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IMPLEMENTATION OF ACADEMIC CULTURE IN HISTORICAL LESSONS IN MADRASAH ALIYAH NEGERI 2 BANDAR LAMPUNG

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ABSTRACT

Education and culture have a very strong relationship, culture will not grow and develop without an educational process. The purpose of this study was to determine the implementation of academic culture in the History Subject at MAN 2 Bandar Lampung. The method used in this research is the descriptive qualitative research method. Data collection techniques used in this study were in-depth interviews, observation, and documentation. The reason the researcher uses this research technique is that in qualitative research to collect information involves direct participation, in the form of in-depth interviews, field observations, and reviewing documents that support the research. Data analysis consists of three activities that occur simultaneously, namely: data reduction, data presentation, drawing conclusions/verification. The implementation of academic culture in History Subjects at MAN 2 Bandar Lampung is as follows: 1) Respect for opinions, 2) Rational thinking with responsibility, 3) Reading habits, 4) Addition of knowledge and insight, 5) Habit of researching and serving the community, 6) Writing articles, papers, books, 7) Scientific discussion.

KEYWORDS: Implementation, Academic Culture, History Lesson

1. INTRODUCTION

Education is a process of sowing the seeds of culture and human civilization that live and are lived out by the values or visions that develop and are developed in a society. This is education as a civilizing process. Education and culture have a very strong relationship, culture will not grow and develop without an educational process. Thus, whatever the type of education (informal, formal, and non-formal) and the level of education (preschool, elementary, middle, and high) carried out in a society, nation, and country, is nothing but a cultural inheritance from one generation to the next.

Academic culture as a system and values is expected in the future to play an important role in the development of the nation as a whole. Academic atmosphere and culture cannot be realized by itself but must be planned, organized, operated, and controlled with a good management model. Academic culture is actually a universal culture. That is, owned by everyone who involves himself in academic activities. Building an academic culture is not an easy matter. Socialization efforts are needed towards academic activities, so that there is a habit among academics to carry out the norms of academic activities, one of which is the culture at school.

Culture in schools can develop in accordance with the demands of society, based on shared beliefs and values that become a strong bond of togetherness for all school members (Deal and Peterson, 1999: 23). Each school has a number of cultures with one dominant culture and a number of other cultures as subordinated. A number of beliefs and values are widely agreed upon in schools and some groups have limited agreement among themselves about certain beliefs and values. This situation is not profitable if the dominant values and subordinated values are not in line with or even conflict with school members who support learning to build a quality school.

The quality of the academic culture determines the success of efforts to improve the quality of education in schools. The quality of education is dynamic, the indicators develop according to the demands of society and the development of science and technology. This development requires every school to always change. This component consists of the principal, teachers, students, administrative staff, individual students, school supervisors, and the community. Therefore, efforts to improve the quality of education require all school members to have a desire to always change towards improvement.

The academic culture contained in MAN 2 Bandar Lampung is contained in the vision of the madrasa, namely as a superior and quality Islamic education institution in Lampung Province so that it can produce optimal achievement. And this can be seen with a large number of students and most of them are accepted at State Universities either with the SNMPTN route (selection based on the results of tracing the academic achievement of prospective students); SBMPTN (selection based on the results of a written examination using a print method (paper-based testing) or computer (computer-based testing), or a combination of the results of the written exam and skills test of prospective students); and Independent Selection, namely the selection that is regulated and determined by each PTN.

One of the indicators of Headly Beare's academic culture in Arifin (2013: 111) is an indicator of the teaching and learning process. This indicator includes the availability of human resources to support teaching and learning activities. In this case, Madrasah Aliyah MAN 2 Bandar Lampung already has a composition of teachers based on academic degrees in accordance with the Regulation of the Minister of Religion No. 60 of 2015 article 30 concerning Teacher Qualifications at the madrasah level. This is the commitment of MAN 2 Bandar Lampung in making one of the fulfillments in improving the quality of education related to the academic culture in a Madrasah. This shows the quality of a good academic culture in MAN 2 Bandar Lampung.

