

**Internalization of Character Education in History Learning
Occupation of Japan and the Proclamation of Independence
at SMK PGRI 1 Mejobo Kudus**Anisatul Chasanah ¹, Cahyo Budi Utomo²**Abstract**

This research aims to determine the role of history subjects in forming the character of students at SMK PGRI 1 Mejobo Kudus, understand the process of internalizing character values in history subjects at SMK PGRI 1 Mejobo Kudus, and determine the influence of internalization of character education on student learning outcomes on the material on the Japanese Occupation and the Proclamation of Independence of the Republic of Indonesia. This research approach is a mixed method with a concurrent embedded strategy. The samples in this study, classes XRPL, X AKL, and X TKKR 1 were taken using simple random and purposive sampling techniques. Data collection techniques use observation techniques, tests, student behavior measurement scales, interviews, and documentation. The research results show that history has a role in character formation by inserting character values into learning. Internalizing character education starts with preparing learning plans and ends with evaluating history learning. Simple linear regression obtained a significant value (Asymp. Sig 2-tailed) 0.2. The residual value is usually distributed normally because the significant value is greater than 0.05. This means there is a positive influence between the internalization of character education and learning outcomes. Of the 40 respondents, 72.5% of the students showed they had completed learning the material on the Japanese Occupation and the Proclamation of Indonesian Independence.

Keywords: *Internalization, Character, History Learning*

Introduction

In general, education aims to produce people who have skills and character. Character education is an important thing that must receive attention in the educational process. The importance of implementing character education is due to many events that show a moral crisis among teenagers and parents (Mu'in, 2011; Sudrajat, 2011; Fadilah et al., 2021). On the other hand, the flow of globalization has led to changes in the order of society, especially among teenagers. They tend to live hedonically, have a Western style, and love foreign products. This is a worrying problem for the younger generation due to globalization. As a result, the attitude of nationalism among teenagers begins to fade, and juvenile delinquency cannot be avoided. The content contained in Law Number 20 of 2003 Article 3 has emphasized the aim of education. National is to shape national character. Thus, it is necessary to revitalize character education at all levels of education in Indonesia. Character education can be integrated into everyone's learning subjects. Learning material related to norms or values: each subject needs

¹ *History Teacher , SMK 1 PGRI Mejobo Kudus , anisanicha.an@gmail.com*

² *Professor , Universitas Negeri Semarang, cahyo.bu@mail.unnes.ac.id*

to be developed, made explicit, and linked to everyday life. Therefore, value learning the character should not only be given a cognitive direction but should touch on internalization and actual practice in students' daily lives at school and in society (Fitri, 2012; Sukatin et al., 2021). In internalizing character education in schools, all stakeholders must be involved, including the components of education itself, such as curriculum, teaching, and learning activities, assessment processes, teacher and student interactions, school management, infrastructure, funding, and the work ethic of all school residents and the environment (Agung, 2012; Mustari et al., MT 2011). This is reinforced by the statement of Sutarmi et al. (2016), which states that interaction between students and educators and learning resources is a medium that allows students' potential to be realized. Develop optimally by goals and hopes. According to (Thomas Lickona, 2013; Muchtar et al., 2019; Jalil, 2016), six aspects stand out as the desired goals of character education, including moral awareness, knowledge of values and morals, determining perspective, thinking about moral values, decision making, and personal knowledge Character education essentially aims to form a strong nation, competitive, has a noble character, is moral, tolerant, patriotic, dynamic, science and technology-oriented, all of which is inspired by faith and devotion to God Almighty Esa based on Pancasila (Hasan, 2012; Ainissyifa, 2017) The process of internalizing character education in educational institutions, ideally inserted into subjects that contain a heroic spirit and a high attitude of nationalism as part of the formation of national character. One of the subjects that has content values heroic spirit and high nationalistic attitude is history. Referring to the opinion (Kartodidjo, 2016; Jalil, 2016) that in the context of nation-building, teaching history does not merely provide historical knowledge as a collection of historical factual information, but It also aims to raise awareness or raise historical awareness. Through learning history,

