Building National Character: The Role of Character Education in History Learning

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Article Info

ABSTRACT

Purpose of the study: The purpose of this study is to determine the general description of Senior High School Number 1 Gunung Talang and the implementation of character education in history learning at Senior High School Number 1 Gunung Talang.

Methodology: This research is qualitative-descriptive. To conduct the research, data sources are needed, both primary and secondary sources. Data collection used is observation, interviews and documentation. Data analysis techniques include collecting data, data reduction, data presentation and drawing conclusions. Triangulation data validity techniques.

Main Findings: Senior High School Number 1 Gunung Talang was established to address the lack of high schools in Solok Regency, especially for students from Cupak and nearby areas. Character education is integrated into the lesson plans and history learning process through group discussions, respect for others' opinions, religious habits, and discipline. It is evaluated based on students' attitudes during learning. Supporting factors include ample time and adequate facilities, but challenges arise as teachers cannot monitor students' behavior outside the classroom, where environmental influences play a role.

Novelty/Originality of this study: This study shows that history learning can be an effective means of forming national character through the instillation of moral values. With the integration of educational character, students not only learn historical events, but also develop attitudes of discipline, mutual respect, and religious values that support the formation of national character.

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1.   INTRODUCTION

Education is one of the most important factors in a person's life because through education a person can improve intelligence, skills, develop self-potential and can form a responsible, intelligent and creative person [1]. In general, National Education aims to educate the nation and improve the quality of life of the Indonesian people, to realize an advanced, just and prosperous society based on Pancasila and the 1945 Constitution [2], [3]. Given the importance of the role of education, the government has made various efforts to improve the quality of national education [4], [5].

The true goal of national education is to shape the character of the nation [6], [7]. Thus, it is necessary to revitalize character education at all levels of education in Indonesia. Schools as formal educational institutions

must make character an inseparable part of educational practices [8], [9]. In other words, character education means returning schools to their educational duties in accordance with the law, namely building the character of the nation [10], [11].

This character formation is also the goal of the 2013 curriculum development. Where the development of the 2013 curriculum is focused on the formation of student competencies and characters, in the form of a combination of knowledge, skills, and attitudes that can be demonstrated by students as a form of understanding of the concepts they are learning contextually [12], [13]. Character education is a conscious and serious effort from a teacher and has an impact on students [8], [14]. It is further explained that character education is everything that teachers do, which can influence the character of students [15], [16]. Teachers help shape the character of students. This includes exemplary behavior of teachers, how teachers speak or deliver material, how teachers tolerate, and various other related matters.

Ideally, the implementation of character education in educational institutions is integrated with subjects that have wisdom content as part of the formation of national character [17]. Subjects that have wisdom values are Citizenship and History. History is a subject that is closely related to the development and fostering of national attitudes, nationalism, love for the homeland, democratic spirit, and patriotism [18]. In history there are very distinctive values that can distinguish it from others, namely informative values, ethical values, cultural values, political values, nationalism values, international values, and work values. History as a school subject basically 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.

History is a compulsory subject at the secondary education level. History has a strategic meaning in the formation of Indonesian people who have a sense of nationality and love for the homeland [19], [20]. The formation of national personality along with identity and self-identity will not be realized without the development of historical awareness as a source of inspiration and aspiration. National personality, identity, and self-identity develop through the collective experience of the nation, namely the historical process. In order to further strengthen the implementation of character education, 18 character values have been identified by the Ministry of National Education in 2013 in the development of national cultural and character education [21], [22] which are sourced from religion, Pancasila, culture and national education goals which are religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national spirit, love of the homeland, appreciate achievement, friendly, love peace, love to read, care about the environment, care about society and responsibility [23].

Based on the author's observations at senior high school number 1 Gunung Talang, it is seen that history teachers have implemented character education for students at senior high school number 1 Gunung Talang, this can be seen at the beginning of learning in the morning the teacher requires students to sing the song Indonesia Raya, then read the Quran and pray. This shows that the teacher is trying to instill a sense of love for the homeland and instill a religious character. In addition, the teacher has also used a syllabus and Lesson plan that have attached character values.

Previous research conducted by Afrina et al [24] previous research focused on the use of historical knowledge in social studies learning materials to improve students' nationalism. Meanwhile, current research emphasizes more on the role of character education in history learning to build national character. The gap that emerged was that previous research focused more on the cognitive aspect in understanding history to improve nationalism, while current research emphasizes the integration of character values, such as morals and ethics, in history learning, with the aim of forming a more holistic national character.

