeroom teacher but all teachers who usually teach several classes and see student behavior, who will then report the results of the child's attitude assessment to each homeroom teacher and include an attitude score. This is on the student's report card. Teachers usually also consider this character assessment when making report cards. When there are students whose scores are less than the KKM, even though the student's character has been good so far, this is usually a consideration for the teacher to raise the student's score so that they reach the KKM.

Based on the lesson plans made by history teachers at the two schools, the assessment techniques also include 3 (three) aspects of assessment: cognitive, skills, and attitudes. The attitude assessment stated in the RPP contains 3 (three) elements of attitude: discipline, responsibility, politeness, and cooperation. Meanwhile, for each attitude assessment rubric, a score is given. After the scores are collected, the results are entered into the assessment criteria

containing good, good, sufficient, and poor. The teacher will enter this value into the student's report card based on the results of this attitude assessment. Meanwhile, the results of student assessments after character education is applied in history learning, based on observations and interviews at SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap, have shown relatively good results. During the observations by researchers, the students of SMA Negeri 1 Jeruklegi and SMA Negeri 1 Cilacap showed good attitudes, politeness, and character. After implementing character education in history learning, students gained many positive things, including becoming more disciplined, caring, and loving toward their homeland. Students who initially did not know or understand history gradually understood history and the meaning behind every historical event.

Based on the results of research regarding character education in history learning at Senior High Schools (SMA) in rural and urban areas in Cilacap Regency, if you look at the three existing problem formulations, it turns out that there are no prominent differences between the two schools, in this case, it can be said that the process The cultivation of character values in history learning is almost the same between schools in rural and urban areas. This may occur because of several factors related to history teachers using standard criteria. One is seen from the educational perspective of the history teachers at both schools. The teachers at both schools turned out to be undergraduate graduates with a history education study program. Second, regarding the experience of teaching history teachers at the two schools. From the results of interviews with history teachers at the two schools, it turns out that the experience of teachers in rural and urban areas is not much different, only five years apart in terms of years of teaching; in this case, teachers in urban areas have more extended experience than history teachers, which is in the countryside. The third concerns the participation of history teachers in several teacher activities outside of school. Examples of history teachers' participation outside the environment include education and training activities, technical guidance (technical guidance) regarding the implementation of the 2013 Curriculum, history MGMP (Subject Teachers' Conference) associations, and so on.

Conclusion

The following conclusions can be drawn based on research regarding character education in history learning at Senior High Schools (SMA) in rural and urban areas in Cilacap Regency. First, the syllabus and Learning Implementation Plan (RPP) manifest history learning planning oriented toward character education. The learning plans made by history teachers at the two schools show that learning tools have been developed by textually integrating character values,

such as core competencies one and two, which are spiritual and attitudinal. However, the learning steps in the RPP do not include the integration of character values, so in this case, there is undoubtedly a lack of correspondence between what is in the core competencies and the learning steps in the RPP, and it can be said that the RPP created is not suitable for implementing character education in learning. History. Second, the implementation of character education in history learning is carried out by history teachers by integrating it into the learning process. History teachers at the two schools not only integrate character values into the form of knowledge in the learning process but also encourage their students to develop good character in their students. For schools in rural areas, namely SMA Negeri 1 Jeruklegi, when teaching history, teachers instill character values: cooperation, curiosity, a love of reading, love of the country, and responsibility. Meanwhile, for schools in urban areas, namely SMA Negeri 1 Cilacap, when teaching history, teachers instill character values: cooperation, honesty, tolerance, hard work, love of reading, curiosity, love of the country, responsibility, and care. The learning process conforms with the syllabus and lesson plans developed by history teachers in both schools, precisely according to core competencies, essential competencies, and indicators. However, the learning steps in the lesson plans are not the learning steps implemented in the learning process. Third, the history learning assessment developed by the teacher shows that the two schools have implemented assessments oriented toward character education. However, the assessment is not carried out precisely; it is only done through observations during learning activities or in the school environment. The attitude assessment criteria are listed in the RPP. Teachers usually use this character assessment when making report cards. Overall, it can be concluded regarding character education in history learning at Senior High Schools (SMA) in rural and urban areas in Cilacap Regency; if you look at the three problem formulations, it turns out that there are no prominent differences between the two schools, in this case, it can be said that the process of instilling values characters in history learning almost the same between schools in villages and urban areas. This may occur because of several factors related to history teachers using standard criteria. One is in terms of the history teacher's education, teaching experience, and the history teacher's participation in several teacher activities outside of school.

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