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THE ROLE OF TEACHERS IN THE DEVELOPMENT OF STUDENT CHARACTERS THROUGH HISTORY LEARNING IN CLASS X VOCATIONAL SCHOOL, HUSADA PRIMA SAMARINDA

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ABSTRACT

The purpose of this study is to determine the role of teachers in building student character through history learning in class X SMK SMK Husada Prima Samarinda and to find out the obstacles that you face. Using this type of qualitative research with a descriptive approach, which focuses on developing student character education. Data collection techniques through stages of observation, interviews, and documentation. Sources of research data are primary data sources of seven respondents consisting of school principals, teachers, and five students. Secondary data sources are data that is already in school both in the form of hard copies and in the form of soft files. Data analysis, through data collection, data reduction, then conclude. Data validity checking techniques using source triangulation. The source of triangulation to 18 students as informants who were not interviewed to measure the validity of the data. Based on the results of the study, the teacher's role in building student character through history learning in class X SMK Samarinda's Husada Prima Samarinda was not fully implemented, this was due to various limitations including infrastructure, infrastructure, and bureaucracy. Besides that, the teacher is weak in preparing character development in the learning process. But systematically in the implementation of learning the teacher remains committed to applying cognitive, affective, and psychomotor aspects. Embodiments of actions in the form of giving material are psychomotor aspects, giving motivation and giving evaluations are affective aspects. But the development of psychomotor aspects is not delivered to the maximum should be habituated through the learning process at any time. While the attitude assessment is only reviewed in terms of the reality that occurs in students. The teaching teacher is not appropriate with the scientific field and the teacher lacks experience in dealing with diverse student characters. Barriers faced by teachers and students are the change in the curriculum from the 2016 Education Unit Level Curriculum to the 2013 Curriculum, often overlapping the agenda in creating annual and semester programs in schools with the teacher's daily program in class, and the lack of facilities and infrastructure.

Keywords: Obstacles, Habituation, Teacher's Role, Character Education, Historical Learning

INTRODUCTION

The teacher's task is to educate, guide, and be responsible to their students by providing knowledge and good experiences they have. The teacher also has a role in building the personal development of students. Therefore, a teacher does not only pursue the improvement of academic achievement but the most important thing is the development of a child's personality. Talking about personality means talking about character. (Girvan et al., 2016).

An illustration from a tree is simply comparing students and teachers, trees have elements of the trunk, branches, and twigs. Branches of a tree are likened to students, and the trunk of a tree is a teacher. Humans are essentially interconnected in nature which is a unity of God's creation. Cosmologically interconnected and subject to the creator. The tree's philosophy is that branches will become large and of good quality later on because of the nutrition provided by the trunk. Therefore, for the quality of students to be superior, there needs to be nutrition from the teacher. But in reality, it is often wrong if the teacher only demands students to be good, but the teacher does not set an example. (Avalos, 2011).

Studies conducted by (Maeng et al., 2020) that often encountered violence by teachers in schools. Violence events that occur in schools have injured the system of character building for students. Mistakes made by students require gentle handling of the touch of a hand and the delicate heart of a teacher. The demands of the teacher's role are very large to foster quality characters in students.

Empirically the discourse above should suggest an education system implemented in schools that teachers not only teach academic knowledge but also become role models for students. Instead, the students give an example to the teacher, if so it is tyrannical to the nature of God's creation (Gore et al., 2017). Character building is a mandate in the 2013 curriculum which is in line with the Indonesian Law on National Education System Number 20 of 2003 Article 3, which reads National Education Features, seeks to develop capacities and shape the character and civilization of a dignified nation in the sense of educating the life of the nation, to develop the ability of students to

become people who have faith and dedication to God, are noble, good, knowledgeable, capable, innovative, independent, and people who are democratic and responsible.

Teachers are then required to improve the quality of competencies because, therefore, they are the 21st-century learning target. Pedagogic competence is one aspect that needs to be observed by the teacher. The ability of teachers to manage to learn based on educational approaches will have implications for the quality of teacher professionalism (Meissner et al., 2017). The importance of improving pedagogical competence is an effort to implement the statutory regulation number 14 of 2005 concerning teachers and lecturers. That teachers in carrying out their roles must have four competencies, namely knowledge competence, pedagogical competence, social competence, and personal competence.