This research has novelty because it integrates character education into history learning, which has so far been more focused on cognitive aspects and mastery of factual material. This approach offers a new perspective in building national character through history learning, not only as a study of past events, but also as a medium for forming students' morals and ethics. The urgency of this research lies in the importance of forming a young generation who not only understands history, but also has a strong character in facing the challenges of globalization and maintaining national values that are starting to erode in the modern era. Based on the explanation above, the aim of this research to determine the general description of Senior High School Number 1 Gunung Talang and the implementation of character education in history learning at Senior High School Number 1 Gunung Talang.

2.   RESEARCH METHOD
2.1 Types of research

This research is a field research using a qualitative descriptive approach to systematically describe factually and accurately the facts, situations or events related to the implementation of guidance in schools. Descriptive qualitative research is a research method that aims to describe in full and in depth the social reality

and various phenomena that occur in the community that are the subject of research so that the characteristics, character, nature, and model of the phenomenon are described [25], [26].

Reports based on qualitative methods include purely descriptive issues about programs or people's experiences in the research environment. The purpose of this description is to help the reader know what is happening in the environment under observation, what the views of participants in the research setting are, and what events or activities occur in the research setting. Descriptive research is not intended for a particular hypothesis, but only describes "what is" about a variable, symptom or condition. In this study, the author attempts to describe the facts that occur in the field, regarding the implementation of character education in history learning at senior high school number 1 Gunung Talang.

2.2 Research Subject

The subjects in this study were the principal, curriculum representative, history teacher and students.

2.3 Data Collection Technique

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing data collection techniques, researchers will not obtain data that meets the established data standards. In this study, the data collection methods used by the author are three types, namely:

1. Observation

Observation is a daily human activity using the five senses of the eye as its main aid in addition to other senses such as the ear, smell, mouth, and skin. Therefore, observation is a person's ability to use his observations through the work of the five senses of the eye and assisted by other five senses. The author observed directly at senior high school number 1 Gunung Talang about the implementation of character education in history learning at the high school.

2. Interview

An interview is a conversation with a specific purpose by two parties, namely the interviewer as the submitter/giver of the question. An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic [27], [28]. Interviews in qualitative research are in-depth because they want to explore information holistically and clearly from informants. The researcher conducted interviews with history subject teachers, students, the Deputy Curriculum and the principal of senior high school number 1 Gunung Talang about the implementation of character education in history learning at senior high school number 1 Gunung Talang.

3. Documentation

Documentation is a method of collecting data that produces important records related to the problem being studied, so that complete, valid and not estimated data will be obtained. This method only takes existing data such as achievement index, number of children, income, land area, population, and so on. The author searches for documents related to the Implementation of character education in history learning at senior high school number 1 Gunung Talang. In this study, the author obtained documents from the principal regarding the general description of senior high school number 1 Gunung Talang and administration regarding the list of teachers, students and other documents.

2.4 Data Analysis Techniques

The data analysis technique used in this study was taken from opinions consisting of:

1. Data Collection

Collecting data from the results of observations, interviews and documentation obtained from the principal, teachers and students regarding the implementation of character education in history learning at senior high school number 1 Gunung Talang.

2. Data Reduction

Data reduction is defined as the process of selecting, focusing attention on simplification, abstraction, transformation of raw data that emerges from the field. Data reduction activities continue throughout the research, sorting and selecting data that is in accordance with the focus of the research, so that the reduced data provides a picture of the research results.

3. Data Presentation

After the data on the implementation of character education in history learning at senior high school number 1 Gunung Talang is reduced, the next step is data presentation. Data presentation is the process of providing a set of information that has been compiled that allows conclusions to be drawn. The process of presenting data in this study is to present the entirety of the data obtained from the principal, teachers and students of senior high school number 1 Gunung Talng either through observation, interviews, or documentation studies. Through this presentation, the data will be organized, arranged in a relationship pattern so that it will be easier to understand the results of the study.

4. Drawing Conclusions

The third analysis activity is conclusion or verification. After collecting data, reducing data and presenting data. Then the researcher will draw conclusions from the data obtained.

2.5 Research Procedure

The research procedure is a field research with a qualitative descriptive approach, which aims to describe systematically, factually, and accurately the implementation of character education in history learning at senior high schoolnumber 1 Gunung Talang. The subjects of this study involved the principal, curriculum representative, history teacher, and students. Data collection techniques used include direct observation at school, in-depth interviews with informants, and related documentation studies. The collected data were analyzed through the stages of data collection, data reduction to simplify information according to the focus of the research, data presentation to make it easier to understand, and drawing conclusions that describe the results of the study on the implementation of character education in history learning.