History Subjects as part of Social Science which in Sapriya's view (2009) basically have the aim of preparing students as citizens who master knowledge, skills, attitudes, and values that can be used as the ability to solve problems, make decisions, and participate in various community activities in order to become good citizens. With the implementation of this academic culture, it is hoped that these three basic objectives can be prepared and applied in accordance with the vision and mission of Madrasah Aliyah. Furthermore, in the academic culture at MAN 2 Bandar Lampung, what is no less important

is how each student is able to master general subjects. Apart from understanding religion, general subjects also take precedence. In this case, the History Subject becomes the focus of discussion.

Apart from the applied academic culture, history education has an equally important role in developing the character of students. History is a subject that is closely related to the development and fostering of national attitudes, the spirit of nationalism, love for the country, democratic spirit, and patriotism. In History Lessons some values are very distinctive and distinguish them from other subjects. According to Kochhar (2008: 64), the values contained in the History Subject can be grouped into scientific values, informative values, ethical values, cultural values, political values, nationalism values, international values, and work values. Through History learning activities, students can understand various events at the local, regional, national, and international levels. Also, making history as a subject in schools aims to make students aware of the diversity of life experiences in each society and the existence of different perspectives on the past to understand the present and build knowledge and understanding to face the future (Isjoni, 2007: 72).

The process of developing the values that form the basis of a character in the history lessons requires a continuous process. In developing national character education, awareness of who he is and his nation is a very important part. This awareness can be well awakened through Historical Education which provides enlightenment and an explanation of who the nation was in the past which produced itself and its nation in the present. In addition, education must also build awareness, knowledge, insight, and values regarding the environment in which the self and the nation live, the values that live in society, the prevailing and developing social systems. Thus, history lessons can also be used as a means to maintain the identity and character of the nation.

A lot of research has been done regarding the role of history in shaping the character of the nation, for example, is research conducted by Jumardi (2017) concerning the Role of History Lessons in Student Character Development Through Learning Based on Local Historical Values at SMA Negeri 65 West Jakarta concluded that the role of history lessons in developing student character through historical value-based learning, a) As a strategic component in developing student character, b) As a medium to pass on the local historical value of DKI Jakarta to students, c) As a way to foster student creativity through artistic and cultural activities, d) As a liaison between teaching materials and real situations in society, e) Train students in doing simple research. In line with the results of these studies, History Education has a role in efforts to build national character and instill cultural values. The purpose of studying history according to Kasmadi (1996: 13) is to instill a spirit of nationality, love for the motherland, nation, and state, and to be aware of what he was born with. The material in history education can develop the potential of students to get to know the national values that were fought for in the past, maintained, and adapted for the present life, and further developed for future life. Moreover, history is described as various real events and incidents that have occurred in the past, not just fictional compositions.

Then, research on academic culture has also been done a lot, for example, is research conducted by Arif (2019) on the Relationship of Academic Culture and Organizational Culture with Teacher Performance with the results of the research showing that there is a positive and significant relationship between academic culture and organizational culture on teacher performance. In line with the results of this study, Kurnia and Suriani (2009) in their research on the International Academic Culture of Indonesian Students in Australia and Canada concluded that the academic culture experienced by students studying abroad had a positive impact on domestic students. Then, Firdaus and Mariana (2019) in the Identification of academic culture discourses in mathematics learning in three different types of elementary schools concluded that the results of this study indicate that there is an academic cultural discourse in researchers that changes along with the local school academic culture and the experiences that researchers go through. while teaching mathematics in three different types of primary schools as well as identifying changing academic cultures, research knowledge, and teaching experience.

The difference in research on the implementation of academic culture in the History Subject with previous research is that this research was conducted at the Madrasah Aliyah level which was characterized by Islam and added a religious curriculum, and it should have been that the academic culture displayed in this madrasah already existed when students started entering from the school gate so that character values can be well integrated into the History Subject. In this research, it is hoped that it can create a good academic culture according to the vision and mission of the school, especially in the History Subject. Then students can develop characters that are by the background of the madrasa, which is based on Islamic teachings, and understand the lessons taught by teachers who are competent in their fields of knowledge.

Based on the description above, this research will focus on the Implementation of Academic Culture in History Subjects in MAN 2 Bandar Lampung.

