

Students' Perceptions of KH. Ahmad Dahlan and KH. Hasyim Asy'ari i Figures in Forming Student Character at SMA NU 04 Al Ma'arif and SMA Muhammadiyah 02 Boja Kendal Regency

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Abstract

This study aimed to determine understanding, perceptions, and the impact of students' perceptions on KH. Ahmad Dahlan and KH. Hasyim Asyari in building student character at SMA NU 04 Al Ma'arif and SMA Muhammadiyah 02 Boja, Kendal Regency. This research was conducted using descriptive qualitative methods that produce understanding and descriptive descriptions of the research. The results showed that students' understanding varied, as well as students' understanding in general about the biography and services of these figures. Students' understanding has differences; some students do quite well, and some are not good enough. Students' perceptions of the two characters as heroes should be exemplified in terms of their struggles and values of inherited character. The impact of students' character formation from perceptions of figures shapes religious, nationalist, character values, integrity, independence, and cooperation. Several factors influence student character formation, including environmental factors, school, and family.

Keywords: *Perception, KH. Ahmad Dahlan, KH. Hasyim Asyari, Character formation.*

Introduction

The historical experience of the Indonesian nation has proven that education is an essential tool in the struggle to achieve independence, national integrity, and national development (Kumalasari, 2012). In the current development period, the national education system has become more advanced and is expected to provide more prosperity for its citizens, in addition to national unity and unity as well as the formation of national personality and culture (Mahmud, 1990). Education is a cultural process that improves human dignity through a long process that lasts throughout life (long life education) (Indrakusuma, 2011).

Education occurs because of interaction between humans without any boundaries of space and time. Education starts from the family circle, is continued and strengthened in the school environment, places of worship and then enriched in the community environment (Sardirman, 2016). One of them is the history learning process. Teaching history is very important for the formation of a spirit of patriotism and a sense of nationality in students, which will later be applied to students in the social environment outside of school. Learning history is a subject

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that has high value in the world of education and life. Because learning history, which is supported by real evidence and experience, will shape the character of students into students who have a national spirit and a high social spirit. Meanwhile, teaching national history is the best effort to strengthen national unity and instill a spirit of love for the country and a patriotic spirit (Garvey & Krug, 1997). Meanwhile, the strategic role of history teaching in the context of nation-building requires the implementation of history teaching as an understanding and awareness so that it can generate a high spirit of service, full of a sense of responsibility and obligation (Kartodirdjo, 1987, 1996). So far, history learning has only been based on developing ideas about important events in history, and not based on what historical events are important for students (Karnanta, 2013). In fact, if something different from usual is given, if there are any important events for students in historical events, it will produce more effective historical material results in the formation of national character. If historical material is linked to characters, this is very relevant (Ahmad, 2014).

Important historical figures in the journey of the Indonesian nation, they have had a very long journey and have had a great influence, so these figures are often used as inspiration and sources for the nation's character education so that educators must have creativity and innovation in developing and convey any historical material. The aim of studying history in the world of education, especially at elementary to middle school levels, is always linked to certain values such as character building, the spirit of nationalism, and other affective values that are relevant to the goals of national education. History learning places historical facts distilled, for educational purposes. The filtered facts are associated with the student's level of reasoning (Setianto, 2012).

In the journey of the Indonesian nation, there are two very important figures; they are the founders of famous organizations involved in the world of education, society, and politics; these figures are KH. Ahmad Dahlan and K.H Hasyim Asy'ari are Indonesian ulama figures who have an important role in raising awareness of love for their homeland, nation and religion. He is known as a reformer, thinker, and initiator of modern Islamic preaching. In the Indonesian context since 1912, KH. Ahmad Dahlan with the Muhammadiyah organization, and in 1900, K.H Hasyim Asy'ari began establishing Islamic boarding schools as the beginning of the renewal of traditional Islam (Arlen, Sinaga, & Sudjarwo, 2014). KH. Ahmad Dahlan and K.H Hasyim Asy'ari have answered and started Islamic reform by working on the social, da'wah, and educational fields (Hasbullah, 2012). The ideas and reform movements carried out by KH. Ahmad Dahlan and K.H Hasyim Asy'ari, especially through their educational institutions, were very attractive and impressive for Muhammadiyah and NU. KH's courage. Ahmad Dahlan and

