Integration And Implementation Of Character Education In History Learning At Sma Negeri 15, Kepulauan Tanimbar Regency During The Covid-19 Pandemic

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Abstract.
This study aims to describe how urgent character education is and how teachers implement it in history learning at SMA Negeri 15, Kepulauan Tanimbar Regency, which is related to three aspects of learning, namely planning, implementation (learning strategies and methods), and evaluation during the Covid-19 pandemic.(19) This study used qualitative research method. It was conducted in the odd semester of the 2021–2022 academic year at SMA Negeri 15, Kepulauan Tanimbar Regency, Maluku Province. There were two sources of data, primary and secondary data. It was found that globalization and modernization have a negative impact on students' morals and associations, and character education in history learning is important during the Covid-19 pandemic so that students can learn from history. In learning implementation, history teachers make lesson plans adapted from the syllabus from the government. In the implementation of history learning during this pandemic, teachers must maximize learning strategies and methods, especially in utilizing media and historical learning resources. Learning evaluation should be carried out from scratch to examine the success of the implementation of character education in history learning during this pandemic. Teachers can evaluate history learning by group tests or individual tests to find out the changes in students' affective learning outcomes.

Keywords: Integration and Implementation of Character Education, History Learning and Covid-19 Pandemic.

I.   INTRODUCTION

The emergence of the Covid-19 outbreaks at the end of 2019 which then spread rapidly in early 2020 has brought a lot of changes in our way of life. The impact of this pandemic, according to Boca et al. (2020), is not only on the economic and health but also on the socio-cultural aspect, especially education. Learning at school cannot be implemented as usual. The presence of students in schools must be temporarily stopped due to the government's restriction policy to stop the spread of Covid-19. This is worrying. If the learning process is not carried out, it will affect the learning achievement, outcomes, and motivation, decreasing students' academic abilities (Kuhfeld et al., 2020). Most of us, especially in Indonesia, are not familiar with distance learning that relies on the Internet. We must adapt immediately; otherwise, the learning process will not run. There are various problems in online learning during the Covid-19 pandemic, especially related to the technology used in accessing the tools which affected the learning situation and conditions of students (Bonal & González, 2020). The worst is that character education implemented in schools is limited because of this online learning pattern, so teachers cannot directly monitor the character development of their students (Karmedi, Firman, & Rusdinal, 2021).Adisusilo (2013) said that character education is the most important indicator to be implemented and internalized in education as research conducted by Harvard University scientists in which success is measured not only by how much knowledge and expertise one has but also, the most influential, self-management, including character building.

The importance of character education has become the focus of our national education goals as the mandate of the law that should be realized.Building student character is urgent given the rapid development of the times which has a tremendous influence on human life. This influence is also seen in the portrait of Indonesian education which is experiencing a multidimensional crisis. It is undeniable that the rapid flow of globalization and modernity has made some students lose their identity. Characters that are usually attached to students, such as honesty, discipline, and nationalism are eroding (Shoimin, 2014). The severe promiscuity among students should be of concern, especially in the increasing cases of drugs and free sex (Kurniawan,

2017).Shoimin (2014) said that the best generations such as Soekarno, Hatta, Syafruddin Prawiranegara, Bung Tomo, and other figures no longer exist in Indonesia; they are examples of figures who have strong characters, especially in spreading positive values both in words and action.Currently, the younger generation of Indonesia is more likely to play online games, Facebook, Instagram, and do other activities that can harm others and do things that are not good for their health, such as smoking and drinking alcohol. Based on the data from the human development index, Indonesia was ranked [124]th out of 187 countries in 2011. This is so ironic that character building must be implemented from an early age in these students as they are our future leaders.Character education implemented during the pandemic faces some challenges, including how schools and teachers implement it in the online learning process. Teachers as educators are tasked with teaching as well as educating, and they are responsible to build the students' character. Teachers should internalize positive values to their students and implement them in their lives to be examples (Barnawi & Arifin, 2012).