Character education implemented by teachers is required not only to convey content but also to develop students' positive attitudes. The teacher is only responsible for students during the teaching and learning process. The demands of the teacher's role are needed to instill good character in students, rather than becoming a teacher that students hate. The founder of the Taman Siswa Ki Hajar Dewantara college. Also known as the father of Indonesian education (Dewantara, 1977) has an educational proverb in Indonesia which reads:

"Ing also sings, ing mayo build karst, and tutir handayani" which translates: "(for them) in front must set an example, (for the) must rather is a spirit in the middle, and (for them) in the back must encourage." In addition to this saying, history also plays an important role in education, especially the character education of students.

Learning history is one of the topics that can be used as a means of developing student character education. Through pre-literacy content that has character values, such as values of social care, imaginative values, values of hard work and discipline, values of duty and freedom, communicative values, values of equality, loyalty and collaboration, and values of religion. (Warman et al., 2018)

The same research conducted by (Baron et al., 2020) that interest in learning history by students, students, and the public in the United States is very high. The reason is that by studying history one will discover the actual reality so that it can change things. High enthusiasm is realized by reading a lot of books, visiting museums, and historical sites. It is proven that the people of the United States like to visit historic sites that have been equipped with a pleasant servant system. The site staff is very friendly, inviting, and accompanying visitors to enjoy observing the site. Even historical places have been used as learning tools.

Likewise with (Theodorus Pangalila, 2017), in a study in the field of Citizenship Education Studies. Integrating character education in Citizenship Education subjects at SMP Negeri 6 Manado, North Sulawesi Indonesia, through planning, implementing, and evaluating learning activities. In the planning stage, the teacher enters the content of characters in the syllabus and lesson plans, the implementation phase, the teacher conveys material by linking it directly to real life. The teacher applies a variety of methods, learning media, and learning resources to support character learning so that it is more meaningful for students. In the evaluation phase, the teacher is still not optimally evaluating character learning, is still focused on measuring cognitive aspects. But the teacher has done an assessment form that measures the attitude of student characters by assessing the process and learning outcomes.

According to (Suryaningi, 2016a) in line with Theodorus through learning Citizenship Education can grow the character of student. Growth of character through the inculcation of National values. The inculcation of the values of Nationalism must be given to students starting from kindergarten, elementary school, junior high school, high school, and college. Efforts to inculcate the values of Nationalism can strengthen the enthusiasm of students to have a soul to defend the Indonesian nation.

According to (Astuti, 2014) through the field of Indonesian language study, namely character education has been implemented in Indonesian language learning at MAN Godean Yogyakarta, both in planning, implementing, and evaluating learning. In the learning planning stage, the Indonesian language teacher at MAN Godean Yogyakarta has included character values that will be implemented in learning in the syllabus and lesson plans. The implementation of Indonesian language learning in MAN Godean Yogyakarta as a whole has implemented character values. Assessment of Indonesian language learning in MAN Godean Yogyakarta based on the RPP made by Indonesian language teachers includes effective assessments. An assessment is conducted.

Comment: Loophole of logic, describe who conduct the study that History Class could build the students characters? (maybe in other countries), there is nobody, then claim that this study is the first which examines!

Therefore, history teachers have an important role in shaping the character of students even becoming the front guard in front of the class in the process of history learning. If the history teacher is not firm in motivating students, the nature of learning expected of students is not achieved. History teachers must have broad and deep insights. (Titin Ariska Sirmayatin, 2017). The history teacher must also be able to motivate students to be enthusiastic in learning, have the will without being told to do. As tukidi said that the history teacher as the spearhead of the formation of student character. (Tukidi & Purnomo, 2018).

Research conducted by Baron that learning history is of great interest to students because it has implications for character development. Whereas Theodorus in the subject of Teacher Citizenship Education has not optimally implemented character education. Suryaningsi, by inculcating the soul of Nationalism fostered a positive character to defend the country. Furthermore, the results of Ika Puji's research on the Indonesian Language found that the teacher had implemented character education and had implications for students in terms of communication and the accuracy of words in polite speech. Tukidi said that the history teacher as the spearhead of the formation of student characters. Gore states that history teachers are good formers of character. Likewise, Warman that history education as a means of developing the personality of students.