K.H Hasyim Asy'ari were able to give birth to the form, style and identity of Islam in Indonesia in the future. KH educational revolution. Ahmad Dahlan from the Islamic organization Muhammadiyah does not only focus on the substance of the material but also on the technical and teaching methodology, for example, the design of the place is made classical, and dialogical, and the teacher uses chalk as a writing tool on the blackboard, and the relationship between teacher and student is not distant (Khadafi & Supriyanto, 2011).

This breakthrough often reaps pros and cons from within the Islamic ummah itself, various kinds of accusations and slander are addressed to KH. Ahmad Dahlan (Mulkhan, 1990; Ni'mah, 2014). However, the passage of time has proven that in the revolution of KH. Ahmad Dahlan used to be an important and relevant pillar for the development of education in today's conditions. Likewise, K.H Hasyim Asy'ari, a figure who plays a role in the Nahdlatul Ulama (NU) organization, wants students to have high ethics, both in learning and in behavior towards teachers and lessons, in addition to a good understanding of science. His thoughts about education are in line with the concept of character education which is currently developing in the current educational environment. These two figures have a big role for schools, especially students, in instilling the value of character education, one of which is through studying history in Senior High Schools (SMA).

History learning does not only provide historical knowledge in the form of information, but history learning also aims to raise students' awareness and instill values from a historical event (S. Amin, 2011). History learning has an important role as part of character education; history learning can also be used to strengthen and fortify oneself so that it is not eroded by the current globalization in an increasingly modern era. Through history learning, which is not only aimed at the cognitive realm in the form of memorizing historical material but with this history learning, students are expected to have the ability to imitate and emulate the actions of a national hero so that students are able to form their character well.

There is a lot of character education from K.H Ahmad Dahlan and K.H Hasyim Asy'ari that students can emulate and practice, such as religious, nationalist, diligent, persistent, cooperative, active, enthusiastic, and persistent (Abidin, 2015; Arlen et al., 2014; Gaddafi & Supriyanto, 2011). By emulating the character education of K.H Ahmad Dahlan and K.H Hasyim Asy'ari, it is hoped that students can become better individuals, able to think and behave well in the family, community and state (S. M. Amin, 2010).

This research focuses on students' perceptions of the figures K.H Ahmad Dahlan and K.H Hasyim Asy'ari in character formation at SMA Muhammadiyah 02 and SMA NU 04 Al Ma'arif Boja in Kendal Regency. The researcher took this location because the school is part of the

Muhammadiyah and Nahdlatul Ulama (NU) organizations and both schools interpret students' perceptions of the character values of the figure KH. Hasyim Asyari and KH. Ahmad Dahlan. Apart from that, so far there has been no study of the heroism of K.H Ahmad Dahlan and K.H Hasyim Asy'ari which has been transmitted in history learning in high school.

Based on the explanation above, the author is interested in reviewing and describing this research with the aim of 1) finding out the understanding of Muhammadiyah 02 High School students towards the figures KH Ahmad Dahlan and KH. Hasyim Asyari; 2) find out the understanding of SMA NU 04 Al Maarif students towards the figures KH Ahmad Dahlan and KH. Hasyim Asy'ari; and 3) knowing the impact of the character of SMA Muhammadiyah 02 and SMA NU 04 Al Maarif students after understanding the character of KH. Ahmad Dahlan and KH. Hasyim Asy'ari.

Method

This research uses qualitative research methods with a narrative and phenomenological approach. This research uses descriptive qualitative methods. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2013). Descriptive qualitative research produces understanding and provides systematic and careful descriptions of facts and characteristics of certain populations in this research, in the form of words about understanding and its impact in forming the character of Muhammadiyah High School and NU High School students towards the figures K.H Ahmad Dahlan and K.H Hasyim Asyari in character formation.

