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## Implementation of Character Education in Historical Learning in the Industrial Revolution Era 4.0

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### **Abstract**

This study aims to determine the implementation of character education that is applied in history learning in high schools in Bandar Lampung. The method used in this research is qualitative. The results show that character education is very important to be applied to the subjects of history in the era of the industrial revolution 4.0. The history teacher has implemented and integrated character education in teaching and learning activities in the classroom. Teaching preparation starts from the planning in the form of lesson plans that contain lesson values that will be inserted in the teaching material of history, at the implementation stage the teacher has strengthened and instilled character values in students and at the final stage of learning, namely the assessment process, at this stage educators have developed test instruments that contain character values not only emphasize cognitive aspects.

**Keywords:** Character Education; History Learning; Lesson Plan; Good Value

### **1. Introduction**

Character education lately has received a lot of attention from the people of Indonesia. This is because the community feels that there is an inappropriate *output* from the expected educational *output*. This imbalance can be seen from the behavior of graduates of formal education today which is so clearly felt by the community that is not in line with the aims of noble education such as corruption, promiscuity, drug abuse, and student brawl (Agung, 2011).

The aforementioned phenomenon is suspected due to the lack of inculcation of strong character education in learners. Character education is a tool that plays an important role in creating quality and potentially human beings. Therefore, character education is needed from the start. Education characters are all positive things done by educators and the effect on the character of the participants did they teach (Ash-shidiqqi, 2018; Sivo, *et.al.*, 2017).

Character education is a conscious and earnest effort of an educator to teach values to students. Character education can also be defined as education that develops a noble character (*good character*) of

learners with practice and teaches values and decision making civilized concerning fellow human beings as well as with his relationship with his Lord (Albertus, 2017).

Given the importance of character education, many parties are demanding an increase in the intensity and quality of the implementation of character education informal education institutions (Suyanto, 2010; Hidayati, *et.al.*, 2014). The claim is based on social phenomena that develop as described previously. Therefore, formal education institutions as an official forum for coaching young people are expected to increase their role in shaping the personality of students by increasing the intensity and quality of character education.

At the institutional level, character education leads to the formation of school culture, the values that underlie behavior, traditions, daily habits, and symbols that are practiced by all school residents, and the community around the school. As you know, the challenge of education today is that our curriculum emphasizes too much on the cognitive aspects. Students are required to master many things. School institutions too much give learners with knowledge of facts, concepts, principles and so on without thinking about its usefulness for learners.

The government finally realized the importance of character education to be applied in formal education, coupled with the ongoing era of the industrial revolution 4.0 which demanded good character to face the challenges of the times. Based on Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education and for high school levels passed down through Minister of Education and Culture No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units, cultural education, and national character is carried out through integration in subjects, self-development and school culture, not a separate subject. Cultural education and national character aim to develop the character of each individual to be able to realize the noble values of Pancasila; develop the basic potential to be kind, think well, and behave well; strengthen and build multicultural national behavior, and promote competitive national civilization in the world. This process involves the collaboration of all school members (Supranoto, 2015; Astuti, 2016).

The character values expected by the government are realized by the inclusion of good character values in the Lesson Plan so that the positive character that has been fading in the community can be re-taught to students through the integration of subjects. The inculcation of character values differs between one subject and another because each subject has its values which will be instilled in students. This is caused by the priority focus of each subject which certainly has different characteristics. The cultivation of character values is very suitable if carried out and integrated with historical subjects that are full of noble values of the nation's history.

Many formal education institutions have already carried out cultural education and national character in every subject that exists through various approaches. However, the implementation has not been well documented, so the success rate is unknown.

Character education can be applied to the learning process in the classroom. The importance of character education in learning is to improve the quality of the organization and results of education in schools that lead to the achievement of student character formation. In this case, educators are not only tasked with only delivering learning material, but also in charge of instilling character values in students. The character values are religious, honest, tolerance, discipline, hard work, creative, peace-loving, fond of reading, caring about the environment, caring socially, curiously, polite, friendly or communicative, responsibility.

Character education can be integrated into school subjects, including history subjects (Agung, 2011). The management of character education is emphasized in the 2013 curriculum. In this 2013 curriculum students need to know the authority of the character which will be used as a source of

assessment of learning outcomes, so that students can prepare themselves through mastery of certain characters. Based on the results of preliminary observations made by researchers, all educators have implemented character education in the learning process. Especially in history subjects applying several characters into the Lesson Plan.