Vocational High Schools (SMK) must internalize and develop character education in their educational units (Hamid et al., 2013). PP Number 29 of 1990 mandates that vocational high schools (SMK) are secondary-level schools aiming to prepare students to enter the world of work. Vocational High Schools (SMK) have unique characteristics, namely work character education, as an education prepares graduates to have a working heart, whether as workers (employees), working alone (as small entrepreneurs), or as people who employ other people (Hamid & Sudira, 2013). SMK PGRI 1 Mejobo Kudus, character education is not only the responsibility of PPKN and PAI teachers but is the task of all subject teachers at the school. Based on initial observations, researchers saw that the development of character education at SMK PGRI 1 Mejobo Kudus was integrated into the learning curriculum through school management and supported by extracurricular programs. SMK PGRI 1 Mejobo Kudus has a

unique culture of cultivating character, namely the habit of shaking hands with the teacher when entering the school gate in the morning when leaving for school, praying, singing the song Indonesia Raya before lessons, literacy habits for 15 minutes before teaching and learning activities begin, holding apples. Morning and afternoon roll call by teachers and employees of SMK PGRI 1 Mejobo Kudus and getting used to midday prayers in congregation. However, the internalization of character education in history learning is still an ongoing obstacle and weakness in education in Indonesia. This is due to the view that studying history is limited to memorizing dates, names, and figures from the past, so it seems boring (Suharso, 2016; Tutuk, 2015)

The problem at SMK PGRI 1 Mejobo Kudus is that the character values of the students have not been appropriately actualized. It shows that there are irregularities such as dishonesty in the world of education, such as cheating in the form of cheating, copying friends' work or copying from textbooks when taking exams, disciplinary violations, lack of respect for teachers, students' lack of responsibility for the tasks given by the teacher, students' lack of awareness of various problems both in the school environment and in society. Another fact based on the results of interviews with the class Is that some students at SMK PGRI 1 Mejobo Kudus lack the will to develop their character values. The results of initial observations and discussions with the deputy principal for curriculum and history subject teachers showed that SMK PGRI 1 Mejobo Kudus has a high commitment to cultural character at school. The internalization of character education at SMK PGRI 1 Mejobo Kudus by getting used to implementing character values in daily behavior. Based on the description above, the objectives of this research are: 1) To find out the role of history lessons in forming the character of students at SMK PGRI 1 Mejobo Kudus; 2) To find out the process of internalizing character values in history subjects at SMK PGRI 1 Mejobo Kudus; 3) To determine the influence of internalization of character education on student learning outcomes on the material on the Japanese Occupation and the Proclamation of Independence of the Republic of Indonesia.

Method

The type of research used is mixed methods. Mixed methods research is a research approach that combines/associates qualitative forms and quantitative forms. In this research, the researcher used a concurrent mixed methods strategy, namely a mixed research method in which qualitative data and quantitative data were collected simultaneously, and the implementation took place simultaneously (Creswell, 2017). The type of strategy used is the concurrent embedded strategy. In this strategy, mixing two data occurs when the researcher

compares one source. The population in this study were class X students at SMK PGRI 1 Mejobo Kudus for the 2018/2019 academic year totaling 194 students.

Sample In this research, classes X RPL, X AKL, and X TKKR 1 were taken using simple random and purposive sampling techniques. This research's independent variable (variable X) is character education, while the dependent variable (variable Y) is history learning. Data collection tools and techniques in this research were taken using observation methods, tests, student behavior measurement scales, interviews, and documentation. Test requirements are carried out through normality tests and linearity tests. Meanwhile, hypotheses one and two were tested using data triangulation techniques, and the third hypothesis was tested using a simple linear regression test.