3. RESULTS AND DISCUSSION

3.1 Character Education Planning in History Learning

Learning planning is an activity of designing and determining the steps that must be taken before the implementation process begins, because the steps of learning planning also affect the process of implementing learning [29]. Through good planning, teachers will be able to carry out the learning process and collect the information needed.

A history teacher stated that every subject teacher is encouraged to create and collect learning plans at the beginning of the new school year completely and systematically so that learning takes place in a focused manner, the planning is adjusted to the situation and condition of the students. Learning planning is also a reference for a teacher in teaching, with the planning the teacher can know the direction of the learning objectives to be achieved in accordance with the predetermined curriculum, namely the 2013 curriculum.

The 2013 curriculum learning planning consists of: reviewing the syllabus, identifying learning materials for students, determining learning objectives, developing learning activities, describing the types of assessments to be used, determining the allocation provided, and determining learning resources for students.

Syllabus review

In general, each main material in the syllabus includes four basic competencies that align with the core competencies aspects: (a) embracing and practicing the teachings of their religion; (b) demonstrating honest, disciplined, responsible, caring, tolerant, and proactive behavior, while positioning themselves as part of the solution in social and global interactions; (c) understanding, applying, and analyzing factual, conceptual, and procedural knowledge with a focus on science, technology, arts, culture, and humanities, especially in relation to humanity, nationality, and civilization; and (d) processing, reasoning, and presenting both concrete and abstract concepts based on what they have learned, acting independently, creatively, and effectively in problem-solving within their field of study.

Identify learning materials

In identifying learning materials for students, a teacher must consider several factors, including the potential possessed by students, the relevance of the materials to regional characteristics, and the current level of physical, intellectual, emotional, social, and spiritual development of the students. Additionally, the benefits for students, the scientific structure of the material, its actuality, depth, and breadth, as well as its relevance to student needs and environmental demands, must also be taken into account. Finally, the teacher must ensure that the learning materials align with the allocation of time and resources provided.

Determining learning objectives

Learning objectives can be organized in such a way that they cover all basic competencies or can be organized for each meeting. Learning objectives must refer to the indicators that have been given, or at least the learning objectives must contain two aspects: Audience (learners) and Behavior (ability aspect).

Development of learning activities

Each learning activity in the learning implementation plan is designed in such a way that it can provide a quality learning experience to students in which mental and physical processes occur through interactions between students, students with teachers, the environment and other learning resources with the aim of achieving basic competencies.

Determining the allocation of time provided

In determining the time allocation for each basic competency, it must be based on the number of effective weeks and the allocation of time for each subject each week that is available while still considering the number of basic competencies, graduation, depth, level of difficulty, and level of importance of the basic

competency. The time allocation that has been written in the syllabus is an estimate of the average time needed for mastery of basic competencies by various students. Therefore, the allocation can be detailed and adjusted again in the learning implementation plan developed by the teacher.

Determination of learning resources

The learning resources referred to in the 2013 curriculum and which must be developed in the learning implementation plan are references, objects and/or materials used for learning activities, in the form of printed and electronic media, resource persons, as well as the physical, natural, social and cultural environment. Learning planning is not only written planning such as the Syllabus and Learning Implementation Plan but must also be equipped with unwritten plans such as mental, health, performance and student conditions.

A History Teacher stated that, learning preparation planning does not only consider things that affect learning components such as strategies, media and methods used, but in preparing learning, it must also consider the mental, emotional, and branch readiness of students' thoughts to follow the learning and the internal conditions around the space that will be used in learning activities. This is done so that the learning plan that is prepared can not only be digested by students while in the classroom, but also students already have the preparation and initial capital to practice it when they return to their respective homes. So in planning learning, teachers must have two written and unwritten preparations. Written preparations are outlined in the learning process design, while unwritten preparations such as mental, health, performance and so on.