This research was carried out at SMA Muhammadiyah 02 Boja and SMA NU 04 Al Ma'arif Boja. The research was conducted from July 2020 to September 2020. This research focused on students' perceptions of the figures K.H Ahmad Dahlan and K.H Hasyim Asy'ari in character formation at SMA Muhammadiyah 02 and SMA NU 04 Al Ma'arif Boja in Kendal Regency.

The primary data sources in this research were class XI history subject teachers and class XI IPS students at SMA Muhammadiyah 02 Boja and SMA NU 04 Al Ma'arif Boja. Meanwhile, secondary data sources are literature, articles, journals and sites on the internet relating to the research conducted (Sugiyono, 2016). Data collection techniques in this research are interviews, documentation, and observation (Rakhmat & Ibrahim, 2004). The validity of the data in this research uses source triangulation and technical triangulation. The data analysis techniques used are data reduction, data presentation, and drawing conclusions.

Results and Discussion

Muhammadiyah 02 High School Students' Understanding of the Figures KH Ahmad Dahlan and KH Hasyim Asy'ari.

Students at SMA Muhammadiyah 02 have shown how they have their own understanding of the two figures. From the research results, Muhammadiyah students show that they seem to have a stronger understanding of the figure KH. Ahmad Dahlan because they concluded their understanding based on daily habits and routines if the school environment was very supportive and provided more learning about the character KH. Ahmad Dahlan, as the founder of Muhammadiyah, also aims to ensure that students here can highlight the true character of students who study at Muhammadiyah according to the teachings of KH. Ahmad Dahlan said that Muhammadiyah students must be knowledgeable, have noble character, uphold Islamic values, respect each other's differences, be skilled, and love their country. Muhammadiyah High School students the research results show that students here have a stronger understanding of the founding figure of the Muhammadiyah organization, namely KH. Ahmad Dahlan, but they are less able to understand more deeply about the founding figure of NU, KH. Hasyim Asyari, this is because this school prioritizes strengthening students' character based on Muhammadiyah teachings taught by KH. Ahmad Dahlan, so that Muhammadiyah High School students show more about how their character is formed based on the results of their learning from KH. Ahmad Dahlan.

However, the students at SMA Muhammadiyah 02 were also able to show their own understanding of KH. Hasyim Asyari, although only their general knowledge about KH. Hasyim Asyari. Several factors influence the results of student character formation from figure KH. Ahmad Dahlan and KH. Hasyim Asyari has internal and external factors. These internal factors, such as those from the student's family, basically strengthen the character formation that they can get that is stronger than the KH character. Ahmad Dahlan from KH. Hasyim Asyari because they only get character formation from school, but less from family factors because some students don't get more attention in character building and education from their parents, this is because many parents of students are busy working, and students get formation These characters only come from school so that students get stronger character formation from the KH characters. Ahmad Dahlan, because of their school, the teacher provided deeper material about KH. Ahmad Dahlan.

Another external factor that students experience is the lack of learning stimulus due to learning system factors that are reduced and changed from usual (Lickona, 2016). Currently, students only get 30 minutes of classroom learning per subject meeting, and then continue with online

learning at home, whereas with the online system, not all students here can follow it well. Another external factor from the results of observations at school is that the media facilities used in learning activities are not supportive, because the school only relies on history books from BSE and LKS, there are no other supporting books for learning activities, the class conditions at Muhammadiyah High School are not good because of the LCD projector. There are no patents attached to the class, so there are only a few LCDs, and they usually alternate with other classes.

