

Implementation of Character Education through Nationality Historical Learning in SMK Negeri Karangdadap Pekalongan Regency

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Abstract

The government has issued a policy on cultural education and character of the nation as an effort to form the character of Indonesian human beings in harmony with the values of national identity. The spirit of nationality is one of the character values that will be embedded in the process of cultural education and character of the nation. The effort to internalize the character values of the spirit of nationalism to learners is implemented through the learning process in school. This is the basis of research on the implementation of character education of national spirit through the learning of Indonesian history. The purpose of this study is to know the teacher's understanding of the character education policy, the ability to convey the values of the spirit of nationalism in the practice of learning, knowing the supporting factors and constraints that occur in the implementation of character education. This research is qualitative descriptive and implemented in SMK Negeri Karangdadap Pekalongan Regency. Data collection techniques are done through observation, interviews, questionnaires and documentation. The results of the study show the teacher's ability to explain, interpret, sample, analyze and summarize the character values of the spirit of nationalism, both listed in the character education policy and contained in historical learning materials. Based on these indicators it is concluded that teachers have an understanding of character education policy.

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INTRODUCTION

Since the past decade, education's character has become an important issue. The issue is caused by the emergence of behavior phenomenon component of the nation, especially the younger generation that is not in harmony with the norms of religion, social norms, legal norms and cultural norms of Indonesia. In the context of nationality, the behavior shows the faded values of the spirit of nationality among the younger generation is increasingly apparent. The act of paying no attention to the country's symbol, not memorizing Pancasila, not fond of and even not knowing national anthems, not recognizing national heroes, not proud of and also not knowing nation's culture, is going worse.

The phenomenon above certainly should not be allowed to drag on. It must be immediately found a solution that is relatively fast and precise. In 2010, finally formal solutions were made by the government by issuing policies on cultural education and national character. In the grand design of cultural education and character of the nation, it is mentioned that a strategic place to carry out character education is educational institutions or schools. In the process of implementing character education in schools, the role of teachers is vital and strategic. Called vital because, in the process of education in schools, teachers become central figures, resource persons and role models in the effort of recognition, understanding, and habituation of the application of character values. Called strategic because of the duties and responsibilities make the intensity of teacher interaction with learners very high. Everyday teachers are able to meet and become the main focus of the students in the classroom. Furthermore, for teachers to carry out character education well, first should understand the background, purpose, and content of the character education policy. In addition, teachers should also be able to integrate the values contained in character education into learning and skill sets in conveying the values of character education in classroom learning practices. Integrating the values of these characters can be done into all the subjects in school, including

history subjects. The historical course can serve to foster the spirit of the nationality of learners because, through history, awareness to understand the history of his people, love, defend, pride and attitude to strengthen the integrity of his nation can be instilled. This is in line with the opinion of A. Sartono Kartodirdjo (1982) which states that the teaching of history is able to develop the personality of learners, especially in the case (1) to arouse attention and interest to the history of his community as a unity of community, (2) to create a better life, (3) cultivate contextual thinking habits, (4) not easily trapped by opinion, (5) respect and fight for human values.

The purpose of this study are to know the teacher's understanding of the character education policy, the ability to convey the values of the spirit of nationalism in practice of learning, knowing the supporting factors and constraints that occur in the implementation of character education.

METHODS

The qualitative research approach is descriptive, which provides a quick overview of an individual, state, symptom or group. The research was located at SMK Negeri Karangdadap Pekalongan Regency, as the mainly subject is history teacher. The mainly data sources in this study were informants consisting of students, history teachers, BK teachers, homeroom teachers and vice principal curriculum and vice principal of student affairs. While additional data sources come from written documents and other data obtained during the observations, either from newspaper or internet.

Data collection techniques used in this study refers to the opinion of John W. Creswell (2010), which states that the procedure of collecting qualitative data involves four types of strategies, namely observation, interview. Documentation and from other sources that are audio-visual. In addition to using four types of data retrieval techniques above, researchers also used a questionnaire technique. This is because the questionnaire technique according to the

relevant researchers to be used in the data retrieval required in research that researchers do. The reason the researchers used the questionnaire technique is based on the opinion of Sutopo (2006), which states that data collection methods in qualitative research are generally grouped into two ways, ie techniques are interactive and non-interactive. Interactive methods include interviews and participant observations, while non-interactive methods include non-participant observation, questionnaire techniques, document recording, and participation are not instrumental. Questionnaire is a technique of collecting data indirectly (researchers do not directly ask questions with respondents). The instrument or data collection tool is also called a questionnaire containing a number of questions or statements to be answered or responded by respondents (Sutopo, 2006). Respondents have the freedom to provide answers or responses according to their perceptions.