The learning implementation plan is also very important for teachers so that the learning implementation process is directed and can take place as expected. Although some teachers find it difficult to make a learning implementation plan. Based on the documentation of the Learning Implementation Plan for class XI history teachers, the character values included in each material tend to be the same, namely Embracing and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), politeness, responsiveness and proactivity and showing attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning themselves as a reflection of the nation in world relations. Each history teacher has included character education in the Learning Implementation Plan [30]. From the results of the documentation of the Learning Implementation Plan that the author got from the History teacher, the Learning Implementation Plan already contains several components, including: Subject identity, Competency standards, Core Competencies, Indicators, Competency achievement, Learning objectives, Teaching materials, Time allocation, Learning methods, Learning activities, Assessment of learning outcomes, learning resources and national character values. Sri Deska Sari, a history teacher, said that character education planning in a history teacher's learning must be guided by the second point of core competency, namely:

Embracing and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive behavior and demonstrating attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning oneself as a reflection of the nation in world relations.

So from the results of the observation and documentation and interviews above, the author can conclude that the planning of character education in history learning at State Senior High School 1 Gunung Talang has generally been implemented, this can be seen from the learning implementation plan made by history teachers that already contain character values. In addition to preparing for learning, mental, emotional, and branch readiness of students' thinking to follow learning and internal conditions around the space that will be used in learning activities must also be considered.

3.2   Character Education in the History Learning Process

In addition to being able to plan learning, a teacher is also required to be able to implement the learning plan. A learning plan that is neatly arranged but the teacher is unable to implement it well will certainly be in vain. The learning process is the process of forming intelligent, knowledgeable, capable, creative and independent humans in facing life [31]. This process is very dependent on the teacher's ability to carry out the learning process in the classroom where the teacher must guide students in learning by going through various stages of opening and closing lessons.

Sri Deska Sari stated that, in learning activities related to character education, each school can make the available time allocation effective in order to implement the instillation of character values by using the discussion method. This can be done since the teacher starts the learning, during the process, giving independent and structured tasks both individually and in groups, as well as assessing the learning process and outcomes. This was reinforced by a history teacher stating that the implementation of character education in history learning starts from the preliminary, core, and closing stages. This then becomes the basis and guideline for the implementation of character education activities in learning by history teachers carried out by teachers since the start of learning, during the learning process, giving independent and structured tasks both individually and in groups, as well as assessing the learning process and outcomes of students at State Senior High School 1 Gunung

Talang. As described below:

Introduction

Preliminary activities are initial activities in a learning meeting that are intended to arouse motivation and focus students' attention to actively participate in the learning process. A history teacher, stated that, regarding preliminary activities, the things that are done are preparing students physically and psychologically to follow the learning process, conducting apperception and explaining learning objectives or basic competencies.

Observations in class XI social science II showed that in the preliminary activities the teacher did the following: The teacher entered the class on time (example of instilled values: discipline), when the teacher was about to enter the class the students were already waiting quietly in their class. The first thing the teacher did when entering the class was to greet them politely (example of instilled values: polite, caring) which was continued by asking the students to pick up the trash in the classroom and arrange the seats neatly (example of instilled values: cleanliness).

Next is to ask the students to pray, then the teacher asks the students to sing the song Indonesia Raya and tadarus, the teacher reminds them to be solemn when praying and not to talk to their friends (examples of values instilled: love of the homeland and religious), after that the teacher takes attendance (examples of values instilled: discipline, diligent), besides that the teacher also reprimands students who are late politely (examples of values instilled: discipline, politeness, caring)

The last thing the teacher does in the preliminary stage is to conduct apperception such as asking in general about the material that has been discussed previously. An example of the material discussed previously is the theories of the entry of Hindu-Buddhist influence in the archipelago and connecting it with the material to be discussed, for example the material is the Hindu-Buddhist kingdoms in the archipelago and explaining the learning objectives or basic competencies.

Based on the results of observations and interviews with the history teacher, it can be understood that the implementation of character education in this preliminary activity has been carried out well.

Core Activities

Core activities are the learning process to achieve Basic Competencies. Learning activities are carried out interactively, inspiringly, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. These activities are carried out systematically through the process of observing, asking, collecting data, associating and communicating. This will be explained below:

a. Observing

In the observation activity conducted in class XI Social Science II, the teacher provides opportunities for students to make diverse observations by viewing pictures of Hindu-Buddhist relics, such as Borobudur Temple and Prambanan Temple, on student worksheets. The teacher also facilitates students in making these observations to help them focus on significant aspects of Hindu-Buddhist cultural heritage in the archipelago. Thus, at this stage, students are supported in acquiring knowledge, developing skills, and shaping attitudes through student-centered learning activities.

b. Asking

Based on observations in class XI social science II, it can be seen that teachers carry out several activities, including opening opportunities for students to ask questions about Borobudur Temple and Prambanan Temple that they have observed, guiding students to ask questions independently, and developing their curiosity from the questions raised. Additionally, the teacher encourages students to seek further and diverse information from various sources. At the questioning stage, students are given the opportunity to explore the images provided by the teacher, while also gaining broader and deeper knowledge, skills, and attitudes through other learning sources and activities.