History learning states that the strategic role of history teaching in the context of nation-building requires the implementation of history teaching as an understanding and awareness so that it can generate a high spirit of service, full of a sense of responsibility and obligation (Kartodirdjo, 1996). The results of research on history learning activities provided by teachers to students at SMA Muhammadiyah 02 are not good; this occurs because several factors influence this; the first is that many students admit that they currently do not get enough time to receive material in learning activities. in class because activity time has been reduced from normal days before the Covid-19 pandemic occurred, even though many students admitted that they were looking forward to direct learning activity time in class because they would understand better and not be hindered by signal quality, this was due to the location where students lived From SMA Muhammadiyah 02 there are still many who live in remote villages, and don't have enough money to take online classes. Apart from that, there are still many students who don't have enough so they refuse to buy their own internet quota credit. Apart from the problems, there is a lack of time for face-to-face activities carried out in class, as well as internet signal problems or economic conditions, which ultimately affect students' ability to understand the material provided.

NU Al Maarif 04 High School Students' Understanding of the Figures KH Ahmad Dahlan and KH Hasyim Asy'ari.

Students' understanding at SMA NU Al Maarif 04 from the results. Based on the results of research conducted at SMA NU Al Maarif 04 show their understanding of the Figure KH. Ahmad Dahlan and KH. Hasyim Asyari and how they show character formation after studying the character KH. Ahmad Dahlan and KH. Hasyim Asyari from the understanding that each student has of two figures, so that the characters that are formed according to each student have different answers for one student and another, these students at SMA NU Al Maarif 04 have shown how they have their own understanding regarding the two figures, their own views on the character values of KH. Ahmad Dahlan and KH. Hasyim Asyari. students at SMA NU Al

Maarif 04 from the results of their research show that they have an understanding of the figure KH. Hasyim Asyari who is also the founding figure of Nadhlatul Ulama. students of SMA NU 04 Al Ma'arif if the students here have a stronger understanding of the founding figure of NU KH. Hasyim Asyari, so that students show how students' character is formed based on the results of their learning from KH. Hasyim Asy'ari. This happens because of several supporting factors from the school environment and the families of NU Al Maarif 04 High School students, the majority of whom are followers of Nadhlatul Ulama's teachings. However, from the results of observations, students' understanding of these two schools includes brief biographies of the figures KH. Ahmad Dahlan and KH. Hasyim Asyari, such as the identity of the figure, career and educational journey, as well as related family information, and a brief history of the organizations founded by the two figures, namely Muhammadiyah and Nadhlatul Ulama, as well as the role of these organizations for Indonesia. In this research, students did not understand more deeply the historical values and roles of the figures KH.Ahmad Dahlan and KH. Hasyim Asyari.

From the research results, student character formation is more dominant towards KH. Hasyim Asyari in this process because of their daily habits or routines, students receive more learning from Nadhlatul Ulama's teachings through school as well as madrasa TPQ activities which are carried out at school every afternoon after learning activities at school, and also from the family environment, because the students are here The majority of them come from Islamic families who follow Nadhlatul Ulama, NU Al Maarif 04 High School students admit that they know more about information about a KH figure. Hasyim Asyari, his struggle in establishing Nadhlatul Ulama, although their understanding is only limited to biographical information, career, efforts to establish Nadhlatul Ulama, and the way they relate the character values that exist in their characters, they are only able to explain how to apply these values by forming students' characters that are adapted to current events that students can see every day, but unfortunately NU Al Maarif 04 High School students do not have a response that better understands the figure of the founder of Muhammadiyah, namely KH. Ahmad Dahlan.

In the results of the research, the students here can only state their views and understanding of the founding figure of the Muhammadiyah organization KH. Ahmad Dahlan and the founding figure of Nadhlatul Ulama KH. Hasyim Asyari and character formation that they can apply in the present after they study the struggles of these two figures. Several factors influence the results of student character formation from figure KH. Ahmad Dahlan and KH. Hasyim Asyari has internal and external factors. These internal factors include the families of NU Al Maarif 04 High School students and NU 04 Al Maarif High School students if the character formation

experienced by students is stronger towards the character KH. Hasyim Asyari, because of family factors, the average student is a follower of NU and is supported by KH's exemplary values. Hasyim Asyari is given by teachers and schools to students to support the strengthening of the student's character. External factors from the school environment appear to be more dominant in forming student character. This is also driven by the commitment of teachers and school rules, which provide more character values to students, such as the founding figures of each organization. However, another external factor that students experience is that the lack of learning stimulus is due to the learning system being reduced and changing from usual.