The task of the teacher during the pandemic is not as easy as before. Apart from preparing and teaching the materials, teachers must guide and nurture their students towards maturity to bring positive changes (being more responsible, having a good personality, and having good morals) in them after finishing learning (Slameto, 2013). Teachers must be able to answer this challenge by creating an online learning atmosphere and environment during the pandemic as well as instilling ethical values, responsibility, and the character of their students (Santika, 2020). In this case, the teacher is one of the determinants of the success or failure of students in achieving learning objectives. Suryosubroto (2009) said that the teacher's ability to manage learning determines the success of learning.In high school, character education can be applied to all subjects contained in the curriculum, one of which is history. History learning teaches students not only past events but also values that are full of life lessons from predecessors, such as heroic values; It is this historical material that the history teacher must convey in learning (Loliyana, 2018). History learning has a vital role to actualize learning and education. For learning, history describes past events as well as trains students to think critically and historically to learn the lesson and value of these past events. For education, history instills moral values and living in a democratic and responsible state as the next generation. From these two purposes, history learning is orientated to human values that can make students human beings with strong personalities.History learning is usually boring. Students often consider history unimportant. This erroneous assumption should be corrected by making history learning more meaningful instead of only transferring knowledge about past events.During this pandemic where the learning process is online, students will ask why studying the past.

Learning history has functions and benefits in building the student character through self-recognition and the environment by understanding the relevant origins or history. If students do not know their identity, they will lose their life orientation and way of thinking (Hamid, 2014). The implementation of history learning during the Covid-19 pandemic has become more difficult, so it is necessary to plan learning based on good character education from the teacher in managing the learning. History teachers must be able to explore their creative pedagogy and apply divergent thinking in creating a fun learning process. This will have an impact on the successful implementation of character education in history learning.The history teacher of SMA Negeri 15 considers the importance of character education and has tried to implement it in history learning during the Covid-19 pandemic. This is what makes this research interesting. We want to describe the importance of character education and the history teacher's efforts in implementing it. History learning during the pandemic period continues; therefore, to achieve learning objectives, the teachers must include character education by strengthening the relationship between them and their students. In addition, we also aim to find out the importance of character education and its implementation in history learning at SMA Negeri 15, Kepulauan Tanimbar Regency during the Covid-19 pandemic.

II.   METHODS

This study used qualitative research method. Qualitative method, according to Taylor et al. (2016), focuses on the phenomenological perspective as its conception. Researchers in qualitative research become an important instrument in making natural observations (Moleong, 2017). The researcher used descriptive

method to describe and analyze the importance of character education and its implementation in history learning during the Covid-19 pandemic.Nawawi (2015) says that descriptive method is used to solve the problem being studied by describing the state of the subject or object per the data and facts found as it is. This study was conducted in the odd semester of the 2021–2022 academic year at SMA Negeri 15, Kepulauan Tanimbar Regency, Maluku. There were two sources of data, primary and secondary data. Primary data were obtained by observing the history learning process in class XI, interviewing the principal, history teacher (Niko Batilmurik), and several students, and collecting related documents that support research data, including syllabus, lesson plans, and others. The secondary data were obtained by literature study, collecting references related to the theme. To test the validity of the data, the researcher conducted source and technique triangulations. After the data were collected and tested for validity, the researchers carried out data analysis in the following stages, data reduction, data presentation, and conclusion drawing.

III.   RESULTS AND DISCUSSION

The term *character*, according to Lickona (2012: 81), means a reliable inner disposition to respond to a situation in a morally good way. A character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character includes knowledge of goodness (moral knowing), resulting in a commitment (intention) to goodness (moral feeling) and good deeds (moral behavior). In other words, character refers to a series of knowledge (cognitive), attitudes, and motivation, as well as behaviors and skills. It is also stated that character is individual quality or mental or moral strength, behavior, or courtesy that constitutes a personality that distinguishes him from others (Hidayatullah, 2010: 3). Character is also defined as a person's nature, behavior, morals, or personality because of internalizing various virtues that are believed and used as a basis for perspective, thinking, behaving, and acting (Kemendiknas, 2010: 3). Based on the grand design developed by the Ministry of National Education (2010), psychologically and socio-culturally, character building is a function of all human potentials (cognitive, affective, conative, and psychomotor) in the context of socio-cultural interactions (family, school, and community) and lasts forever. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development.Based on the definitions above, character is like morality.