With the existence of these problems above, the authors did the study to analyze the implementation of character education in the process of teaching history. In general, this study aims to describe the implementation of character education in the planning, implementation, and evaluation of historical learning.

## **2. *Research Methods***

This study uses a qualitative method with a descriptive approach that describes in the form of words and language about what is experienced by research subjects such as behavior, perceptions, and actions in natural contexts with natural methods (Moleong, 2010).

This research was conducted at YP Unila High School, SMAN 9 Bandar Lampung, SMAN 2 Bandar Lampung and SMKN 2 Bandar Lampung by using a purposive sampling technique and involving 180 respondents. Data collection techniques are done using direct observation and study documentation. Analysis of the data in this study used the Miles and Huberman models. Data analysis is carried out continuously and interactively so that the data obtained is saturated data. Data analysis includes data reduction, data display, and conclusion drawing/verification.

The first step is data reduction, which involves collecting data from observations, and analyzing documentation. Data collected in this study are separated according to their respective categories to be more detailed and easily processed. Also, the reduction of data by taking the main and important, then discard what is considered unnecessary. Phase two is the display of data, done to facilitate further activities. This study presents data in the form of descriptive descriptions and analyzed so that an interactive relationship is seen between the four data sources. The third stage of data analysis is the verification or conclusion stage based on class observations and document analysis.

## **3. *Result and Discussion***

### ***3.1 Character Education in Schools***

Lesson Plan is a term given for a statement about the details of the desired results as well as a tool for carrying out learning activities for the achievement of the expected results within a certain period. The Lesson Plan must tell a very simple story, namely the teacher's plan, right or wrong, to teach students during a certain period. Based on the results of research conducted, the lesson planning program in high schools in Bandar Lampung has been carried out by all teachers, including history teachers. One of the goals of making lesson plans is that teachers in teaching have thorough preparation and have signs that are following the lesson plan, so that in teaching following the lesson plan. The teacher will make a lesson plan at the beginning of the year before learning begins.

Lesson plans made include syllabi and study plans. The results of the study note that for the manufacture of learning devices such as syllabi, it already exists from the government so that the syllabus for all high schools in Bandar Lampung is the same. Whereas the learning plan is made by looking at the Core Competencies and the Basic Competencies listed in the syllabus, and in making the lesson plans tailored to the environment of each school. However, before making a lesson plan by each teacher, there was a Meeting of Subject Teacher Association, in this meeting the teacher discussed and exchanged ideas with other teachers to know how to arrange and develop good learning media. Making annual programs and semester programs are also made by each teacher that is adjusted to the education calendar, and the education calendar is initially from the education office, but in its application is adjusted to the school's schedule.

Based on research conducted by researchers on the learning media used by history teachers at High School in Bandar Lampung city, it shows that these learning media have been developed by integrating values developed in the nation's character education into syllabi and lesson plans. Especially in the learning plan in core competencies, basic competencies and indicators have been divided into 4 competencies, wherein competencies 1 and 2 there are spiritual competencies and attitude competencies in which there is the insertion of the character values to be conveyed.

The preparation of the learning plan includes the syllabus, but the syllabus already exists from the Ministry of Education, but in the preparation of the syllabus the character values contained in the Core Competencies are inserted, then from this syllabus is further developed into a learning plan that has been adapted to the conditions of each school. For the learning planning that is applied to the 2013 curriculum, there are already textual values added, as in core competencies one and two which are spiritual and attitude competencies. Among the values listed are honesty, discipline, caring, cooperation, cooperation, tolerance, peace, polite, responsive and proactive. But in the learning step in the learning plan not included integrating character values. So, in this case, there is certainly a lack of conformity between those in core competencies and the learning steps in Lesson Plan and it can be said that the learning plan made is not suitable for the application of character education in learning history.

Based on research in four schools related to the implementation of character values that must be instilled in every student who is extracted from the values of religion, Pancasila, culture and national education goals. The application of character values in history learning in high schools in Bandar Lampung is as in the following table:

