



Character Education Model in History Learning in Islamic Boarding School-Based School: Study in SMA Manbaul Ulum Central Lampung

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Abstract. Abstract. This study uses a qualitative approach, using descriptive analysis, study data obtained through informants, events, research locations, documents. data collection techniques in this study from observation, interviews, documents, trigulation. There are three stages in the interpretation of qualitative data, namely data simplification, data presentation, and conclusions. This study aimed to obtain information on the model of character education in history lessons in Islamic boarding schools: Studies at Manbaul Ulum High School, Central Lampung, which include (1) How to apply Islamic boarding school character education at Manbaul Ulum High School. (2) How is the implementation of history learning at SMA Manbaul Ulum which is based on Islamic Boarding School. (3) What are the values of Islamic boarding school that are adopted in history learning at Manbaul Ulum High School. The results showed that the model of character education in history learning in Islamic Boarding School-based schools: a study at Manbaul Ulum High School, Central Lampung. Encouraging a devout, harmonious, hygienic and Islamic school environment. Cultivate exemplary or *uswatun hasanah* and commendable behavior. The learning process by using the methods of discussion, question and answer, demonstration. For history learning, it is necessary to insert implemented character education materials into learning. Reflecting on students about the values or examples that can be taken in the history learning process. Bringing up religious values, critical thinking, communicative, calibrator, social values, wisdom, love for the environment, love for the homeland, patriotism and nationalism.

Keywords: History Lessons, Character Education Models, Exemplary.

1 Introduction

Character is a very primary and basic thing. People who have character both individually and socially are those who have good character, morals, and character. The purpose of education is not only to educate and be smart, but also to instill character and character, morals, values, as well as a strong, superior, and noble personality. According to Aristotle, humans must have two advantages, namely excellence in human nature. First, big thinking means big thinking. Second, excellence in character means greatness in character. Given the importance of

character education, educational institutions have the responsibility to instill it through learning mechanisms.

Article 26 paragraph 2 of Government Regulation Number 19 concerning National Education Standards in 2005 stipulates: "The standard of ability of graduates of general secondary education units is designed to increase intelligence, knowledge, personality, noble character, and independent living skills in continuing education (PP No. 19 of 2005). Especially now that the character-based 2013 curriculum has been implemented. The assessment of the nature of nationality is measured by attitude, because the indicators assessed are based on feelings, attitudes and actions towards national dynamics. The rubric of nationalism can be seen from the following seven indicators: (1) pride in the Indonesian nation, (2) love for the homeland and nation, (3) willingness to sacrifice, (4) acceptance of diversity, (5) pride In cultural diversity (6) appreciate the services of heroes, (7) prioritize the interests of society [1].

The most important thing is to educate students to be disciplined both in terms of time, worship and daily life, used to review the learning provided, provide certain stimuli, equip faith and piety, this is [2]. So that students continue to appreciate and maintain their achievements in schools and boarding schools.

In order to support character values, SMA Manbaul Ulum has developed a comprehensive curriculum which integrates the curriculum of Islamic boarding schools, the Ministry of Religion, and the Ministry of Education and Culture. Based on the description above, the researcher analyzes the development and replanting of the character values of students in history subjects that have been taught so far. Therefore, this thesis puts forward the title "Character Education Model in History Learning in Islamic Boarding School-Based School: Studies at SMA Manbaul Ulum Lampung Tengah.

2 Method

The research, entitled "The model of character education in history subjects in Islamic Boarding School-based schools: a study at SMA Manbaul Ulum, Central Lampung" uses qualitative methods of data collection and analysis. In this study, the first step is to use descriptive analysis to collect and analyze data to answer the first question statement, namely the character education model applied by SMA Manbaul Ulum. The second stage is to use qualitative methods to collect and analyze data, and to answer the second question formulation, namely, what are the main points of character education based on SMA Manbaul Ulum.

The use of qualitative studies does not mean avoiding the use of numbers as in the quantitative tradition. But it is completely based on research needs. In addition, according to Strauss & Corbin [2], it would be more interesting if qualitative methods were used for historical education research. Qualitative methods will be able to provide more detailed explanations which cannot be obtained from statistical procedures. In qualitative research, data collection is carried out in the natural environment (natural conditions), and original data sources and data collection techniques mainly involve observation, in-depth interviews and recording.