2. METHODOLOGY

The method used in this research is the descriptive qualitative research method. This research is intended to explain the facts or symptoms that exist in the academic culture at Madrasah Aliyah Negeri 2 Bandar Lampung. This is by the opinion of Satori (2011: 23) who states that qualitative research is carried out because researchers want to explore unquantifiable phenomena because they are descriptive in nature such as the process of a work step, the formula for a recipe, the definitions about a variety of concepts, the characteristics of a good and service, pictures, styles, customs of a culture, the physical model of an artifact and so on.

Data collection techniques used in this study were in-depth interviews, observation, and documentation. The reason the researcher uses this research technique is that in qualitative research to collect information involves direct participation, in the form of in-depth interviews, field observations, and reviewing documents that support the research. The qualitative data analysis is inductive, namely,

the analysis is based on the data obtained. According to Miles & Huberman (2000: 18), the analysis consists of three streams of activity that occur simultaneously, namely: data reduction, data presentation, conclusion/verification.

3. RESULTS AND DISCUSSION

Implementation of Academic Culture in History Subjects in MAN 2 Bandar Lampung

For students, life in a madrasa is a life full of academic activities and various non-academic activities. The ideal values of academic culture require students to have the habit of reading, writing, discussing, being active in learning, as well as in organizations. Academic culture is not an easy term to define. Even as a concept, the culture of the academy continues to move so that it becomes fluid according to the contextualization in which this culture is born, grows, and develops. Even though in the regulatory reference, the academic culture is sufficient, but the research results are still not solid because it is influenced by many factors, not only internal but also external. According to the opinion of experts, academic culture cannot appear suddenly but in a process. Existing regulations and research results show that academic culture is still a problem. One of them is in History Subject.

The main goal of studying history is to make someone wise (Kartodirdjo, 1992; Kuntowijoyo, 1995). Learning history is a door to learn and discover lessons about what happened. Learning history is learning about humanity in all its aspects. Learning history will give birth to an awareness of the nature of the development of human culture and civilization, the result of this learning is then known as historical awareness (historical consciousness). So one goal of studying history is to create historical awareness. Thus, the process of learning history in schools must also be encouraged to create situations that can foster historical awareness. In the national education curriculum document, the objectives of the History Subject are described in detail, ironically this goal seems to be only a reference.

The implementation of academic culture in History Subjects in MAN 2 Bandar Lampung is known to have several indicators (Kistanto, 2000: 8), the academic culture at MAN 2 Bandar Lampung is implemented, namely: 1) Appreciation of opinion, 2) reading habits, 3) researching and serving the community, 4) writing scientific articles, 5) academic and non-academic achievements, 6) teaching and learning process and 7) existing facilities and infrastructure. The factors that influence academic culture are the factors of students, teachers, curriculum, academic services in madrasah, and the availability of facilities and infrastructure. Cultural factors that are more dominant in academic culture, such as motivating academic activities, making it easier to carry out scientific discussion activities, help solve academic problems, and assist in adding knowledge and insights. The following are the findings of research on the implementation of academic culture in History Subjects in MAN 2 Bandar Lampung can be seen in the following table:

Table 1. Research Findings

No.	Academic Culture	Implementation
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1	Appreciation of opinion	Respect other people's opinions when studying history
2	Thinking rationally to bear responsibility	Every issue that appears to be in the analysis is the rational and studied the kind of terms of positive and negative or from the terms of halal and haram, so it can dipertanggungjawabkan well before humans and in the presence of Allah.
3	Reading habits	Get used to reading from various sources before and after learning history
4	Add knowledge and insight	Adding knowledge of various materials reading and study so that will increase science knowledge.
5	The habit of researching and serving the community	Familiarize yourself researching on various phenomena that arise in the community and doing service.
6	Writing articles, papers, books	Writing knowledge that is already owned or researched in various forms in the form of papers, articles, books, opinions and others.
7	Scientific discussion	Doing discussion of scientific to add insights from a variety of speakers sources .