Based on research done by Baron, Theodory, Suryaningsi, Ika Puji, Tukidi, Warman, and Gore, I am very interested in researching the Indonesian environment. The research will be conducted to measure whether the findings of previous researchers are the same or not the same when implemented in different countries, especially in Indonesia.

Previous researchers who were almost relevant to students' character development research in the field of historical studies at school were only Barons, but in a general perspective while other researchers were researching in different fields of study even though there were variations in the results that were successful in applying and some were not yet successful in applying. Specifically, for research in the field of historical education, no one has done it. While the field of historical studies has character values in Hindu-Buddhist and Islamic age material, such as; the value of hard work, the value of independence, the value of appreciation for achievement, the value of discipline, integrity, and obligation, the value of compliance and religious values. Based on the description above, this analysis will examine the character education in class X SMK Husada Prima Samarinda Indonesia, which is combined with historical subjects. Therefore, researchers are interested in conducting a study entitled "The Role of Teachers in Character Development Students by Training History in class X SMK Husada Prima Samarinda Indonesia. Husa

METHODOLOGY

The type of research used in this study is qualitative research with a descriptive approach, which centers on the development of character education through historical analysis and obstacles faced by teachers in the learning process (Arikunto, 2006). Data collection techniques used were observation techniques by examining teachers and students during the teaching and learning process, interview techniques by interviewing seven respondents, and documentation; as research evidence. (Moleong, 2002)

Primary data research data source consisting of one school principal, one history teacher, and five students. Data validity was measured by distributing questionnaires to 18 students who were not involved in the interview. Secondary data obtained from schools that are ready both in physical data and in the form of data files. Data analysis techniques through data collection then performed data reduction then display data and make conclusions. (Huberman, 2012)

FINDINGS AND DISCUSSION

FINDINGS:

A. Cultivating character education through history learning:

a. Planning

Planning is carried out concerning the 2013 Curriculum which is temporarily used as a guideline in the Education system in Indonesia. The 2013 curriculum places more emphasis on aspects of Core Competencies or basic competencies in the learning process. Followed by the deputy headmaster who explained that the teacher had to learn a lot of practice before entering teaching in the class, the teacher could also prepare learning media. The teacher before learning always prepares a teaching plan so that actions taken in a systematic class can be proven by the existence of a written report of the activities carried out by the teacher to further be known by the principal.

Planned learning in a particular form or pattern will be able to relate separate parts in a lesson. Without a pattern, learning can be fragmented and students will find it difficult to focus attention. The central point can be created through efforts to formulate the problem to be solved, formulate questions to be answered or formulate concepts to be discovered. The focal point will limit the breadth and depth of learning objectives and will provide direction to the goals to be achieved.

Planning for learning in learning students need to be trained to work together with their peers. A history learning activity will be more successful if done together, for example in group work, than if it is done alone by each student. They can be divided into groups and each group is given different tasks. Working together is very important in the process of forming students' personalities.

Principles of Learning While Working Children are essentially learning while working or doing activities. Work is a demand for student self-expression. Therefore, students need to be allowed to do real activities that involve their muscles and mind. The more students grow, the less they work, and the more they think. What students get through work, search, and find their activities will not be easily forgotten. It will be embedded in the hearts and minds of students. Students will be happy if they are allowed to channel their work skills.

b. Implementation of the activity

The results of an interview with Mr. KM, Vice Principal of Curriculum School at SMK Husada Prima Samarinda on the implementation of learning activities in historical topics is that students can learn in a museum located in Tenggarong which was once the center of the Kutai Kingdom in East Kalimantan Indonesia. When the students are brought to the Tenggarong Museum, the teacher explains the importance of the museum as a place of history learning, as well as a tourist spot with historical objects. Therefore, in the process of mentoring teachers should wisely motivate students to be motivated to be proficient in English because they can act as guides in museums when foreigners visit. The teacher can also describe that Tenggarong is famous for its cultural city and is known as the city of kings. If students do not have time to study at the museum, the teacher can also use video to make the learning process more enjoyable.