Discussion

Personality is a characteristic that defines a person's nature and can be recognized through various events that occur spontaneously or repeatedly [3]. The fact that a person acts the same way every time he reacts to something in the same way is a sign of a person's personality.

A person's personality may emerge when faced with spontaneous events and reflexive behavior.

Using learning materials means contextual learning (Contextual Teaching and Learning) is based on the material used by teachers in the learning process. Contextual Learning is a teaching and learning concept that connects learning material with the actual or real lives [4] so that the application and use of material is easier [5]. Character education is an effort to educate children so that they can make the right choices and practice them in everyday life. Based on this explanation, we can draw guidelines, namely character education is not only oriented education, but is a mechanism for growing students' spiritual abilities, namely in the form of character values [6].

Yahya [7] said that there are 18 character values in the K13 curriculum that are instilled in schools, namely religious, honest, tolerant, disciplined, diligent, creative, independent, democratic, curiosity, national spirit, love. State achievements, friendly/social, love peace, love to read, care for the environment, care socially and responsibly. At the same time, teachers can explicitly integrate these moral values into the stages of integration and subject planning, implementation and evaluation. These three things can be a reference to create contextual learning for students.

So that, there are five main values of Strengthening Character Education: 1) Religion, namely belief in God. 2) Independent, namely not relying on others, use energy, thought, and time to realize hopes and dreams. 3) Nationalists, namely placing the interests of the state and the state above personal and collective interests. 4) Cooperation, namely realizing the behavior of the spirit of mutual cooperation and mutual cooperation to help solve problems. 5) Integrity, namely making yourself a person who can be trusted in actions, and work [1].

The main findings of this study are directed at efforts to state research findings in boarding schools based on the main research points, namely: 1) How is the implementation of boarding school character education at SMA Manbaul Ulum? 2) How is the implementation of history learning at SMA Manbaul Ulum which is based on Islamic Boarding School? 3) What Islamic boarding school values are adopted in history learning at SMA Manbaul Ulum.

Character Education at SMA Manbaul Ulum

SMA Manbaul Ulum is located on Jl. Pesantren. No. 04 Gayau Sakti, Seputih Agung, Lampung, Lampung, Indonesia 34165. This boarding school was chosen as the site of research based on Max Weber's suggestion about the ideal type, namely an Islamic boarding school is under the auspices of an Islamic Boarding School, of course the character education that is instilled is designed based on character education that is implanted in the Islamic Boarding School, which is usually thicker, with

symbols of faith, knowledge, charity and the same as the vision and mission implanted in the Islamic Boarding School, namely Aswaja (Ahli Sunnah Wal Jamaah).

SMA Manbaul Ulum in its profile (2020) states it is an Islamic boarding school-based school. With four programs the realization of intelligent, superior, creative, tough and independent Muslim generation (Main Young Generation). It is a boarding school, a blend of Salaf and modern. SMA Manbaul Ulum since its establishment in 2008 has applied character education. Character education in this school tends to be based on the example reflected by the teachers at the school and becomes the school culture which in turn becomes an adaptation or enculturation in SMA Manbaul Ulum Seputih Agung Lampung Tengah. During an interview on February 3, 2021, the Principal stated that the character education applied in this school is typical of SMA Manbaul Ulum Seputih Agung, Central Lampung, which distinguishes it from other schools. SMA Manbaul Ulum Seputih Agung, Central Lampung cultivates the application of character education in classroom learning.

Character education is also implemented through an instructor design that must be followed by all students in grades X, XI XII and all components of the school. This program is carried out regularly once a month with the principal and the foundation in charge. At the same time, teachers supply character values in every lesson at school, not just delivering lessons by teachers who are experts and competent in their studies.

However, Manbaul Ulum Seputih Agung High School, Central Lampung, is not limited to that, according to an interview with the principal on February 3, 2021, the principal provides space for all teachers to instill character values, which can be absorbed into each material and come out during learning. Religious values, integrity, critical thinking, creativity, honesty, courtesy, responsibility, nationalism in history learning can be inserted into character learning.

