

Internalization of Socio-Cultural Values Through History Learning in Class X of SMA Semesta SemarangClaudia Cici Nindhika¹, Bain², Ibnu Sodik³**Abstract**

This research aimed to find out and analyze the learning process of history in SMA Semesta Semarang, find out and explore the implementation of socio-cultural values through history learning, and find out and examine the internalization of socio-cultural values in history learning in SMA Semesta Semarang. This method of this research is a descriptive qualitative. The subject of this research was the history teachers of grade X in SMA Semesta Semarang. The data collection was done using observation techniques, interviews, and documentation. In determining the validity of the data, this study used source triangulation. The data analysis technique was an interactive model for data reduction, presentation, and conclusion. The results showed that history learning in SMA Semesta Semarang had been running well. Before starting the learning activities, teachers first prepare a lesson plan. The lesson plan referred to Curriculum 2013. The teachers used the CTL (Contextual Learning) model and the lecturing method in the learning process. The implementation of socio-cultural values through historical learning was done by teachers spontaneously in the learning activities, and it was not written in the lesson plan. Internalization of the values of character education in the learning process was done through the learning activities in or outside the school. The process of internalizing socio-cultural values through the learning activities in the classroom was divided into three stages: Transformation, Transaction, and Trans-internalization. The internalization of socio-cultural values outside of the classroom learning activities was done through various school activities and habituations such as the presence of honest canteens, religious activities, and visiting historical places—keywords: internalization; values; social-culture.

Keywords: *Internalization, Values, Social Culture*

Introduction

In line with the flow of globalization and developing technology, the flow of increasingly accessible information and modern lifestyles, in addition to making it easier to know various information in various media, on the other hand also has a negative impact, especially for adolescents (Gustam, 2015; Faiza et al., 2018). According to data from the Central Statistics Agency (BPS), the number of juvenile delinquency cases in Indonesia reached 7,007 in 2013 and increased to 7,762 in 2015, indicating a 10.7% rise from 2013 to 2014. These cases involved various offenses such as violence, theft, promiscuity, and drug abuse. This increase suggests a troubling trend in youth behavior that requires serious attention from the government, parents, and society to minimize its impact and promote better outcomes for the younger generation.

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Every year, various efforts continue to be made by the government to reduce the number of juvenile delinquents, one of which is through education. This phenomenon improves the world of education, so character education is critical today, and later, character education can change society for the better. Education is one of the efforts to improve quality (Atno, 2010; Prihatin et al., 2020).

Various innovations are carried out to achieve national education goals, including launching national character education through various educational processes. National character building is an alternative to realizing a generation of nations that comprehensively understand their nation's identity (Syaiful, 2011; Latifah, 2014; Amar et al., 2017). From an educational point of view, the character can be interpreted as a process of internalization of the main characteristics that are unique characteristics of a society that are conveyed to students so that they can grow and develop into adult human beings through the cultural values of the local community (Ahyani, 2017; Widya et al., 2014; Oktarosada, 2017; Salsabila, 2020).

Because it is expected to be an internalization of the main qualities that are desired, character education should be taught, among other things, through habituation to value education, which is something that is considered good, widely accepted, and then becomes the basis for behavior that is carried out responsibly. History is a story about human life in the past that is arranged systematically, chronologically, and objectively based on credible evidence (Suwito, 2011; Rony et al., 2020; Syarbini, 2014).

SMA Semesta Semarang is a boarding school with a mission to internalize knowledge, as evidenced by experiments and a non-stop learning process. This is in line with the purpose of this study, which is to find out and analyze the role of history learning in internalizing socio-cultural values in students at SMA Semesta Semarang. Based on the above thoughts, a study titled "Implementation of Socio-Cultural Values Through History Learning in Class X Students of SMA Semesta Semarang for the 2017/2018 school year" was conducted.

Method

This research uses a qualitative method to produce data in words. (Tsabit, 2014). This research uses the qualitative paradigm with a phenomenological approach (Irawati et al., 2018). The phenomenological approach was chosen with the consideration that the title of the research is related to the process of internalizing socio-cultural values, so it requires in-depth interviews to be able to reveal how students internalize socio-cultural values in themselves and what values have been successfully actualized in their behavior, and the object of the research is the

Individual's perception or view of the internalized socio-cultural values and how to internalize these character values (Widya et al., 2014; Subadi, 2006; Widianoro, 2019)

This research was conducted at SMA Semesta Semarang in Gunungpati, Semarang. This research was carried out from November 2017 to December 2017. The subjects of this study are history teachers, homeroom teachers, dormitory coaches, and students at SMA Semesta Semarang. Purposive sampling was used to determine the research subject. The purposive sampling technique selected several respondents and adjusted them to the research objectives (Rahardi et al., 2016; Kurniawati et al., 2016). In phenomenological studies, individuals who will be used as informants are those who can provide reasonable explanations. The informants in this study are history teachers, homeroom teachers, dormitory coaches, and students. To obtain data in this study, techniques were carried out using the following methods: non-participant observations, in-depth interviews, and documentation (Sayidah, 2018; Azimah, 2013; Habibah, 2018). The data analysis technique refers to the data analysis steps proposed by Miles as follows: (1) data collection, (2) data reduction, (3) data presentation, (4) decision-making or verification (Sari et al., 2020; Rukajat, 2018; Aini, 2018).