Currently, students only get 30 minutes of classroom learning per subject meeting, and then continue with online learning at home, whereas with the online system, not all students here can follow it well. Many students complain about problems with the cell phones that they use and problems with poor signals from their homes. Another external factor from the results of observations at school is that the media facilities used in learning activities are less supportive than incomplete book media and other facilities, it's just that the class conditions at NU Al Maarif High School are better because they have a patented LCD projector in the class and the class conditions are better. clean and bright so it is comfortable for learning activities. History learning at SMA NU 04 Al Maarif is not good due to several factors including facilities and environmental factors. Especially during a pandemic like now, when learning is done online, there is still a lack of facilities/facilities and infrastructure, which causes history learning to be hampered. If the history learning process is hampered, it will affect students' understanding of these two figures, and the character values that will be conveyed will be hampered or will not work properly.

Then, analyze the understanding of the two schools according to theory. The understanding of students at SMA Muhammadiyah 02 and SMA NU 04 Al Maarif is part of the theory. In Thorndike's theory, the responses given by students to the material relate to students' understanding of the character KH. Ahmad Dahlan and KH. Hasyim Asyari is not high enough, because the stimulus provided by teachers and schools in learning history and its equipment is relatively small. The categories of understanding that students are divided into three categories, namely first, second, and third levels (Sudjana, 2009:24). The understanding of students from SMA Muhammadiyah 02 and SMA NU 04 Al Maarif is that they understand the values of the character of the struggle of the figure KH. Ahmad Dahlan and KH. Hasyim Asyari is included in the first level category, as a category for the level of translation understanding. This understanding is the student's ability to understand and interpret what is contained therein. After conducting observations, interviews and document studies, the results were found that

students at SMA Muhammadiyah 02 and SMA NU 04 Al Maarif still had insufficient knowledge regarding the figure KH. Ahmad Dahlan and KH. Hasyim Asyari.

Even though the students from Muhammadiyah and Nadhlatul Ulama High Schools seem to have a greater understanding and view of the figures of each of the founders of the organizations, it's just that the students still don't seem to know in detail about the struggles and historical events that the two figures have gone through. The students here can only mention their views and understanding of one of the founding figures of the good organization Muhammadiyah KH. Ahmad Dahlan and the founding figure of Nadhlatul Ulama KH. Hasyim Asyari and character formation that they can apply in the present after they study the struggles of these two figures.

The impact of character building on students at SMA Muhammadiyah 02 and SMA NU 04 Al Maarif after understanding the character of KH. Hasyim Asyari and KH. Ahmad Dahlan

The word "Formation" in the Indonesian Dictionary (KBBI) is the process, method, act of forming. Meanwhile, according to the term "Formation", it is defined as an external effort that is directed towards a specific aim to guide all spiritual and physical activities until they are realized, which is based on several innate factors so that they can be conveyed and directed appropriately. Then, in relation to character, according to Presidential Decree Number 87 of 2017 concerning Strengthening Character Education (PPK), it is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, thought, and sports with involvement and cooperation between educational units, families and communities as part of the National Mental Revolution Movement (GNRM).

The results of this research obtained information that students at SMA Muhammadiyah 02 had an impact on character formation that showed more positive things. The character formation of students at SMA Muhammadiyah 02 is based on the character values of the hero KH. Ahmad Dahlan and KH. Hasyim Asyari. However, the Muhammadiyah 02 High School students showed more character formation from the character values of the character KH. Ahmad Dahlan, this is because learning activities at school provide special hours for studying Muhammadiyah and its founder KH. Ahmad Dahlan, as well as other goals of the school which wants to make students at Muhammadiyah High School into Muhammadiyah students with character like the founding figure of Muhammadiyah KH. Ahmad Dahlan.