Character is the values of human behavior that are universal and include all human activities in relation to God, oneself, and fellow humans, as well as the environment, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs. This concept leads to the concept of character education. According to Frye (2002:2), character education can be interpreted as a national movement in teaching character by modeling in schools.This opinion is supported by the findings of Agboola and Tsai (2012) that education/schools are very important as a means of internalizing character values through school subjects. The concern of parents and the community is very important in supporting schools in internalizing character values to students.Related to the internalization of character values, according to Mulyasa (2012: 167), internalization is an effort to appreciate and explore values to be embedded in every human being. Thus, the internalization of character values is an effective and efficient way to live up to character values to be realized in daily behavior. There are three stages of value internalization according to Muhaimin (2012). The first is value transformation. At this stage, the teacher simply informs students of good and bad values, which is only verbal communication. The second is value transaction, which is a value education stage by two-way communication or the reciprocal interaction between students and their teacher. In this stage, students not only present information about good and bad values but they are also involved in implementing and providing real examples of behavior and asked to give the same response, namely accepting and practicing values. The third is value transinternalization, which is more than just value transactions.In this stage, the teacher presents in front of the students not only as a physical figure but also as an example of mental attitude (personality). Students respond to the teacher with their physical movements/appearances as well as mental attitude and personality.

Therefore, transinternalization is the communication of two personalities who are actively involved.

The internalization of values is very important in character education because character education is value education so that character values can be embedded in students. This is due to the challenges of globalization and cultural transformation that students must face. They can face it if they have a strong character.The techniques of value internalization are giving example, habituation, rule enforcement, and giving motivation. Furthermore, values cannot be internalized by explanation or lecturing only (Majid, 2012).According to Krathwohl, Bloom, & Masia (1973), the approach to internalize character values can be divided into five stages, namely, (1) receiving (listening and receiving), (2) responding, (3) valuing, (4) organization, and (5) characterization or value characterization. Thus, the technique of internalizing character values can be pursued through the stages of these character values approach which consists of five stages.To strengthen the implementation of character education in education units, 18 values were identified originating from religion, Pancasila, culture, and national education goals; they are (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) love for the homeland, (12) appreciating achievements, (13) friendliness/communicativeness, (14) peace-loving, (15) liking to read, (16) environmental care, (17) social care, and (18) responsibilities (Kemendiknas, 2010: 9-10).

Implementation Of Character Education In History Learning In Sma Negeri 15 Kepulauan Tanimbar Regency During The Covid-19 Pandemic

Before history learning begins, planning learning was done by the history teacher to guide the implementation of learning. The term *planning learning* consists of two words, *planning* and *learning*. *Planning* comes from the word *plan* which means how to make decisions regarding the steps taken to achieve the desired goals (Agung & Wahyuni, 2013). According to Sanjaya (2011), planning should begin with goal setting by conducting a needs analysis and identifying the steps. *Learning* means communication between the teacher and his students and vice versa which creates cooperation in utilizing the resources and potentials of the students and their environment.Planning for history learning must be well structured, especially during this pandemic, which requires a lot of adjustments and changes in the learning process so that the implementation of learning will continue to be systematic as expected. According to Kochar (2008), good learning planning is very important for both experienced and novice teachers. Lesson plans are the basis of effective learning. The history teacher of SMA Negeri 15 explained that good planning helps them carry out their learning to get good results. During this pandemic, learning is carried out online. If the teacher does not plan, he will be confused about what to do with a lot of historical material. In planning the history lesson, the history teacher of SMA Negeri 15 refers to the content standard although there has been a simplification of the lesson plans by the Ministry of Education and Culture. In addition to preparing the lesson plan, the teacher must also prepare the media and learning resources. During this pandemic, teachers adjust to their learning needs.