Source: Primary data, 2020

To learn history, students can learn individually, but it would be better if learning history is done with other individuals. This is because there is a lot of historical material so that students who can understand and comprehend less material will have difficulty learning history. Then, some students do not like History Lessons so that when these students learn independently, what they learn is not optimal. Also, some students can understand History material but are less able to analyze or assess a historical event so that discussions with other students are needed. Therefore, cooperation is needed in learning History. With cooperation, students not only interact with their peers but can also help to improve their understanding of History material through appreciating opinions and reading culture before History learning is carried out.

Appreciating other people's opinions starts with listening to or paying attention or analyzing what is being explained. Students will not be good listeners if they are not used to it. Listening is a much harder job than talking. Good listeners try to catch the ideas raised by the speaker so that in turn he can respond to the speaker. Therefore, it does not mean that by respecting other people's opinions students only become passive listeners, but most importantly students are asked to capture the ideas raised by the speaker and then be able to respond to them.

4. CONCLUSION

Education and culture have a very strong relationship, culture will not grow and develop without an educational process. Thus, whatever type of education (informal, formal, and non-formal) and the level of education (preschool, elementary, middle, and high) carried out in a society, nation, and country, is nothing but a cultural inheritance from one generation to the next. Academic culture can be understood as a totality of life and academic activities that are lived, interpreted, and practiced by members of the academic community in an educational institution. The implementation of academic culture in History Subjects at MAN 2 Bandar Lampung is as follows: 1) Respect for opinions, 2) Rational thinking with responsibility, 3) Reading habits, 4) Addition of knowledge and insight, 5) Habit of researching and serving the community, 6) Writing articles, papers, books, 7) Scientific discussion.

