

**The Role of History Teachers in Developing Student Character Through Learning Local History at SMA Negeri 1 Ambarawa**

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**Abstract**

The purpose of this study is to determine the focus of local history learning, a manifestation of the role of the history teacher, and the constraints and efforts that history teachers make to develop students' character. This study employed qualitative phenomenological research. (2) The manifestation of the role of the history teacher was as a facilitator to facilitate student learning by providing, managing a classroom, giving examples, and evaluating local history teaching to XI IPS, as a supervisor to assist, direct, motivate, be a counselor and liaison between generations in learning local history, as a creative stimulus to give variations in teaching and add a source of local history. (3) The constraints faced by teachers were formed of students' character, which was different between their house and the school, difficulties in adjusting characters to be achieved with the given material, difficulties in understanding the psychological condition of each student, the lack of supervision of students and social influences on the environment. Teachers' efforts by giving a good example, advising, guiding, motivating, using a personal approach, and providing religious knowledge were very good for developing students' character, especially in local history learning.

**Keywords:** *Teacher's role, Character, Local History Learning.*

**Introduction**

National education must be able to foster a patriotic spirit, strengthen the sense of love for the homeland, increase the spirit of nationality, social solidarity, awareness of the nation's history, respect for the services of heroes, and be oriented to the future (Sumarsono, 2005, p. 5). The role of history teachers is one of the keys to the success of every student's development. Teachers have roles such as (1) Educating with an emphasis on providing direction, guidance, and motivation for the achievement of better learning goals, (2) Providing facilities for achieving goals through adequate learning experiences, (3) Helping the development of aspects of students' aspects such as attitudes, values, and self-adjustment, not only limited to teaching lessons but able to stimulate students to be more active and creative (Slameto, 2015, p. 97). History teachers, apart from being educators, must be able to be facilitators, supervisors, and stimuli of creativity for the process of student development that is carried out sustainably.

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Continuous learning of history, both from the aspects of time and events, is necessary so that, later, each individual can place himself in the middle of society. History learning combines learning and teaching activities in which it learns about past events (Widja, 1989, p. 23). Learning history is not just memorizing facts through listening, taking notes, and memorizing but covering all aspects. Sartono Kartodirdjo in Suryani (2013:209) states that in building the nation's character, history teaching does not solely provide historical knowledge as a collection of historical facts but also aims to make students aware or awaken historical awareness.

Brian Garvey and Mary Krug explain the importance of studying history (Supardi, 2014, p. 94) and that studying history has several meanings: (a) To acquire knowledge of historical facts. (b) To gain an understanding or appreciation of past events or periods or people. (c) To acquire the ability to evaluate and criticize historical writing. (d) To learn the techniques of historical research. (e) To learn how to write history. Local history learning was chosen because it has special characteristics supporting character development. The characteristics of local history learning were stated by Taufik Abdullah (Priyadi, 2012, p. 77), which can be divided into four groups, namely: (a) Local history learning, which is focused on a specific event, the study of special events or what is called elemental l'evenement. (b) Local history learning emphasizes the structure. (c) Local history learning takes the development of certain aspects in a certain period (thematic). (d) General local history learning that describes the development of a particular region.

Learning local history better guides students in motivating and interpreting every event that occurred in the past. In addition, it leads students to become better people morally, personally, and in terms of character and historical awareness. According to Hamid Hasan (Mulyana, 2007, pp. 187-188), emphasizing that local history holds the leading position because it is related to the immediate environment and culture of students, this local history material is the basis for the development of students' personal, cultural, and social identities. An education system based on local wisdom related to the formation of citizens and nation-states that develop proactively will be able to face the new challenges of globalization (Sariyatun, 2013, p. 231). Learning local history is a means of forming national identity through historical and cultural awareness (Kamang et al., 2019). Learning local history is also a teacher's approach to introduce students to the local wisdom around them. Local history learning is closely related to character development, where historical value affects the elements that form the character (Supriatna, 2019). The relationship between character development and local history learning has become very strong, where the positions of the two influence each other (Suradi, 2018). The locality, temporal, and historical aspects of local history support the values contained in

character development regarding the environment. Values in character development related to local history are social and environmental concerns, nationalism, nationalism, and respect for diversity (Jumardi, 2017). This relationship can be seen in how the historical local environment shapes the students' character according to the environment in which they were raised. According to Asmani (2011:30-31), a child will be emotionally intelligent with character education that is applied systematically and continuously.