To test the validity of the data, the researcher uses triangulation technique whose stages are as follows: (1) conducting observation and interview again with observation component and different question type with observation and interview which have been done to primary source of this research, that is history teacher at SMKN Karangdadap Pekalongan district, (2) re-doing observation on historical teaching practice with different time and class, (3) taking data of understanding by using questionnaire.

The data analysis done by the researcher is referring to Miles & Huberman's opinion (Sugiyono, 2009), that is to carry out data analysis through three stages, namely reduction stage, data presentation and conclusion or verification. The data analysis process begins with data collection followed by reviewing all available data from various sources, ie informants, observations recorded in field files and documentation used to derive conclusions.

RESULTS AND DISCUSSION

This study was conducted with a focus on the implementation of character education of nationality spirit through learning history at SMK

Negeri Karangdadap Pekalongan district. The research includes Aspects of Understanding of teachers on character education policy, the implementation process of character education of nationalism spirit in learning history, and supporting factors and constraints faced.

Master's Understanding History of Character Education Policy

Successful implementation of a policy depends on the readiness of someone who will implement the policy. One of the readiness means is people's understanding of the purpose and content of the policy to be applied. On the other hand, the level of person's understanding has a very strategic function for the implementation of a policy.

Aspects of understanding are interesting to learn. Some scholars have expressed his opinion, among others W. S. Wingkel (1987) which states that understanding shows the condition in which a person has the ability to capture the meaning of the things learned. This ability is a level higher than just knowing. Ngalm Purwanto (1997), Daryanto (2008) and Anas Sudjono (2009), also expressed the same opinion that understanding is a condition that shows a person's ability to explain, interpret, model, analyze and conclude on the facts he/she is learned.

Related to the research on the implementation of character education of nationality spirit in SMK Negeri Karangdadap Pekalongan Regency, researchers have done interviews and submission of questionnaires to teachers of Indonesian history in SMK Negeri Karangdadap.

It was to determine the extent the history teacher's understanding of the character education policy, especially the character value of the spirit of nationalism. From the results of interviews and questionnaires, the data collected indicate the teacher can explain about the background of the publication of the character education policy, that is because the emergence of behavior phenomenon component of the nation, especially the younger generation that is not in harmony with the noble values of the Indonesian nation, so need to find solutions to

overcome the negative phenomenon, that is with character education.

In addition, the history teachers are also able to explain the purpose of character education of the spirit of nationality, namely to form a private Indonesians young generation who are aware of their nation, proud, love and ready to maintain the existence of the Indonesian nation. From the results of the questionnaire, the history teachers at SMK Negeri Karangdadap showed a positive response, it means they understand the importance of character education of the spirit of nationalism for the younger generation as an effort to maintain the integrity of the nation and also as a booster of the nation's progress.

Implementation of Character Education of The Spirit of Nationalism Through The Learning of History

In addition to interviews and questionnaires, to find out the teacher's understanding of the spirit of character education policy, researchers also make observations on the practice of learning history in X grades fashion major with the theme of popular resistance in various regions in Indonesia in opposing foreign domination in 19th century. The learning process includes initial activities, core activities, and closing activities.

In teaching practice, the teacher explains the importance of studying history, in this case, the history of people's resistance to foreign domination in 19th century. Teachers also explained things that must be achieved by students both aspects of science and attitude or character aspects. Besides, the teacher also tried to tell the meaning happened or done by the figures of struggle in historical events, for example, Pangeran Diponegoro's anger when Dutch wanted to build railway on the land of the ancestral grave. Master explained that to Indonesian, especially the Javanese, the tomb is interpreted as a place that is considered sacred and therefore must be respected and maintained its existence. Then the teacher gave examples of the behaviors of exemplary figures or heroes, such as volunteer behavior shown by Prince Diponegoro by leaving the joy of life in the palace

and prefer to live in the village. Then the hero Cut Nyak Dien who willingly guerrilla in the forests to defend the homeland and honor of his nation.

Furthermore, the teacher invited students to examine the cause of the failure of the people's resistance and finally, the teacher wrote conclusions together with the students. The way done by the teacher is intended to made the learners understand the relevance of the subject with the values of the character better, mainly the character sense of the spirit of nationality.

Supporting Factors

Based on the observations made by the researchers, there are several factors supporting the application of character education of nationality spirit in SMK Negeri Karangdadap. Supporting factors included the physical environment of schools, school culture, and self-development activities. In the physical sphere of support, it appears in the arrangement of the class, namely the existence of pictures of national leaders, such as the President and vice president, the symbols of the state, such as Garuda Pancasila. In addition, there are posters of national heroes, pictures of national cultural diversity, national maps. At school, there are ceremonial fields, flagpoles, and posters to foster a spirit of nationality.

The school culture in SMK Negeri Karangdadap shown in habituation behavior to strengthen the character, such as smile greeting, entering school on time, praying in congregation, respect to teachers, staff TU, and guests, look neat, wear uniform according to the provisions, speak Bahasa Indonesia well and correctly, care about the cleanliness and beauty of the school environment as well as other matters regulated in school rules. In addition to strengthening the spirit of nationality, every day played national songs, both before the lesson begin in the morning and the end of the final lesson.