Results And Discussion

History Learning at Semarang Semesta High School

The history learning process at SMA Semesta Semarang can be divided into several stages. History teachers undergo three stages to internalize socio-cultural values in history learning: planning, implementation, and evaluation. Planning activities begin with teachers making Learning Implementation Plans (RPP). The Learning Implementation Plan refers to the 2013 curriculum. Learning activities always start with the teacher coming into the classroom on time. Furthermore, the students greeted the teacher, followed by the class leader leading the students to read prayers. After that, the teacher checked the students' attendance one by one. This is intended to instill a disciplined attitude.

Next, it enters the core learning activities. The core activity begins with the teacher explaining the learning objectives to be achieved and what methods will be used to deliver material to students. Teachers use the Contextual Learning (CTL) method to internalize sociocultural values through history learning. The CTL method is quite effective in internalizing sociocultural values in students because the existing material will directly relate to the actual conditions in the environment around students. The learning media teachers use to internalize socio-cultural values include LCD, personal computers (PC), student worksheets, package books, Edmodo, puzzles, pictures, and videos.

The final learning activity does not only end with the teacher saying greetings, but the teacher reflects on the material from what has been learned from the core learning activities and then concludes together with the students. The evaluation of history learning applied by history teachers includes several aspects, namely cognitive, affective, and psychomotor aspects. So, history teachers are guided not only by the results of mid-semester exams and exams or end-of-semester exams but also by the attitude of students, which is a reference for assessment by teachers.

Application of Socio-Cultural Values Through History Learning

The application of religious values is carried out by telling the perseverance of Hindus and Buddhists in religion. In contrast, tolerance values are applied by telling the story of harmony between Hindus and Buddhists, who were already living side by side at that time.

The application of honest values through history learning based on socio-cultural values by Mr. Siswo as a history teacher at SMA Semesta Semarang is carried out through the storytelling method, namely by taking lessons from the personalities of Javanese kings who have the nature of *mulat sarira hang rasa wani* which means self-reflection and daring to express what they feel honestly and openly. This teaches students to dare to tell the truth without hiding the truth.

The application of the value of cooperation by teachers is carried out through the story method, which takes lessons from the attitude of collaboration of religious people during the Hindu-Buddhist kingdom in building places of worship. The application of the value of hard work by teachers is carried out by the storytelling method, which takes lessons from the heyday of the Sriwijaya and Majapahit kingdoms, whose territory reaches abroad. Of course, achieving this requires hard work from all kingdom elements. In addition, teachers apply the value of hard work through independent assignments.

Internalization of Socio-Cultural Values Through History Learning at Semarang Semesta High School

The context of instilling socio-cultural values through History subjects in class X of SMA Semesta Semarang is quite good. These values are integrated into the learning curriculum at school and instilled in students through learning activities and school culture with a comprehensive approach. Instilling values with a thorough approach is believed to produce graduates who can make moral decisions and have commendable behavior thanks to constant habituation in the educational process.

The comprehensive approach is carried out in two ways: school culture and habituation activities. The context of instilling sociocultural values includes school policies, school climate, school system, and culture that supports the internalization of socio-cultural values in schools, such as habituation and example. School policies that support the program of instilling socio-cultural values are carried out by creating regulations and a climate conducive to internalizing socio-cultural values. The system built through school discipline and dormitory discipline supports implementing socio-cultural values. School entry and exit hours, dress codes, hair, hygiene, security, attendance levels, and others are arranged in such a way as to create a culture of discipline in the school. Students carried them out.

Habituation is carried out through a program of school activities routinely carried out daily. Activity programs include congregational prayer activities, classroom hygiene pickets, and 3S movements (Smileet al.). Meanwhile, the exemplary aspect is shown by teachers and all school ranks who provide examples of good attitudes and behaviors in daily life so that students can emulate and emulate them as role models.