Local historical aspects in locality, temporal, and historical make local history learning in character development suitable for application in the Ambarawa area. Ambarawa has local peculiarities in the form of events, phenomena, and traditions that still exist today. The local peculiarities of Ambarawa can be seen from the many historical relics of the past, social phenomena, and traditions in the lives of people in the area. The relationship between the community and the surrounding environment is a social phenomenon that describes a societal pattern. This phenomenon better explains how the attitude of the historical environmental community. Temples, stone statues, and buildings from the colonial period dominate historical relics in the Ambarawa area.

Relics of the prehistoric period to the Hindu-Buddhist period include the sites of Gedong Songo Temple, Dukuh Temple, and Ngempon Temple. In addition to temple sites, there are many stone statue sites and yoni phalluses in Karangpawon, Banjaran, Candirejo, Baran, Jubelan, Sumowono, Banyubiru, Tuntang, Bergas, and Bandungan. The presence of tombs of Islamic figures, such as the tomb of Kyai Joyoproyo in Banyubiru and Kyai Lembah in Ambarawa, marks the relics of the Islamic period. The history of the colonial period in Ambarawa is marked by the relics of buildings and public facilities such as the Palagan Ambarawa Museum, Palagan Ambarawa Monument, Ambarawa Railway Museum, Willem 1 Fort (Ambarawa Fort), Jago Tower and Church, and Military Camp Complex.

The problem arises from the attitude and behavior of students in class XI of Social Sciences of SMA Negeri 1 Ambarawa, who still need historical awareness. The awareness is like participating in efforts to preserve local historical relics according to their abilities. This can be seen from the indifferent attitude, lack of concern for the surrounding environment, and tendency to take actions that damage historical heritage. Students should have responded to local history learning that discussed historical relics in Ambarawa. The adolescent social environment in Ambarawa has a significant impact on the development of students in class XI IPS. In addition to its historical value, the Ambarawa neighborhood is famous as a gathering place for teenage motorcycle gangs who used to do wild races in the Ambarawa Ring Road area. Music events that are held every weekend are often abused as a venue for drinking parties

for students. Parental supervision is essential, considering that in terms of area, Ambarawa is close to karaoke nightlife venues in Bandung. This aspect of the social environment makes the role of history teachers in developing students' character in the environment very necessary. The purpose of this study is to find out the meaning of several aspects that are studied by the researcher, such as (1) the focus of learning local history in class XI IPS SMA Negeri 1 Ambarawa, (2) the form of the role of history teachers as facilitators, guides and stimulus for creativity, (3) obstacles and teachers' efforts in developing students' character about the environment.

### **Method**

This research is phenomenological qualitative research. According to Denzin and Lincoln in 1987 (Moleong, 2011, p. 5), qualitative research uses a natural setting to interpret phenomena that occur by involving various existing methods. Phenomenology is a view of thinking that focuses on human subjective experience and the interpretation of the world. From a phenomenological point of view, researchers try to understand the meaning of events and their relationship to different people in certain situations (Moleong, 2011, pp. 14-17). The data collection technique of this research is using direct observation, in-depth interviews, and document studies (Anufia & Alhamid, 2019). The validity of this research data is checked by triangulation of sources and the adequacy of references. Source triangulation means obtaining data from different sources using the same technique (Sugiyono, 2012, p. 242). Meanwhile, the research data analysis technique uses interactive model analysis, namely: (1) Data Reduction, (2) Data Display, and (3) Verification (Sugiyono, 2012, p. 246).

This research seeks to display the meaning of the role of teachers as facilitators, supervisors, and stimuli for creativity, which, in its implementation, becomes a forum for the role of other teachers. In addition, the meaning of the role of history teachers is also seen when local history learning activities are taught to students (Susilo & Sarkowi, 2018). Local history learning is used as one of the efforts in developing students' character about the environment. Local values contained in learning local history are used to encourage students to have a greater historical awareness of the surrounding environment. Historical awareness in students is used as an element that forms students' character about the environment. Based on this approach, the Role of Student History Teacher Development through Local History Learning at SMA Negeri 1 Ambarawa, its meaning can be explored more deeply according to the conditions and realities that occur. The goal is for the experiences that have been passed to positively impact themselves and their environment (Rahmat, 2018).