Results and Discussion

The results of the research will explain data collection based on research that has been carried out at SMK PGRI 1 Mejobo Kudus. The research results contain a recap of data from descriptive analysis and student learning outcomes during the research. On the subject of discussion studied by the researcher, the researcher focused on (1) The role of history lessons in forming students' character, (2) The process of internalizing character education in history learning, and (3) The influence of internalization of character education on students' learning outcomes in material on the Japanese occupation and the Proclamation of Indonesian Independence. A complete description of the research data will be explained as follows:

The Role of History Lessons in Internalizing Character Education

History is an important lesson to internalize character education. In order to implement teaching and learning in the classroom, some things must be prepared, starting from lesson planning, learning implementation, and learning evaluation. History lessons themselves can instill awareness of the importance of unity, brotherhood, and solidarity as the nation's glue in facing national disintegration, increasing the full range of moral teachings and national cultural wisdom that are useful in overcoming multidimensional crises faced in everyday life (Aman in Suparmini, 2013). Many character values in each KD can be internalized into the learning process of history. They are starting from the opening activity of history learning in class, which begins with prayer, where prayer is a form of practicing religious character values.

Essential Competencies (KD) in history lesson material in each core learning activity have their portion to internalize student character values. In the material on the Japanese occupation and the Proclamation of Indonesian Independence, there are character values that can be

internalized, namely: 1) Discipline, 2) Expression of gratitude, 3) Emulation of heroes, 4) Willingness to sacrifice, 5) Nationalism and 6) Patriotism. These character values need to be implemented in students. By instilling character values in students, it is hoped that students can understand the importance of history because learning history is considered an efficient lesson in embedding character values.

Process of Internalizing Character Values in History Learning

The internalization of character education in history learning starts from the preparation of learning tools such as Prota, Prones, RPP, and Syllabus. The preparation of learning tools by teachers at SMK PGRI 1 Mejobo Kudus was considered good. Teachers can now prepare the syllabus and lesson plans independently of the government guidelines. Character values have been well integrated into learning tools. As for the implementation, teachers have implemented character education, although not optimally. This is due to the condition of the students and the limited time for studying history, where teachers are required to be able to deliver all KD history lessons from class X to class XII only in class X with a time allocation of 3 lesson hours (3 x 45 minutes) every week.

Teachers have conveyed character values to students both directly and indirectly. The teacher directly provides character points that students must achieve after learning history. Indirectly, the teacher inserts these character values into the delivered lesson material. The history teacher at SMK PGRI 1, Mejobo Kudus, has determined character values by the primary material in the KD being taught. In the material on the Japanese occupation and the Proclamation of Independence of the Republic of Indonesia, the character values that can be internalized into history learning are discipline, expression of gratitude, example of heroes, willingness to sacrifice, nationalism, and patriotism. Even though the implementation has not been conveyed to students optimally, the history teachers at SMK PGRI 1 Mejobo Kudus have internalized character education in history learning well. At the learning implementation stage, the history teacher at SMK PGRI 1, Mejobo Kudus, has several ways of internalizing character values to instill in students, especially in initial/opening activities.

These methods include: the teacher gives examples of not being late for class (an example of discipline values), greeting students when they enter class (an example of polite and caring values), invites students to pray before starting teaching and learning (an example of religious values), carries out attendance activities to find out students who are not present in class (example of discipline values), to pray for students who are unable to attend (example of religious and caring values), ensure students arrive on time (example of discipline values),