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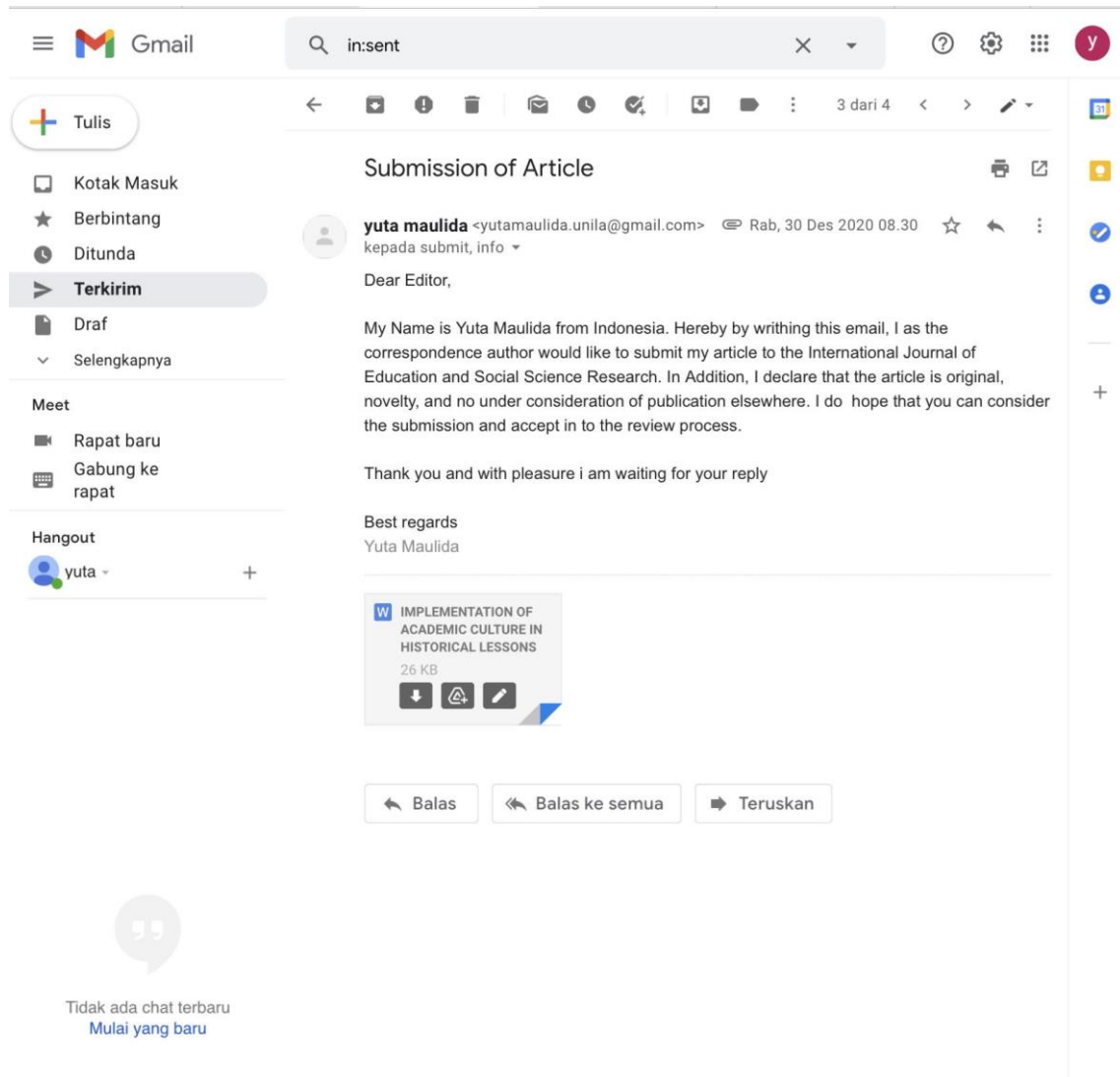
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