## **Results and Discussion**

### **Focus on Learning Local History in the Character Development Process of Class XI IPS Students of SMA Negeri 1 Ambarawa**

Taufik Abdullah defines the local history in Ambarawa as local history. Local history is an area whose boundaries are determined by the author's agreement; it can be in the form of 2 to 3 administrative regions or even a city or village. This research is also by Widja (1989:12-13) regarding local history, which is the study of community life, especially the community of a specific neighborhood, in the dynamics of development in various aspects of human life. This study uses holistic theory to examine all elements that have been studied so that they can become a complete unit (Mulyadi, 2012). The focus of learning local history includes: First, Local history of the events surrounding the battle of Palagan Ambarawa and its legacy. Local history learning in class XI of Social Sciences High School Negeri 1 Ambarawa emphasizes local history during the colonial period. Apart from the losses caused by colonialism, the local history of the colonial period in Ambarawa also left historical relics that still exist today. These relics are the Palagan Ambarawa Monument and Museum, the Ambarawa Railway Museum, Fort Willem I, the Jago Tower and Church, and the Jam Monument, a colonial-era building complex in the Gamblok Market area.

Heroic values can be taken from the persistent struggle of heroes such as General Soedirman and Lt. Col. Isdiman in the battle of Palagan Ambarawa. The attitude of never giving up, nationality, and nationalism are very high in the heroes (Chaerulsyah, 2014). The social aspect that can be taken from the events around the battle of Ambarawa is the role of food providers in the form of "Nasi Nuk," or emergency public kitchens, to supply the needs of the soldiers during the war. Economic and political aspects are depicted in the market system and life that existed during the colonial period in Ambarawa.

*Second*, the local history of Hindu Buddhist relics in the Ambarawa area and its surroundings. The material taught about the history of the Hindu-Buddhist period is more about the kingdom's development and the socio-political and economic life. The relics around Ambarawa are only used as examples that students can still see directly. The relics of the Hindu-Buddhist period that are often used as examples are the Gedong 9 Temple in Bandungan, the Ngempon Temple in Bergas, and the Dukuh Temple in Banyubiru. Other relics in the form of sites in the Semarang Regency area include: (1) Yoni in Brongkol, Jambu, (2) Temple hamlet site in Candigaron village, Watu Lumpuk site, Jubelan, Sumowono, (3) Lingga Yoni site in Sumurup

Asian village, Yoni Karangpawon in Candirejo, Temple site in Kalibeji, Yoni site Sejambu, Tuntang, (4) Ngentak Temple site in Ngampin village, Statue site in Baran, Ambarawa District. *Third*, local history, local history of the Islamic period, and its legacy. Teachers more often use the relics of the Islamic period to associate the tombs of influential figures in the Ambarawa area with the traditions that developed in the community. A tradition that is still carried out today is Nyadran. In addition, there is a tradition of pilgrimage to the grave and year at the tomb of Kyai Joyoproyo, one of the followers of Prince Diponegoro, located in Banyubiru. The remains of Kyai Lembah's or Yasir Wanasalam's tomb, who founded or discovered the Ambarawa area, are in Kepatihan village, Kranggan village, and the Ambarawa district. *Fourth*, the insertion of local traditions that develop in the Ambarawa area in learning local history. The traditions usually carried out by the people of Ambarawa are (1) Tuguran / Congratulations, which is carried out on the night of August 17 every year. This tradition is carried out as a form of remembrance of the services of the heroes who have died in defending the Republic of Indonesia in Ambarawa. (2) November 10 commemoration at the Palagan Ambarawa Monument complex. This tradition is carried out once a year on the night of November 10, and it aims to recall the services of heroes by planting nationalism and as a form of preserving heroic traditions in Ambarawa. (3) The tradition of Merti Desa is almost the same as that of other regions, and it is used as a symbol of gratitude to God Almighty. (4) The tradition of pilgrimage to the grave and year carried out at the ancestors' grave. This tradition is related to the tradition of the Javanese Muslim community by praying for people who have died first.

### **The Role of Teachers in Developing the Character of Class XI Social Sciences Students through Local History Learning at SMA Negeri 1 Ambarawa**

The relationship between teachers, students, the environment, the community, and education can affect students' character development. Other aspects support the social interaction of history teachers in developing students' character. Direct relationships between teachers and students can occur directly outside of learning hours or indirectly through local history learning in the classroom. Teachers can teach local history material to students that contains heroic values through education in schools (Setianto, 2019). The local history learning teachers provide to students is also assisted by tangible evidence of heritage in the community. History teachers teach local history through examples of community life and heritage around the school environment.

*First*, the role of teachers as facilitators is to be teachers and a source of learning for students, to be able to manage classes, and to be demonstrators and elevators in learning. The results of the researcher's observation in class XI of Social Sciences of SMA Negeri 1 Ambarawa reflect this role in the daily activities of teachers who prepare lesson plans, teach class XI social studies, and evaluate the course of learning. This role is carried out with the aim that all students can receive the lessons taught and develop into active, creative, and caring students around Ambarawa. In addition, in learning history, teachers must be able to take advantage of technological advances in presenting material not only with lectures or reading.