politely reprimand and remind students who are late (example of values disciplined, polite and caring), linking learning material with the character values to be studied, referring to the syllabus, lesson plans and history teaching materials, conveying points of character values that teachers will develop other than those related to SK/KD (Ministry of National Education, 2010). History learning at SMK PGRI 1 Mejobo Kudus is going well. Teachers have internalized character education at the beginning of learning. The teacher has linked the material to be presented with character values. In addition, the teacher also conveys character values directly (in writing) and indirectly (relating current events that occur in everyday life). According to the results of observations, at the core learning stage, history teachers at SMK PGRI 1 Mejobo Kudus have been able to internalize character education in history learning for students, although not optimally. Especially on the subject of the Japanese occupation and the Proclamation of Independence of the Republic of Indonesia, in the learning process, teachers have internalized character values in students, including discipline, gratitude, example of heroes, willingness to sacrifice, nationalism, and patriotism. The evaluation given by the history teacher at SMK PGRI 1, Mejobo Kudus, emphasizes not only cognitive aspects but also psychomotor and affective aspects. The supporting factors for learning history at SMK PGRI 1 Mejobo Kudus lie in the teachers, students, and parents. Teachers have provided history learning material effectively and efficiently, while students have an active role when learning occurs. The role of guardians here is to monitor their children's behavior outside the school environment. The driving factor for SMK PGRI 1 Mejobo Kudus is its unique school culture, carried out daily. These typical cultures include shaking hands with teachers in the morning and afternoon when going to and from school, literacy before teaching and learning activities, congregational prayers, and supporting programs (extracurricular), which are also supporting factors in the internalization of character education. In developing history learning material for each KD related to the internalization of character education, it is not easy to apply it in every class (Ahmad, 2014). The history teacher at SMK PGRI 1, Mejobo Kudus, stated that the internalization of character education in history learning has several obstacles. These obstacles are found in:

a) Time-Based on *Perdikjen Dikdasmen regulation No. 07/D.D5/KK/2008 dated 7 June 2018 concerning Curriculum Structure in Vocational Schools*, history teachers must be extra in delivering the material. Apart from that, history teachers are also required to internalize character education for students, with only one year of face-to-face time in class X. Currently, at SMK PGRI 1 Mejobo Kudus, two different curricula are implemented. For class XII using the 2013 curriculum, they get history lessons in classes X and XII with an allocation of—time

2x45 minutes. Meanwhile, classes X and XI have used the revised edition of the 2013 curriculum; students only get history lessons in class. Many essential competencies (KD) in Indonesian history subjects require much time to deliver dense material. This causes history teachers to be less than optimal in internalizing character education in history learning.

b) The environment of SMK PGRI 1 Mejobo Kudus has supported the implementation of internalization of character education well. However, the student's social environment outside the school is the inhibiting factor. Therefore, teachers work together with parents to supervise their children while they are outside the school environment.

c) They are completely available, Judging from the media teachers use in history learning, such as PPT, LCD, Historical Film, and so on. However, the teacher's operating abilities are still not optimal. So it seems boring and makes students less interested in learning history. The Influence of Character Education on Student Learning Outcomes on the Material of the Japanese Occupation and the Proclamation of Indonesian Independence. Learning, especially history, is a practical lesson in internalizing character values. This is because, in each subject matter, we can emulate many character values, such as nationalism, patriotism, and willingness to sacrifice. Learning history is also very important for building national character because nationalism can grow after someone has historical awareness. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow (Agbola & Tsai, 2012:). Character values also influence students' learning outcomes at SMK PGRI 1 Mejobo Kudus. This is because when teachers carry out evaluations, they do not only carry out cognitive assessments but also carry out assessments for psychomotor and affective aspects. Based on the research and data calculations that have been carried out, it can be concluded that there is an influence between the internalization of character education and student learning outcomes.

In the Japanese Occupation material, the Proclamation of Independence of the Republic of Indonesia was calculated using simple linear regression analysis using the One-Sample Kolmogorov-Smirnov test method using SPSS 22. The output from linear regression testing using the One-Sample Kolmogorov-Smirnov test method using SPSS 22 obtained a significance value (Asymp. Sig 2-tailed) of 0.2. Because the significance value is more significant than 0.05, the residual value is usually distributed.