The process of recognition and habituation of the character values are carried out since the morning before the learning begins until the afternoon after the whole learning process is complete. The school culture is an important factor in the internalization of character

education values. Abudin Nata (2012) states that the school culture will not only be an identity but will also be a source of inspiration for Cognitive Framework and guide values that guide the entire school community to become a great person.

Self-development activities at SMK Negeri Karangdadap seen at activities of OSIS, Scouts, PMR, state defending, National Flag Hoisting Troop (Paskibraka) and other extracurricular activities such as Football, badminton, martial arts, karate and futsal.

The Constraint Factor

Constraints occur in the implementation of character education at SMK Negeri Karangdadap among other lack of knowledge about the Indonesia's history, the effect of outside-class environment, unoptimal family's support and the lack of exemplary.

The effect of outside-class environment also can be an obstacle in the effort to embed the values of the spirit of nationalism. The outside-class environment means everything happened and took place outside the school environment. The environment includes local, national and global scales. In local environment, there is usually a culture or norms that become habitually life and reference in daily life in that environment. For example the tradition of holding a puppet show in legendary memorial. Now, many young generation think that this tradition is too difficult to understand so they are unwilling to watch it, even embarrassed to recognize the local culture. Certainly it is the obstacles happen in an effort to grow and strengthen the pride of the nation's own culture. Furthermore, on the national scale events, both individuals and groups, both in civil organizations and the Government, it's effect to the younger generation's attitude to the nation. For example, if the government runs the rule honestly, cleanly and dynamically so that they certainly will get a positive response from the people. Positive responses are increasing sense of nationalism to the state. Then globalization, where all kinds of information from various cultural backgrounds that exist in the world can be accessed easily by anyone, it makes the society

especially the younger generation who forget the Indonesian's identity because of their lifestyle which tends to imitate the western culture that considered more advanced and modern.

In an effort to embed the values of the students' character, the important thing that should be a common concern is the example of the exemplary. Internalization of character values will not be optimal if in its implementation only delivered by the lecture only. Character values are not only knowledge but also must be embedded in practiced, simulated, exemplified. In other words must be exemplary. However, the common concern now is the behavior of public figures, the officials who should be role models, in fact they did bad deeds, such as corruption. It makes the teachers' efforts who always convey to the students about the values of nationality, love the homeland, willing to sacrifice for the nation and the country becomes meaningless. Affirmed by Azyumardi Azra, (2001), that learners have difficulty in finding a good example examples ("uswah hasanah" / living moral exemplary) in their environment. They may find a good example in school environment, within a particular teacher. But then it's difficult to find exemplary in an outside-class environment. That's why in many surveys it appears that many teenagers actually find exemplary figures among the deceased figures.

CONCLUSION

Successful implementation policy depends on the readiness of someone who will implement the policy. One of its readiness is a person's understanding of the content and purpose of the policy that will be applied. In other words, the level of one's understanding has a very strategic role in the implementation of a policy. In relation to the implementation of education policy, the spirit of nationalism through the learning of history at SMK Negeri Karangdadap, the history's teacher at SMK Negeri Karangdadap has explained, interpreted, given examples, analyzed, and summed up the characteristic values of nationalism spirit contained in learning material of Indonesian history. The indicator

indicates that the history's teacher in SMK Negeri Karangdadap has an understanding of the character education policy, especially the character of the spirit value of nationality. Furthermore, in implementation of education's character, the spirit of nationalism through the learning of history in SMK Negeri Karangdadap has been done well, where every historical events in Indonesia can be linked and explained, interpreted, exemplified, and analyzed and concluded well by the teacher, so that the meaning of its can be described as national characters. Its result is positive because of the history's learning process, the students got conception of the character of the spirit of nationalism and understood the importance of the character of the spirit of nationalism in life of a nation, state and society.

The internal supporting factors of the character values of the spirit of nationalism which applied as school culture, for example, smile greeting, wearing batik uniforms or traditional clothing and also playback of national songs. Then self-development activities by extracurricular such as scouts, OSIS, National Flag Hoisting Troop (Paskibraka) and sports. Further structuring the school environment, either arrangement in inside or outside classroom. Constraints faced in implementation of character education of nationality spirit in SMK Negeri Karangdadap internally is not too significant, for example, the lack of motivation for some students to learn history. The obstacles need to get serious attention from all parties are external constraints, namely the behavior of public figures who do not reflect the exemplary spirit of good nationality, such as corruption, coercion of wills through anarchic demos, the tendency to not respect each other opinions shown through debates in social media and television, and a lot of hate speeches in various media potentially damaging the harmonization of national and state life.

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