**Table. 1 Implementation of Character Values**

Character Value	SMAN 2	SMAN 9	State Vocational School 2	Unila YP High School
Religious	95%	95%	94%	95%
Honest	89%	88%	87%	87%
Tolerance	86%	86%	87%	88%
Discipline	90%	90%	88%	91%
Hard work	88%	89%	89%	89%
Creative	88%	86%	85%	87%
Independent	86%	85%	87%	88%
Democratic	86%	85%	85%	85%
Curiosity	86%	86%	86%	87%
Spirit of nationality	85%	86%	87%	85%
Love the country	86%	85%	87%	88%
Appreciate Achievement	76%	78%	79%	79%
Friendly / Communicative	85%	85%	85%	85%
Love peace	88%	89%	89%	89%
Like to read	85%	86%	87%	85%
Environmental care	79%	78%	75%	79%
Social care	79%	78%	76%	79%
Responsible	86%	87%	88%	88%

Based on the table above, it can be seen that of the 18 characters that are in accordance with the guidelines for the implementation of character education as many as 15 characters have been carried out by the history teacher in the learning process, as for the three characters that have not been seen in the history learning process, among others the characters value achievement, care for the environment and social care. This is because historical learning activities are still limited in the classroom environment and have not brought students to study outside the classroom and see life outside the classroom to bring up the character mentioned above.

Character education is the culmination of habits resulting from ethical choices, behaviors, and attitudes possessed by individuals which are primed morals even when no one sees them (Skagss & Bodenhorn, 2006). The application of character education is not only an issue in Indonesia but also an issue in America, Japan, China and Korea (Kamaruddin, 2012). Character education is an effort to educate students to have a good understanding so that they can behave well following applicable norms. Character education produces individuals who can make decisions and take responsibility for every decision taken (Agboola & Tsai, 2012). Through character education, it is expected that individuals can resolve conflicts and be able to socialize with good morals. Learners need to try to solve the problems

encountered following the values of everyday life, for those learners need to understand the personality of themselves and the environment of the learners (Benninga, et al., 2003).

10 Strengthening character education aims to grow the character of students themselves. This is supported by Full Day School, schools with full learning activities also have sufficient opportunities to instill character values and prevent students from activities that are not good. There are three main focuses on character education. First, character education focuses on teaching values. Second, focusing on clarifying values. Third, it focuses on moral development (Agung, 2011).

5 Based on several objectives of the implementation of character education plus the presence of Permendikbud No. 20 In 2018, high schools in Bandar Lampung have carried out teaching and learning activities by integrating character education in the learning process in each subject including history subjects. To achieve the above objectives, cognitive skills are developed, which include process skills, applicative skills, forecasting skills, critical-analytical thinking skills, and instillation of values where it is hoped that the ends are able to apply all forms of character values from each phenomenon that has been learned (Hasan, 2012; Albertus, 2017; Zahro, Sumardi, & Marjono, 2017).

4 Learning history done by teachers not only memorize and remember the historical events which had then only, but teaching of history that invites learners are able to develop the competence to think chronology and have a knowledge of the past to be able to understand and explain the process of development and change people with socio-cultural diversity in order to find national identity, and can grow their identity as a part of an Indonesian nation. Character education is very appropriate when integrated into the process of learning history, referring to the purpose of the above historical learning.

5 Character education that focuses on developing students' identities to be smart and have the character needed to face the demands of the times. This can be implemented in formal education in schools one of them through history learning, this is because the purpose of history learning is not only demanding cognitive aspects or intellectual skills but also the affective domain, namely personal skills (Agung, 2011). In other words, historical learning is generally about attitudes, values and morals. Therefore, history teachers should be able to creatively plan, implement and evaluate learning. And more importantly, the history teacher must become a role model in strengthening good character in school.

26 The implementation of character education in the history learning process includes three stages namely the planning stage, the implementation phase, and the assessment stage. The planning phase includes selecting and organizing points of value that can be integrated into the learning instrument, as well as selecting appropriate and meaningful learning experiences in learning. implementation of character education can avoid overlapping values to be achieved by students (Sze, 2014; Hamalik, 2001).

9 The ongoing 4.0 industrial revolution must be faced by all fields including education. How does the world of education anticipate the flow of information carried by the industrial revolution 4.0, one way is to strengthen and instill the values of character in students so that students are ready to face the demands and challenges of the times.

43 For the process of inculcation of character education in schools to be successful, each policymaker must participate in carrying out the process. Each element of education in schools must pay attention to supporting components, curriculum, process standards and content standards, school management, planting outside of learning, facilities, funding and performance needed to be able to carry out the strengthening of the character of students in school.

### 3.2 Character Education in Historical Learning

In the learning planning stage, attention needs to be paid to class management, organizing teaching materials, managing teaching and learning activities, the use of learning resources, and assessment. Assessment of learning activities can be done by written examinations, or through direct observation by educators. Character values were chosen that are tailored to the instrument of learning. Also, the chosen character values are adjusted to the characteristics of students and the competencies to be achieved (Idris, 2014 ; Khoury, 2017) .