In addition to the policy and school system aspects, teachers and students also play an essential role in internalizing socio-cultural values. Based on the results of observations and interviews, Siswo Dwi Martanta, a history teacher who is the subject of the research, has graduated from S1, majoring in history. Based on his qualifications, Mr. Siswo has met the expected criteria because he teaches according to his educational background. Teachers' pedagogic, professional, personality, and social competencies are also good. This can be seen from the teacher's ability to process and master the material, classroom management, and the teacher's ability to behave and socialize with students.

The internalization of socio-cultural values in the learning process is done through learning activities in and outside the classroom. Specifically, history teachers directly provide material on socio-cultural values to students. These values are directly integrated into learning activities in the school. The process of internalizing socio-cultural values through learning activities is divided into three stages: 1) transformation, 2) transactions, and 3) transinternalization. The internalization process starts from the transformation stage of students' grades when they hear their teacher directly inform them of the pros and cons of character values and the disadvantages they do not have. Practically, teachers conduct one-way communication with students about what is good and evil. Regarding religious values and tolerance, for example, students understand the virtues of having a spiritual attitude and tolerance and the impact if they do not have such an attitude. The socio-cultural values that teachers often convey are the

Values of discipline, honesty, religion, caring, tolerance, cooperation, social care, and responsibility.

At this stage of transformation, the process of receiving grades occurs. Grades are accepted by students by listening, seeing, and reading. Through the senses of hearing and sight, students gain knowledge about their value, goodness, badness, and benefits in life. Furthermore, after the value transformation stage, namely the value transaction stage. In this stage, there is two-way communication between students and educators, which is a mutual interaction.

At this transaction stage, there is a process of responding to the value. Response means a reply or response to a stimulus received by the five senses. The things that support and background the size of a response are attitudes, perceptions, and participation. Based on the knowledge of the grades received, students respond to the grades received. There are three responses given by students to the understanding of the value that has been received, namely accepting the grade, rejecting the grade, and being indifferent.

The next stage is the grade selection process. This process occurs after a person or student has received some value in him. The students will select some of the grades that students have received. After the grades are selected, students begin to live these values. The process of living values contains the meaning of experiencing and feeling these values in their minds. Living or personalizing values also means feeling honest about the values received in the heart to foster awareness in oneself to do these values.

The last stage of the internalization process is the trans-internalization stage. At this stage, value internalization is carried out through a process that is not only verbal communication but also accompanied by mental attitudes and personality. In addition to classroom learning, teachers internalize socio-cultural values through activities outside the classroom, namely by visiting historical places such as museums and buildings. The characteristics of the students that are the focus of this research are religious, honest, disciplined, tolerant, cooperative, responsible, and challenging work. Based on observations and interviews, the internalization of socio-cultural values in History is in a suitable category. This can be seen from the aspect of the output produced by students. Overall, students in class X of SMA Semesta Semarang have shown honest behavior in their daily lives both in the dormitory and at school. This can be seen from the honesty canteen, which has been running well, has never lost money, and is even tending to make a profit.

In addition, religious values and tolerance have also been seen. This is evidenced by the seriousness of students participating in congregational prayer activities, which are mandatory programs in the school. Students also have an awareness of tolerance with other friends of

Different religions, ethnicities, and races. They voluntarily participate in the success of activities carried out by followers of other faiths, such as when Muslim students organize Eid al-Qurban activities and non-Muslim students help. And vice versa. Students at SMA Semesta Semarang have also become accustomed to living independently. They have also been able to work well together. This can be seen when the clean-up activity is ongoing. They voluntarily worked together to clean the room and the surrounding environment. In addition, they can also do the tasks given by the teacher.

Conclusion

The research and discussion results concluded that the history learning process in class X of SMA Semesta Semarang always prepares a Learning Implementation Plan (RPP) as a reference to estimate and project learning in the classroom. The RPP refers to the 2013 curriculum, which aims to provide a clear material flow for students. The lesson plan used in history learning has yet to include socio-cultural values. These socio-cultural values are conveyed spontaneously during learning activities. Students' socio-cultural values include tolerance, religion, hard work, cooperation, and honesty.

The socio-cultural values applied at SMA Semesta Semarang include religious values and tolerance, manifested by respect between religious people and participation in other spiritual activities. Showing an attitude of cooperation, Gema carried out humanitarian activities that were pursued with a pioneering and exemplary attitude. It shows discipline in daily life, manifested in an attitude of respecting time and obeying rules. Always uphold human values that are pursued with an honest attitude.

Internalizing socio-cultural values through history learning is carried out through five stages. The first is the process of receiving values, the second is the process of responding to values, the third is the process of selecting values, the fourth is the process of appreciating values, and the fifth is the process of applying or actualizing values. History teachers use applied science to carry out the internalization process in the classroom and the school environment. The applied knowledge applied by history teachers is adjusted to the material and is carried out using learning methods outside the classroom and various self-habitation activities.

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