c. Collecting information/data

In this information/data collection activity, at the first meeting, the history teacher divided the students into several groups, each group was given a different task regarding the material being studied. The task was done together at home. In the next meeting, the teacher facilitated the students with source books related to the material being studied or the material to be presented by the group that was performing.

d. Associating

In this associating activity, participants have carried out the process of associating with their group members when working on assignments given by the teacher. In this case, students are expected to work together with their group members. For students who do not participate in working on the assignment, other group members are expected to report to the teacher, here honesty is highly expected from students. Students also make conclusions about the materials. So in this associating activity, cooperation between group members is needed to get joint conclusions. The absence of group members in working on assignments will be seen when making presentations and answering questions from other groups.

    e.   Communicating

In this communication activity, the teacher begins by asking the first group to present the results of their discussion in front of the class. Students then record or refine their discussion results and prepare a report to be submitted. Other groups are given the opportunity to ask questions, ensuring that each group has a turn. In addition to asking questions, other groups can add any missing material from the presenting group's discussion or answer questions that have not been addressed. During this process, students raise their hands in an orderly manner without competing, promoting a respectful exchange of opinions.

Closing Activities

Closing is an activity carried out to end learning activities that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. Based on observations in class XI social science II, it can be seen that in the closing activity the things that the teacher does are as follows: the teacher concludes the material that has been studied and then asks the students whether they understand or not (examples of values that are instilled: cooperation, honesty, knowing strengths and weaknesses). If there are still students who still do not understand, the teacher will explain again until the student understands. If they do not understand, they are also asked to ask their friends who already understand the material (examples of values that are instilled: mutual respect, politeness, and care). Furthermore, giving assignments, both individual and group assignments and conveying the material plan for the next meeting (examples of values that are instilled: diligent and hard work). Finally, the teacher says goodbye and leaves the class (examples of values that are instilled: mutual respect, politeness and courtesy).

Based on an interview with Sri Deska Sari about the things done in the closing activities, it was stated that the closing activities carried out were to summarize and make conclusions about the material that had just been taught by asking several questions to students, then giving homework to make a resume about the material that had been studied and ending with greetings.

Based on the results of the observations and interviews, the author concluded that after all the materials were explained or the discussion was finished, the teacher drew conclusions together with the students using several questions and then the learning activity ended with a greeting. As a follow-up to the learning activity, the teacher gave assignments to students both related to the materials that had been studied and those that would be studied in the next meeting.

Sri Deska Sari, a history teacher, stated that the characters expected from students in character-based history learning are positive characters, including: religious, for example celebrating Islamic holidays, praying before and after lessons, and performing congregational prayers; honest, such as not cheating on exams; tolerant by respecting differences in religion, ethnicity, and opinion; disciplined, such as arriving on time and obeying school rules; hard working, showing effort in completing assignments; independent, by not depending on others; democratic, through open election of intra-school student organizations; curiosity, by getting used to reading and writing; national spirit, such as routine ceremonies and commemorating Heroes' Day; love of the homeland, by using good and correct Indonesian; respecting friends by communicating politely; loving peace, by creating a harmonious school environment; caring for the environment, by keeping the school clean; responsibility, such as carrying out picket duties; and cooperation, by helping friends with group assignments.

The above is also reinforced by the statement of a student Akmal Ali Pasha, who said that history teachers often tell us to always be honest, disciplined, love our country, be responsible and work hard. Endang, a student, also stated that teachers implement these characters not only by ordering and advising but also by giving examples. For example, before starting the history learning process, teachers always motivate or encourage students, always come to school on time and speak politely. The above statement is reinforced by Mardion, who stated that when the teacher gives assignments to be collected by the specified time, the students quickly compete to see who can complete and collect the assignment first. If they are late for 1 day, their score is reduced by 1 point, if they are late for 2 days, they are reduced by 2 points, and so on. Here, the character values that are instilled are discipline and hard work.

Meanwhile, the media used by history teachers in implementing character education at State Senior High School 1 Gunung Talang based on an interview with teacher Sri Deska Sari stated that the media used were varied and adjusted to the material to be delivered, such as film screenings, power points, infocus, and simple maps.