The character changes experienced by students at SMA Muhammadiyah 02 in religious values, students are aware of the importance of being more diligent in worshipping and obeying religious teachings, doing good deeds, and respecting each other's religious differences in the social environment, apart from that, in terms of nationalist values, students feel the importance of love, homeland and defending Indonesia's independence, respecting the services of heroes for liberating Indonesia from colonialism, and the value of integrity. Not all students understand integrity, so many students think that the value of integrity must be someone who has a stance and is firm in acting.

The value of independence and the spirit of cooperation in forming the character of SMA Muhammadiyah 02 students has changed to being more responsible for the tasks they have, carrying out tasks with the student's own efforts, being enthusiastic, and helping each other. Apart from changes in the character formation of SMA Muhammadiyah 02 students, at SMA NU Al Maarif 04 the students here also showed the impact of their perception of the character KH. Ahmad Dahlan and KH. Hasyim Asyari in forming students' character at school and in the social environment.

In forming the character of students at SMA NU Al Maarif 04, students at SMA NU Al Maarif 04 show that the students here are more concerned with forming their own character through the values given by figure KH. Hasyim Asyari as the founder of Nadhlatul Ulama, happened due to several supporting factors from the school environment and the families of NU Al Maarif 04 High School students, the majority of whom were followers of Nadhlatul Ulama's teachings. Character values such as religion, nationalism, integrity, independence, and the spirit of cooperation have an impact on character formation for NU Al Maarif 04 High School students. The religious values given to students at this school make students more obedient to worship, carry out the teachings religious teachings, mutual tolerance, and preserve Islamic heritage in Indonesia then character formation based on nationalist values occurs in students here, they form it by imitating the figure of KH. Hasyim Asyari has a complete sense of struggle and sacrifice to protect this country and a sense of love for his homeland to defend Indonesia's independence.

Apart from these two values, other character values such as independence, integrity, and a spirit of cooperation are also formed in students. This can be seen from the change in the attitude of students at school when taking part in learning that students are more enthusiastic, respect teachers when providing material and assignments, and are responsible. assigned tasks, help each other. These character changes in students are also the service of teachers at school who

always provide good learning activities and educate students as fully as possible so that they can provide changes in students to be more positive than before.

This research adheres to the flow of behaviorism. This learning theory is a theory adopted by Gage and Berliner regarding changes in behavior because of experience. In accordance with this theory, the research results showed that there was a change in the attitudes of Muhammadiyah High School students after they received material regarding the character values of KH. Ahmad Dahlan and KH. Hasyim Asyari, these changes in attitudes include nationalism, loving the homeland, obeying the teachings of the Islamic religion, being enthusiastic about learning, helping each other, and being honest and fair.

At SMA NU Al Maarif 04, it shows that students can form their characters, such as the character values of the character KH. Hasyim Asyari, where students are more obedient in worship, carry out religious teachings well, love their homeland, and have a sense of willingness to sacrifice and the spirit of fighting to maintain independence, a sense of mutual help between students and other school residents, and they also carry this attitude outside the environment school.

Next is an analysis of character education according to Lickona. According to Lickona, there are three components that can be used to run smoothly, including:

a. Moral Knowledge

Lickona explained that to form good character, a person needs moral knowledge or knowledge related to character. The purpose of moral knowledge is to provide direction to suit the purpose. A person with morals/character will find it difficult if they don't know the nature of morals/character itself. The moral of knowing, according to the research results, is that students can know the character values of KH Ahmad Dahlan and KH Hasyim Asy'ari through learning at school, especially in history lessons. Because in learning there is material to get to know national figures. Students at SMA Muhammadiyah 02 and SMA NU 04 Boja will have good character if they have provisions or knowledge related to the character values of these two figures. Knowledge (moral knowing) is used as the basis for actions while at school. This knowledge will also have an impact on students' perceptions or views regarding these two figures. It is hoped that knowledge of the character values of these two figures will be used as a basis or guideline for a policy in schools, especially regarding these two figures. Apart from that, it is also hoped that it will not just be knowledge but can be implemented through action. The knowledge process is also provided through various learning programs; knowledge can be done by internalizing character values

through learning programs, especially in history subjects, both from the planning, implementation, and evaluation stages of learning (Sudjana, 2007, 2009).