Tabel 1. Frequency of learning outcomes

	Frequency	Percent	Valid Percent	Culative Persent
60	1	2.5	2.5	2.5
64	1	2.5	2.5	5.0
68	3	7.5	7.5	12.5
72	6	15.0	15.0	27.5
76	14	35.0	35.0	62.5
80	7	17.5	17.5	80.5
84	4	10.0	10.0	90.0
88	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Source : Processed primary data

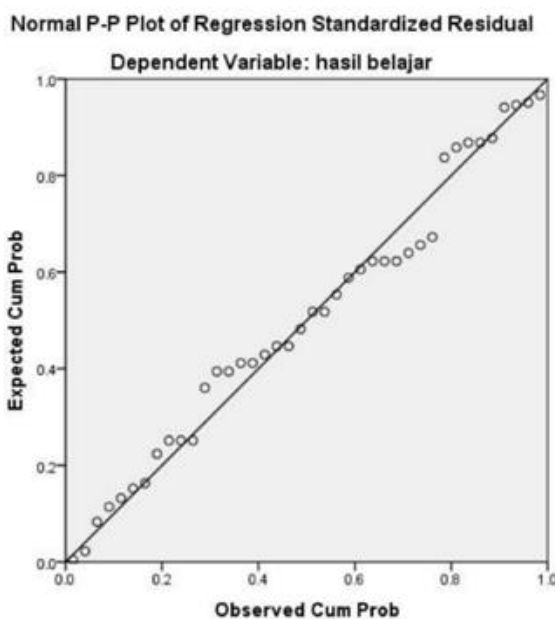


Figure. 1 Result of calculating regression values

Based on calculating the regression values using PP Plot, a graph like the one above is obtained, where the dots are spread on a diagonal line, which shows that the variables are standard and it can be concluded that variable x (character education values) affects variable y (student learning outcomes). Cognitive understanding and applying character values to students' daily lives at SMK PGRI 1 Mejobo is high. The assessment was carried out using questionnaires and tests on the Japanese Occupation and the

Proclamation of Indonesian Independence material, with 40 respondents showing complete results. Student tests reached 72.5%, and students who did not complete the test amounted to 27.5%, as shown in the frequency table of learning outcomes above.

The influence of internalization of character values shows that the higher the value of understanding knowledge of character values, the higher the student's learning outcomes will be. On the other hand, students with a low understanding of character values will have lower student learning outcomes. The influence of internalization of character education on student learning outcomes is supported by the policy of the history teacher and deputy principal for curriculum at SMK PGRI 1 Mejobo in carrying out evaluations that are assessed not only as cognitive but also include psychomotor and affective assessments, which also take part in determining the learning outcomes or achievements of participants. Educate.

Conclusion

Based on the research and discussion results, it can be concluded that history lessons play a role in forming students' character. The teacher develops character education material implied in historical events and links them to past and present events to make history learning more effective in cultivating character. On the subject of the Japanese Occupation and the Proclamation of Indonesian Independence, There are character values, namely discipline, gratitude, example of heroes, willingness to sacrifice, nationalism, and patriotism, which can be instilled in students. Internalizing character education in history learning at SMK PGRI 1 Mejobo Kudus starts with preparing learning tools (Prota et al. and RPP), which are integrated with character values appropriate to the material taught in class. In implementing learning, teachers have implemented character education, although not optimally. Furthermore, teachers also train and give examples of students to always have good character in the school environment and the community and apply this directly when learning takes place, such as teachers not being late for class, dressing neatly, and being disciplined and honest. The internalization of character education in history learning influences student learning outcomes in the Japanese Occupation and Proclamation of Indonesian Independence material; this is shown by the results of hypothesis testing using linear regression analysis, the One-Sample Kolmogorov-Smirnov Test method with the help of SPSS 22, which obtained a significance value (Asymp. Sig 2-tailed) is 0.2. Because the significance value is more significant than 0.05, the residual value is usually distributed. The positive influence of the internalization of character education on student learning outcomes was shown by 40 respondents. As many as 72.5% achieved learning mastery of the material on the Japanese Occupation and the Proclamation of Indonesian Independence. So, it can be concluded that there is an influence between the internalization of character education and students' learning outcomes in the material on the Japanese Occupation and the Proclamation of Indonesian Independence.

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