The development of lesson planning which includes the syllabus and lesson plan is based on the basic curriculum framework from the government as a national education system. Therefore, in compiling the lesson plan, the teacher must include the content of character education. At SMA Negeri 15, the teacher has not explicitly compiled the content of character education in the lesson plan, but it has been implicitly described in every step in the implementation of history learning. In planning history learning, the teacher integrates three competencies, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). These competencies are integrated into direct teaching specifically for attitudes and indirect teaching for skills and knowledge.These two forms of history teaching are integrated to make an effective, inspiring, and interactive implementation of history learning. Thus, students will feel happy, challenged, and motivated to actively participate in learning so that history learning can make students creative and independent according to their interests and talents. It is these values of character education that need to be strengthened in the preparation of online lesson plans during the Covid-19 pandemic.The relationship between curriculum and syllabus is contained in the Government Regulation no. 19 of 2005 article 17 paragraph 2 which states that schools can develop a syllabus based on the basic curriculum framework.

The lesson plan for Indonesian history subject, for example, is developed from the existing syllabus considering the goals and functions of our national education contained in the Republic of Indonesia Law

Number 20 of 2003 where education aims to develop the abilities and character of students to educate the nation's life and create human beings who can make Indonesia a dignified nation. From this function, the purpose of our education is very closely related to character education, namely developing the potential of students to make them human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.Character is a characteristic that is owned by someone who contains values, abilities, moral capacities in thinking and acting which are formed from the habits that he does when interacting with other people in the daily environment of the family and society. Therefore, school institutions play an important role in shaping the character of students so that they can become generations of mutual respect, respect and noble character.According to the School Guidelines (Ministry of National Education 2010: 9), character values consist of 18 character values, which are as follows:

Table 1.1. Character Values

No	Value	Description
1	Religious	Obedient attitude and behavior in practice their religion, tolerant of other religious practices, and live in harmony with followers of other religions.
2	Honest	Behavior based on effort to make himself as someone who can always be trusted in words, actions, and work.
3	Tolerance	Attitudes and actions that respect differences religion, ethnicity, opinion, attitude, action others who are different from him.
4	Discipline	Actions that show orderly behavior and comply with various rules and regulations.
5	Hard work	The behavior of money shows a serious effort in overcoming various obstacles learning and assignments, as well as completing assignments best.
6	Creative	Think and do something for produce a new way or result of something which has been owned.
7	Independent	Attitudes and behaviors that are not easily dependent to others in completing tasks.
8	Democracy	How to think, behave, and act judge the rights and obligations of himself and others other.
9	Curiosity	Attitudes and actions that always strive for now more deeply and broadly than something he learns, sees, and hears.
10	Spirit Nationality	How to think, act, and be insightful put the interests of the nation and state in for self and group interests.
11	Love the Motherland	How to think, behave and act showing loyalty and caring, and high respect for language, physical environment, social, cultural, economic, and nation politics.
12	Appreciate Achievements	Attitudes and actions that drive him to produce something useful society, and recognize, and respect other people's success.
13	Friendly/Communicative	Actions that show pleasure talking, socializing, and cooperating with people other.
14	Love Peace	Attitudes, words, and actions that cause others feel happy and secure in your presence himself.
15	Likes to Read	The habit of devoting time to reading various readings that give virtue to himself.
16	Care Environment	Attitudes and actions that always strive prevent damage to the natural environment in surroundings, and develop efforts to repair existing natural damage occur.
17	Social Care	Attitudes and actions that always want to give assistance to other people and society need.
18	Responsibilities	The attitude and behavior of a person to carry out his duties and obligations, which he should do, to yourself, society, environment (natural, social, cultural), country and The One Almighty God.