According to researchers and history teachers, the historical learning model that can increase character values is the exemplary model. According to Supardi, "an effective school is a school that has the ability to strengthen every important part of the school, both internal and external, and has a good, transparent and accountable management system [8]. Framework to realize the vision, mission and goals of the school effectively and efficiently". Then the indicators of the school's vision will be realized, and faith will be strengthened and Islamic teachings will be practiced properly, so that they can become role models for friends and the community. Indicators of school vision will be able to think proactively, creatively and cleverly in solving problems.

In order to make the character building agenda for students more effective, SMA Manbaul Ulum Seputih Agung Lampung Tengah Lampung has a character elaboration mode that includes all elements of the school. Manbaul Ulum High School is one of the schools based on Islamic boarding schools that remains a consistent pattern of education in maintaining eastern traditions and culture, spiritual, moral, character and morality. Increasing the active role of all components of the school in the practice of moral values, ethics and religious values of the foundation and the school as the person in charge (Chairman of the foundation KH Nur Muhammad interview 10 February 2021).

History subjects aim to shape the psychological behavior and attitudes of students, build awareness of a perspective in the presence of children (continuation of activities

and continuous transition from the past to the future), instill honesty and wisdom in students, and foster a sense of - the ideals of the nation and the principles of humanity. Given the importance of history lessons on the creation of students' character, it is only natural that history lessons get priority in schools as part of developing the character of students.

For this lesson, we insert character education material into learning, which contains sub-sections and the ultimate goal of the lesson. The pieces contain character education, the essence of the formation of Akhlaqul Karimah and other characters are contained there. Therefore, history lessons essentially have a fairly vital position in developing the character of students (History Teacher Misbahul Munir, interviewed on 5th of November, 2020).

As one of the elements in the composition of student character development, history lessons have a fairly important position. Moreover, history lessons at Manbaul Ulum High School are applied based on Indonesian historical values, this is what makes history lessons at Manbaul Ulum High School considered quite efficient in building the character of students.

3.2 Implementation of history learning in Islamic boarding school-based SMA Manbaul Ulum

Several elements of the school, such as the principal and the teacher council, had previously made adjustments before starting the pre-learning preparation. As stated by the informant as follows.

"In implementing character education, the teachers at SMA Manbaul Ulum develop learning tools to apply 18 character values in the lesson plans and syllabus, apply character education to classroom learning, increase the active role of all components of the school in practicing moral, ethical and religious values, improve the understanding and application of religious teachings and the honesty values of students. Teachers are given the freedom to apply it according to their expertise in inserting or carrying out character education when learning activities take place. (Principal, interview on 3rd February, 2021).

Still on the same occasion, the informant conveyed the following:

"Teachers are encouraged to include character education in the learning process. As contained in the mission of SMA Manbaul Ulum, namely exemplary / commendable *uswatun repertoire*, the teacher must be an example for his students.

Islamic boarding schools have a clear pattern of development and coaching. Not only providing formal education in full day school, but also full day or 24 hours character building. Capacity building in Islamic Boarding School is very different from the methods and formal education systems that have been applied so far. And can be a role model in its application. It has good and positive implications for students who experience life in Islamic boarding schools.

Setting an example means setting an example of good behavior which can be imitated and followed. In this Manbaul Ulum Islamic boarding school, kyai and teachers are the main figures who are very much noticed and become role models for all students in their actions. Therefore, kyai and teachers must be conscientious in their words and actions, especially when they are teaching and learning, or in their daily life in the Islamic Boarding School.

“Teachers can provide prime examples during the teaching process and interact with students. Become a daily role model, especially for teachers who are just starting to teach compulsory subjects on time. The teacher and students pray together five times. Instill things for students so that they can follow the beautiful things they see and demonstrate directly by the teacher (interview with history teacher Misbahul Munir, February 3, 2021).”

The internalization of history lessons with character structuring at SMA Manbaul Ulum is as follows; Misbahul Munir stated that:

“For this lesson, it is necessary to include character education material in the study. There are sections and end goals of the course. These parts contain character education, so it is like the formation of Akhlaqul Karimah and other characters included there. Therefore, history class has a very important position in building student character.”