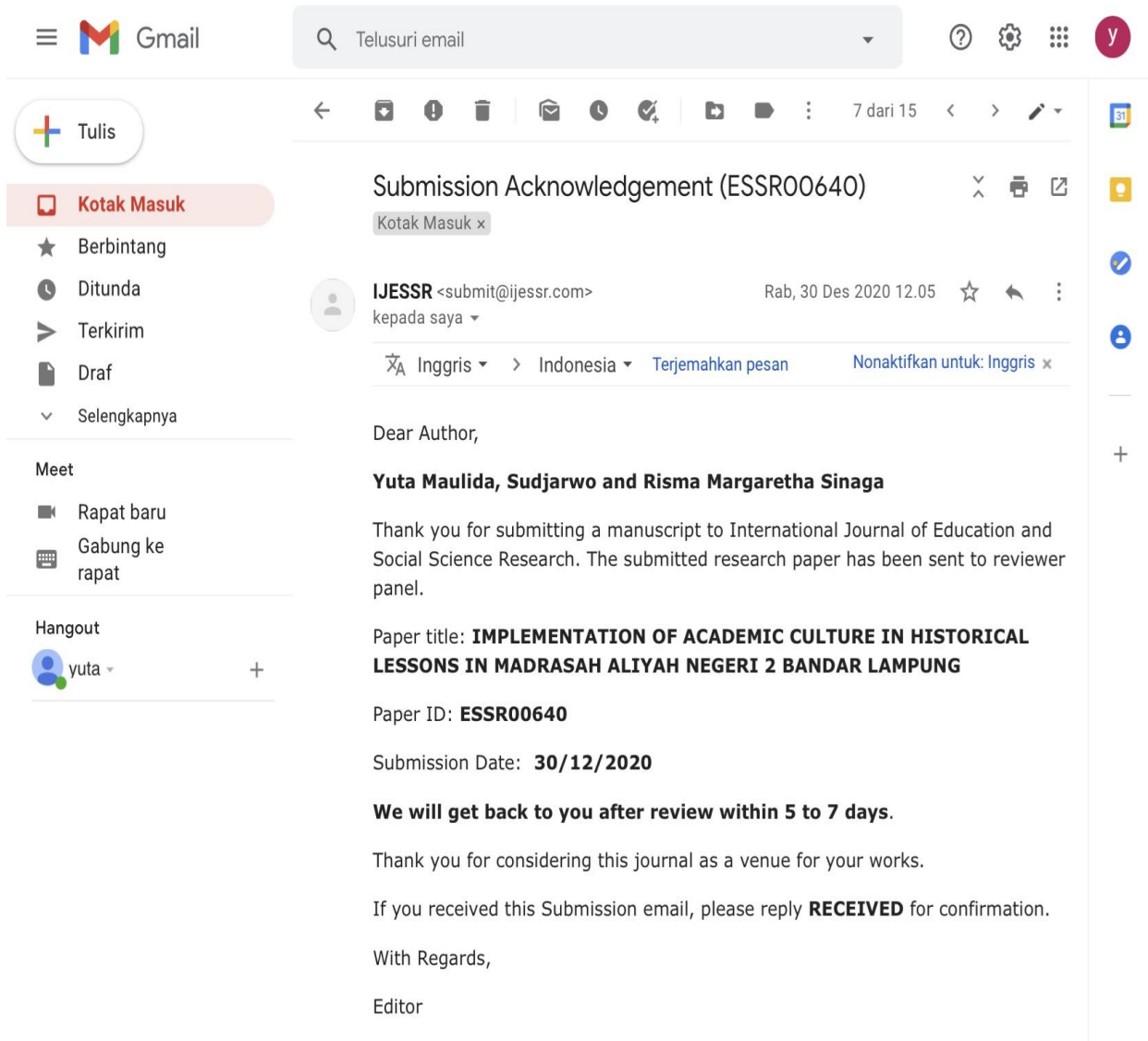
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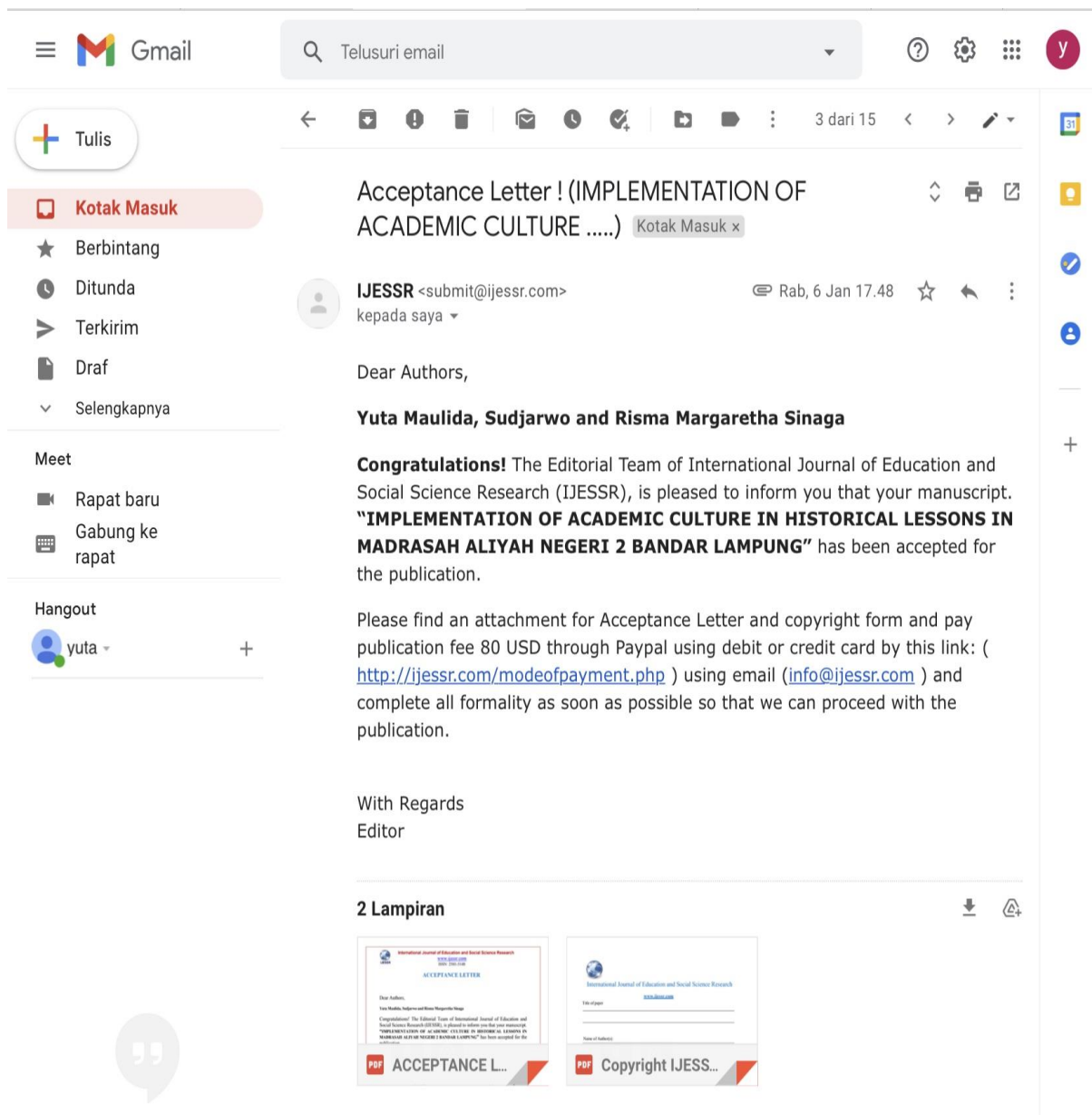