Source: School Guidelines from the 2010 Ministry of National Education

From the explanation above, we can find an explanation of each character value in the 18 elements. Each value has a different emphasis as a guide to one's behavior. Of the 18 character values, each value is interconnected and influences one another so that a person has the ability to own and apply those character

values well. The strategy for implementing character education in educational units is an integral part of the school-based quality improvement management program which is implemented in the development, implementation and evaluation of curriculum by each educational unit.Rusman (2013) said that despite the well-prepared lesson plan, a teacher still needs methods or strategies to implement it optimally. Thus, strategies and learning methods are very useful in online learning during this pandemic for the teacher and students. In this online era, teachers can choose a learning method or strategy to achieve the goals of history learning so that the content of character education is still conveyed to students. History teachers at SMA Negeri 15 use Google Classroom and Google Meet applications.

It is not easy to determine the right strategy in the implementation of online history learning that requires the integration of character education values. The learning method or strategy chosen by the teacher can at least guide him to implement learning and provide convenience to the students in participating in history learning. Therefore, is hoped that students can easily understand the material and absorb the character values (Wena, 2012). Therefore, even during this pandemic, the implementation of history learning still requires learning strategies and methods to achieve learning goals. This is where teachers must be more creative during this pandemic to choose the right learning method or strategy to make learning conditions comfortable and not boring and able to keep students active and interested in learning history.This is as stated by Mudasir (2011) that teachers have two main tasks, namely education and classroom management. As an educator, the teacher is tasked with helping students achieve their learning goals; as a classroom manager, the teacher must be able to create a pleasant learning atmosphere to enable the students to learn well.

Integration Of Character Values In History Learning

Character education integrated into history learning is the introduction of values, raising awareness of the importance of values, and internalizing values into the daily behavior of students through the history learning process inside and outside the classroom. The strategy of integrating character education in history learning is carried out from the planning, implementation, and evaluation stages.Planning is done by analyzing KI (Kompetensi Inti or Core Competence)/KD (Kompetensi Dasar or Basic Competence), developing the syllabus, preparing lesson plans, and preparing teaching materials. KI/KD analysis is conducted to identify character values that can substantially be integrated. Syllabus development can be done by revising the syllabus by adding a character column next to the KD column. This column is filled with character values to be integrated into history learning. Then, the learning activities, achievement indicators, and assessment techniques are re-adapted according to the characters to be developed. The lesson plan with integrated character education in history learning is prepared done by revising the existing lesson plan. In the assessment, revision is done by changing or adding to the formulated assessment techniques. Assessment techniques are chosen so that all these techniques measure student achievement in competence and character. Among the assessment techniques for character development are observation, peer assessment, and self-assessment. Values are expressed qualitatively.

IV.   CONCLUSION

Globalization and modernization have an impact on the morals and lifestyle of students as the next generation, which will be a problem if not addressed wisely.Globalization and modernization should have a positive impact. One of the solutions is to improve education by strengthening character education under the mandate of the law. Character education must be implemented in the learning process. Learning is an appropriate means for teachers to absorb the values of character education contained in each of their teaching materials, especially in history learning which contains past stories, so that students can take lessons from the past.The 2013 curriculum prioritizes understanding, expertise, and character education. In the 2013 curriculum, students are required to understand the material, be active in discussions and presentations, and have good manners, responsibility, and discipline. History is a subject taught in high school and aims to build students' personality/character.

Character education is carried out in an integrated manner into the history subject. This integration begins planning, implementing, and evaluating history learning.This is where the most important of character

education in history learning lies. In practice, the teacher must make a lesson plan to arrange the right steps, especially during online history learning. In the implementation of history learning during this pandemic, teachers must maximize learning strategies and methods, especially in utilizing media and historical learning resources. Learning evaluation should be carried out from scratch to examine the success of the implementation of character education in history learning during this pandemic. Evaluation of history learning is carried out by giving individual oral tests to see changes in students' affective learning outcomes.

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