3.3 Character Education in History Learning Evaluation

Assessment serves to determine the achievement of learning outcomes. Learning outcomes can be categorized into three domains, namely cognitive, affective and psychomotor domains. Each student has these three domains, only the depth is not the same. There are students who have advantages in the cognitive domain, or knowledge, and there are those who have advantages in the psychomotor domain or skills. However, both must be based on a good affective domain. The knowledge that a person has must be used for the good of

society. Likewise, the skills possessed by students must also be based on a good affective domain, namely being used for the good of others.

Evaluation of character education in history learning is carried out to measure whether children already have one or a group of characters that will be determined by the school or teacher in a certain size, therefore evaluation in the context of character education is an effort to compare children's behavior with character indicators determined by teachers and schools.

Evaluation of character education in history learning based on the results of interviews with history teachers state that, character education as a form of student interaction process with the educational environment will be difficult to know the level of success if it is not associated with the evaluation of the results whether the child already has an honest character or not is very difficult to know, so when carrying out the evaluation there are several aspects that are carried out, namely: Affective aspects, namely regarding attitudes, behavior and activeness in the learning process. The method I use to evaluate the cognitive domain is through written and oral exams while in the affective domain is by giving assignments, activeness in the teaching and learning process and supported by student behavior. In the evaluation of character education learning outcomes is based on assessment indicators. For example, for spiritual indicators, do students pray orderly before and after learning activities, respect each other and tolerance this can be seen when students present the results of discussions and receive responses from other groups, whether the students follow the learning process orderly. Indicators for honest attitudes, not lying and not cheating during exams. Indicators for cooperation scores, teachers observe in various ways whether the student in the discussion participates in group activities, for students who are active and understand the material presented, then the student is considered to have participated in completing their group assignments.

3.4 Supporting Factors and Inhibiting Factors in the Implementation of Character Education at Senior High School Number 1 Gunung Talang

Supporting Factors

Based on the results of the observations and documentation above, the author can conclude that there are several supporting factors for the implementation of character education at State Senior High School 1 Gunung Talang, including: first, this character education must be integrated into every subject, history subject teachers have enough time to build students' character because history subjects are scheduled for 4-6 hours per week.

Second, the facilities and infrastructure of this school are quite adequate and can support the implementation of character education at State Senior High School 1 Gunung Talang. Among the facilities and infrastructure above are study rooms, mosques, libraries and skills rooms.

Third, the rules applied at State Senior High School 1 Gunung Talang such as not being allowed to arrive late, having to wear neat clothes, and during school hours not being allowed to enter and leave the school environment without permission from the teacher on duty. Daily activities at State Senior High School 1 Gunung Talang such as dhuha prayer, congregational prayer at Zuhur time and tadarusan, also support the implementation of character education at State Senior High School 1 Gunung Talang.

3.5 Inhibiting Factors

The obstacles or difficulties experienced in implementing character education at State Senior High School 1 Gunung Talang according to History teacher are that a teacher cannot monitor student behavior outside of learning, while student behavior is very much determined by external influences, making it difficult for teachers to determine the level of success of the character education applied. This statement is supported by the statement of history teacher Sri Deska Sari who stated that it is difficult to know whether or not the character education applied is successful. Because teachers can only monitor student behavior during the learning process and when in the school environment.

This study has a significant impact in strengthening the role of history learning as a means of character building for students, especially in building stronger nationalism and morality. The results of this study can provide guidance for history teachers in integrating character values into teaching materials, so that students not only understand history as a collection of events, but also as a reflection of values that are relevant to everyday life. However, the limitation lies in the implementation of character education which can vary in each school, depending on the readiness of the teacher, curriculum, and school culture. In addition, this approach requires a longer time to see real results in the formation of student character as a whole.

4. CONCLUSION

After conducting research on the implementation of character education in history learning at State Senior High School 1 Gunung Talang, in this section the author presents several conclusions, namely Character

education at State Senior High School 1 Gunung Talang has been implemented for a long time, namely since the implementation of the 2006 curriculum, but was perfected after implementing the 2013 curriculum. The planning of character education at State Senior High School 1 Gunung Talang has been implemented and has been included in the learning implementation plan which already contains character values. Character education in the history learning process. Character education in the history learning process consists of several stages, namely preliminary activities, core activities (observing, asking, collecting data/information, associating and confirming), closing activities. Character education in the evaluation of history learning at State Senior High School 1 Gunung Talang is assessed from the affective and psychomotor aspects. The affective aspect is seen from how children behave at school and in class. Recommendations for further research include exploring the most effective methods of character education in history learning to strengthen students' national character.

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