In the planning stage, history teachers at the high school level in Bandar Lampung have modified the syllabus and lesson plans. In the history learning syllabus that is in accordance with the 2013 curriculum, national character values have been incorporated into the syllabus, which is contained in Core Competencies (KI) 1 and 2, then the values of the nation's character education are spelled out in the column of national character education indicators and transferred from the syllabus to Lesson Plan.

Looking at the lesson plans used by history teachers, it seems that modifications have been made according to the inclusion of the nation's character education indicators through revisions to the learning approach/methods to get used to developing the values of national character education. Even in the learning plan the history teacher has revised the learning activities to get used to developing the value of the nation's character education.

In the implementation phase educators must integrate learning with the introduction of values and internalization of values into the behavior of students through learning activities (Afandi, 2011). Educator activities when implementing character education in learning activities, need to present learning materials, implement learning methods, and encourage students to be active. The presentation of learning material is related to life. Educators in implementing character education are also required to build relationships between private (Idris, 2014).

At the learning stage the history teacher has conducted the learning process following the lesson plan that has been prepared by taking into account the direction of the Minister of Education and Culture Regulation No. 20 of 2018 concerning the strengthening of character education. In the implementation of history learning, the history teacher has revised the learning activities by incorporating the values of character education in the introduction, core activities, and closing. It has been seen that teachers instill the values of character education such as; religious, cooperation, discipline, hard work, self-confidence, creative, independent, caring, and other responsibilities.

In the implementation phase of history learning in the classroom, education strengthening has been carried out well. Strengthening character in the history learning process is done because good character is not formed automatically but through a long process (Pala, 2011).

The final stage of a learning process in the classroom is the assessment stage, in this case the educator must pay attention to the measures of the achievement of the implementation of character education including the determination of indicators of agreed values, preparation of assessment instruments, recording the achievement of indicators, analysis of assessment results, and follow-up assessment results. The results of the character assessment that students have had are used by educators in combining the character values to be achieved with learning competencies.

Character education assessment aims to determine the progress of the characters owned by students, determine the advantages and disadvantages of learning planning, and to determine the effectiveness of the learning process. Student character assessment can be done through tests and non-test



Character assessment instruments can be in the form of observation sheets, attitude scale sheets, portfolios, checklists, and interview guide sheets (Zusrotin, 2017).

At this stage the history teacher has conducted an assessment of historical learning that includes the values of character education. In the lesson plan there are assessment techniques in the form of: (1) written tests, (2) assignments, and (3) observations. As for the form of the instrument in the form of: (1) question description, (2) homework, and (3) observation sheets in the form: percentage presentation sheets, and discussion sheets. Likewise, in the closing activity of learning there is also a special assessment of the value of character education that is inserted through the activities of the discussion and presentation process by instilling good values contained in the guidelines for the implementation of character education.

## Conclusion and Recommendations

### Conclusion

Government through Permendikbud No. 20 of 2018 concerning Strengthening Character Education in the Formal Education Unit tries to emphasize that the character education movement is fully implemented and is the responsibility of the education unit as part of the National Mental Revolution Movement (GNRM). In the above regulation it is emphasized that the characters that need to be embedded in learning in education units include religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, care about the environment, care about social, and responsible.

Of the 18 characters contained in strengthening character education, history learning is a very appropriate subject to instill the values of good character. High schools in Bandar Lampung has been carrying out well related to the implementation of Permendikbud No. 20 of 2018 in the process of learning history. This can be seen from the planning stage that has integrated character values in the syllabus and lesson plans made by history teachers. At the implementation stage in learning history, teachers have implemented 15 values well out of the 18 values stated in the lesson plan related to indicator and learning objectives as well as learning methods that encourage students to be able to develop good character in themselves. Finally at the evaluation stage, the history teacher has applied the assessment using a character education approach which in the realm of core competencies 1 to 4 tries to assess all activities and attitudes of students during the learning process.

### Recommendations

Permendikbud No. 20 of 2018 should encourage each formal education unit to carry out character education in every process of learning activities in every subject in the school. To optimize the implementation of the above regulations, stakeholders should provide training and encourage all subject teachers to strengthen character education starting from the three main stages before conducting the learning process, namely, at the learning planning stage, the learning implementation stage and the learning evaluation stage.

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