*Second*, history teachers are guides; when guiding students, teachers are also motivators in learning; teachers carry out their role as bridges between generations in delivering material and acting as counselors to solve student problems. The form of the supervisory role carried out by GS 1 for grades XI IPS 1 to IPS 4 is to bring their students closer to the environment. They relate learning to actual conditions around students, especially in the Ambarawa environment.

*Third*, the role of teachers as a stimulus for creativity represents the role of teachers as seekers and authorities because, with this spirit, teachers must be able to invite their students to think more creatively and actively look for things that are not yet known. History teachers must be able to develop local history learning concepts. The concept developed must be based on the dimensions of local history learning, not only history but also the present and future (Hasan, 2019). When entering class XI Social Studies, the researcher's observation in terms of student creativity can be seen from the classroom decorations, such as photos of heroes and 3D shapes from Rumah Gadang and Colosseum. Students also tend to want to find out history by asking teachers about the courage of students in presenting the results of the material they have read (Anas & Pdl, 2014).

### **Obstacles and Teachers' Efforts in Developing the Character of Class XI Social Sciences Students through Local History Learning at SMA Negeri 1 Ambarawa**

The obstacles experienced by history teachers in developing character include: First, the character formed by history teachers at school, sometimes clashes with the character that has been formed from the beginning in the family environment. Second, history teachers need help adjusting what character they want to achieve with the material that will be delivered during the local history learning to be taught. Third, history teachers still find it difficult to understand one of the psychological conditions of children when learning history because students tend to

be passive in class. Fourth, obstacles in terms of lack of supervision of students after being outside school and factors of technological development and internet abuse. Fifth, the obstacles obtained from the social factors of students in the environment outside of school cause behavioral changes that are not by what is taught in school. Teachers have made several efforts to overcome these obstacles so that character development runs optimally (Mahmudah, 2018). History teachers give good examples and often advise students by inviting them to reflect on all the bad things done during history learning hours. In addition, teachers should always remind students to comply with school and family rules. History teachers approach their students personally and provide input on good things that can be done and bad things that should not be done. Overcoming obstacles to character development is also carried out by teachers when they carry out their role as facilitators, companions, and stimuli for creativity in learning local history (Wardan, 2019). History teachers use local history learning to convey, teach, and motivate students to develop well. It is done to guide students to explore good values in local history with technological advancements, which can be applied in students' lives today.

### **Conclusion**

The focus of learning local history in the process of character development of grade XI social studies students at SMA Negeri 1 is: (1) Learning local history of the events surrounding the battle of Palagan Ambarawa, both in terms of politics, economics, and social and the relics of colonial buildings. (2) A study of the relics of the Hindu-Buddhist period in the form of temples, especially Gedong 9 Temple, Ngempon Temple, and Dukuh Temple. (3) The study of the Islamic period relics associated with the tradition of year, pilgrimage to the grave, and nyadran that developed in the Ambarawa community. (4) Insertion of local traditions that develop in the Ambarawa area in local history learning, including the traditions of Tuguran, Merti Desa, and the commemoration of November 10 in Palagan Ambarawa.

The manifestation of the role of teachers in developing the character of class XI social studies students through local history learning at SMA Negeri 1 Ambarawa is: (1) History teachers act as facilitators whose implementation history teachers facilitate their students with learning plans that are made, in addition to that history teachers facilitate students by becoming learning resources, teachers, managers, demonstrators, and elevators in learning local history. (2) History teachers act as guides who act like parents, accompany and direct, in addition to guiding by acting as motivators, bridging between generations in learning local history, and



becoming counselors. (3) The role of history teachers as a stimulus for students' creativity by providing variety in learning local history to make it more interesting, acting as a seeker to enrich knowledge by constantly looking for local historical sources and as an authority.

Obstacles and efforts of teachers in developing the character of class XI social studies students through local history learning at SMA Negeri 1 Ambarawa are: (1) The character formed by history teachers at school, sometimes clashes with the character that has been formed in the family environment. (2) Difficulties for history teachers in adjusting the character they want to achieve with the material to be taught. (3) History teachers have difficulty understanding the psychological condition of students who tend to be passive. (4) Lack of supervision of students after being outside of school, technological developments, and internet abuse. (5) Students' association with an environment outside the school causes behavior changes that are not reflected in what is taught in school.

History teachers' efforts in developing students' character by setting a good example, advising and guiding students not to violate the rules, taking a personal approach, motivating students to be active and willing to participate in school activities and organizations, and equipping students with religious knowledge.

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