b. Moral feeling

After someone has moral knowledge (moral knowing), the next step is moral feeling (moral feeling). A person can be very good at determining what is right or wrong and still choose the wrong one (Soemarno, 2005). Lickona divides the emotional side of character into six, namely conscience, feelings towards oneself and other people, and good things, when combined with moral knowledge, will form a source of moral motivation. The results of the research state that the character values of the characters KH Ahmad Dahlan and Hasyim Asy'ari are internalized through the learning process at school, especially in history lessons. It is hoped that this internalization process can raise students' awareness to feel the character values of these two figures. Moral feelings can also be a trigger for students to implement these character values, especially at schools with their backgrounds. SMA Muhammadiyah 02 has a strong character with the character KH Ahmad Dahlan, while SMA NU 04 has a distinctive character with the character KH Hasyim Asy'ari, the school background greatly influences the moral feelings of the school community, one of which is the students themselves.

c. Moral Action

After knowing knowledge and feelings related to morals, the next step is moral action. Moral actions are the product of the other two parts of character. If people have intellectual and emotional moral qualities, then they have the possibility of carrying out actions that, according to their knowledge and feelings, are the right actions. To fully understand what drives a person to be capable of moral action or hinders it. According to Lickona, moral action is important. The results of the research state that there are several character values of the figures KH Ahmad Dahlan and KH Hasyim Asy'ari that have been found in SMA Muhammadiyah 02 and SMA NU 04 Boja, including religiousness, ambition for the homeland, never giving up, being firm, helping each other, working together. work hard and be patient. At Muhammadiyah High School there is 1 student whose enthusiasm exceeds that of his friends at school, the situation of the students here is more difficult to manage, and the teacher has a character in his understanding of Ahmad Dahlan, the teacher here is very patient, hardworking, and does not easily give up when facing his students and at NU the students looks enthusiastic, doesn't give up easily, respects each other, is diligent, but a little more individual. It's just that students at NU High School are easier to manage and obey teachers. Meanwhile, teachers at NU remain firm and prioritize discipline for their students.

Then, the impact seen at Muhammadiyah High School and NU 04 High School was related to the formation of characters such as religiousness, ideals of the homeland (nationalism), never giving up, being firm, helping each other, and cooperation, working hard, and being patient.

Conclusion

Based on the results of research regarding students' perceptions of the figures K.H Ahmad Dahlan and K.H Hasyim Asy'ari in the formation of student character at SMA NU 04 Al Ma'arif and SMA Muhammadiyah 02 Boja in Kendal Regency, several conclusions can be drawn as follows. Muhammadiyah 02 High School students' understanding of the character KH Ahmad Dahlan is stronger than KH Hasyim Asy'ari, this is because of their school background, understanding such as biography and character values; then the understanding of students at SMA NU 04 Boja is that the understanding of students at that school is stronger towards the figure KH Hasyim Asy'ari than KH Ahmad Dahlan, this level of understanding is good at SMA Muhammadiyah and SMA NU 04 due to several factors such as background, policies/rules schools and the school environment, apart from that, the history learning process also influences this because the material in history lessons is related to these two figures, namely K.H Ahmad Dahlan and KH. Hasyim Asy'ari. However, history learning is currently hampered by the pandemic, which requires the learning process to be online. Therefore, the process of understanding and instilling the character values of these two figures is not running well/maximally, especially as facilities and infrastructure are constrained.

Next is related to the impact of students' character after knowing that the character values of KH Ahmad Dahlan and KH Hasyim Asy'ari are good through three stages, namely moral knowing (through learning), moral feeling (feeling) and moral action (application), this is done through the program schools and the learning process in class, especially in history lessons. Then, the impact seen at Muhammadiyah High School and NU 04 High School was related to the formation of characters such as religiousness, ideals of the homeland (nationalism), never giving up, being firm, helping each other, cooperating, working hard, and being patient.

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