The success of Islamic boarding school education is also influenced by the extent to which teachers contribute to setting a good example for students. Because both the positive and negative behavior of the teacher will continue to be seen and even imitated by all students. Therefore, teachers need to set a good example. For example, you must be present at school on time for class, and you must remain well-dressed in a cottage environment. Teachers are obliged to pray with students in congregation in the mosque.

3.3 Islamic Boarding School Values Adopted in History Learning at SMA Manbaul Ulum

The values of the Islamic Boarding Schools are listed in the KI and KD history lessons and the vision and mission of SMA Manbaul Ulum, the realization of people who are devoted, have a noble character, are skilled and accomplished, excel in achievement, strong in competition, and are polite in character. This is based on the results of an interview on February 3, 2021, with history teacher Misbahul Munir explained.

“The values instilled in students during the learning process are values that should be appropriate to be applied in everyday life, so that they are not only intelligent in the cognitive aspect but also in the affective aspect. Instilling character values in history learning is very important so that students become good individuals and have character and create people who are pious, have noble character, are skilled and polite in character.”

The same thing was conveyed by the journal Ridho & Salam regarding the values that have been instilled in students during the learning process [9]. The teacher answered "all values, be it social values, religious values, personality, politeness, sincerity and cleanliness and other values"

Starting from the description above, from the existing learning mechanism, there are more distinctive values that the researchers found, namely values related to historical values contained in the learning mechanism. These values are explained in the learning as follows. 1) Love the Motherland; One way to restore character education is to teach the value of patriotism. 2) Patriotism and Nationalism; The values and attitudes of patriotism need to be conveyed through education, especially historical education. Propaganda of values and structuring attitudes of patriotism and

nationalism is a challenge for history teachers. History teachers must be innovative in teaching knowledge of historical events and discover the values and lessons implied from the events being studied. 3). Character values, religious; "values taught such as the realization of a pious, noble character, have been rooted in the personalities of the Manbaul Ulum High School students.

The values above are values that were born from the long process of the history of the Indonesian nation. These character values are actually very important and still relevant to be internalized by students.

Regarding the values that have been instilled in students during the learning process. "The values taught such as the realization of people who are pious, have noble character, are skilled and accomplished, excel in achievement, are tough in competition, and polite in class manners, usually these values are inserted in the discussion and question-and-answer process.

The students also agreed on this. They admit that learning is fun. The learning conducted by Mr. Misbahul Munir was fun (student 1 interview 4 February 2021). Indonesian history learning in the classroom of active students. Teachers apply character education based on Islamic Boarding School with exemplary values that can be learned from the material being taught (student 2 interview 4 February 2021). We are all active, enthusiastic and attentive. The teacher inserts character values in learning (student 3 interview 6 February 2021).

4 Conclusion

SMA Manbaul Ulum strives to create a school environment that is devout, harmonious, clean and Islamic. Cultivate exemplary or *uswatun hasanah* and commendable behavior. The organization develops the potential and independence of students. Active, innovative, creative, effective and interesting learning performance. SMA Manbaul Ulum is one of the Islamic Boarding School-based schools, and remains an educational pattern that is consistent in maintaining eastern traditions and culture, spiritual, moral, character, and *ahlaqul karimah*. Increase the active role of all components of the school in the practice of moral values, ethics and religious values. Foundations and schools are in charge.

SMA Manbaul Ulum is a Islamic Boarding School-based school. The emphasis on character and character education is the answer to the shortcomings of educational institutions. The learning mechanism at SMA Manbaul Ulum is not limited to indoor, but also learning from any student, anytime, anywhere. Every student is required to live in a boarding school, which of course results in the strengthening of character education. For lessons on Indonesian history teachers (compulsory) and History (specialization) at SMA Manbaul Ulum apply the Discussion, question and answer, demonstration methods.

Islamic boarding school values are adopted in history learning at Manbaul Ulum High School. Character values, values that emerge are religious values, critical thinking, communicative, collaborative, social values, wisdom, love for the environment, love for the homeland, patriotism and nationalism. Usually these values are inserted in the discussion and question-and-answer process that has been imprinted in the personalities of the students of SMA Manbaul Ulum. The exemplary

model, the teacher's experience, forms a comprehensively structured model in history learning at SMA Manbaul Ulum Seputih Agung, Central Lampung.

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