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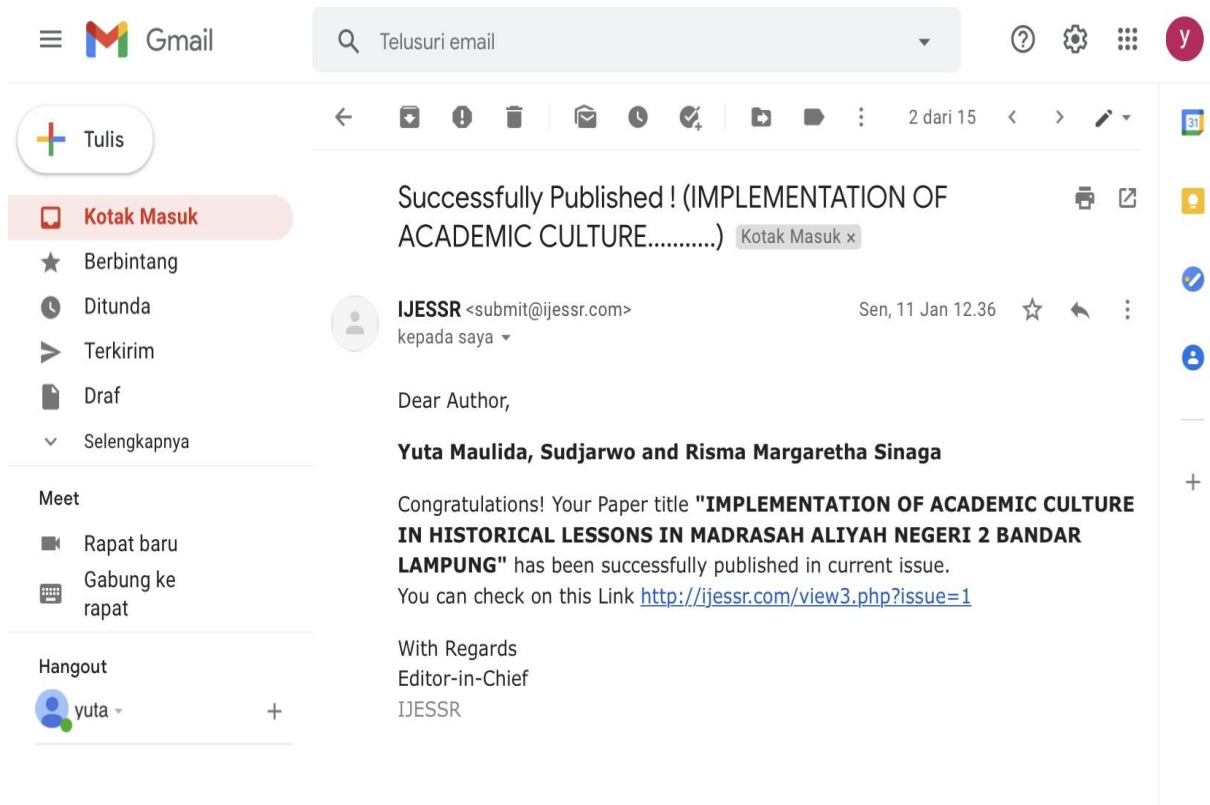
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