There are several learning objects in Tenggarong besides the museum there is also a Planetarium to learn about geography that is astronomy. As the vice-principal, the school is very supportive if the teacher implements character planting in the classroom. He illustrates a nurse to become a professional nurse who attaches a good character to himself, of course starting when the nurse is a student or student learning process by planting characters and then constituted to become a nurse. Likewise, students at SMK Husada Prima are expected to have noble character.

It must be realized that the response and responsiveness of each student are different so a teacher must be wise to face students. The teacher remains faithful to give and keep the character because students will grow into adults who are charter and wise in addressing the problems faced.

Teacher's response to the field of history R, by emphasizing the provision of material through an overview of the main topics then students are directed to read the material so that it is easy to understand followed by questions and answers to measure students' ability to understand the material. Besides that as a teacher also sometimes gives video learning media because it will involve students to explore the contents of the material, feel the cause of events, and be able to tell again after watching historical videos.

The teacher with the initials R explained that before ending learning always motivates students with an approach to wish each parent who has struggled and sacrificed for the future of their children. The response of five students is always studying earnestly to be able to continue their higher-level courses, being able to pass the national exam with happy results. The teacher is always faithful to accompany students if there are materials or problems that students are unable to solve.

Figure 4.4. Implementation of the learning process using the method of discussion (Source: Documentation, 2020)

c. Evaluation of the results of

Interviews with Bpk. KM, as Deputy Principal of Curriculum at SMK Husada Prima Samarinda, basically



conducted through religious education and citizenship education, they learned character from these topics, as far as character education was concerned in history, it was about how to respond when this child looked sleepy when I

teaching, how to respond, have to freshen up, wash your face, get some fresh air, and then come back. Fun learning activities for students can be done with the discussion method.

Learning evaluation activities on historical topics according to Bpk. R, emphasizing the aspects of attitudes, skills, and information, the three most important, the ranking format can also be accessed from the three, and there are minimum criteria for completeness or KKM, so KKM is different between attitudes, knowledge, and skills. At the evaluation stage according to Mr. R, that there are no obstacles felt by the history teacher in the student evaluation process. Based on the results of observations made by the writer, there are several obstacles faced by schools in building the character of students, namely the character values that want to be developed by the school have not been realized in the learning indicators properly where this has not been realized, causing teachers to find it difficult to measure the achievement of each indicator and also the teacher here has not been able to choose and sort the values of characters by the subjects of history. In addition to the general character values that must be developed the existence of character values in historical subjects also needs to be developed by the teacher.

B. Constraints faced in building students' character for history subjects:

a. Internal

Aspects of personal Teachers: responses of five students that teaching history teachers in mastering the material and approaching students well are happy to be funny so students do not get bored and even faithfully study history with the teacher. This condition shows that the teacher has the skills to foster student enthusiasm in class.

b. External

1) Planning

The results of a joint interview with Mr. KM, as Deputy Principal of Curriculum School at SMK Husada Prima Samarinda regarding the obstacles to learning planning in historical subjects. Planning like this, the school has two plans according to the annual program or the semester program. The main point of concern is the aspect of the semester program. Annual programs such as:

1. National Independence Day on August 17 with various styles of competition that require them to plan anything including their passion.
2. On a school birthday, the teacher acts as a promotional and commemorative form of service.
3. hold a vertical

Mr.garden.R, as a history subject teacher at SMK Husada Prima Samarinda regarding the obstacles to the learning plan, is the existence of an annual and semester program. Besides the obstacles usually arise when we start to formulate lesson plans, first, we have to adapt them to the current curriculum, secondly, we must maintain the relevant material from what is taught now, this is a bit of an obstacle. "(Interview with Mr. R, 20 November 2019 history teacher).

2) Implementation

The results of the interview with Mr. KM, as Vice-Principal of Curriculum School at SMK Husada Prima Samarinda regarding obstacles to the application of the learning process in internal and external history subjects. Internally, the possibility This student is on a different schedule from the teacher because of their ability to think, students must repeat many lessons, through the provision of homework assignments. External barriers namely the implementation of ceremonies and the limitations of school infrastructure to carry out various activities

3) Assessment of the

results of interviews with Mr. KM, as Deputy Head Schools in the Samarinda Husada Prima Vocational School Curriculum about barriers to learning assessment activities: five students assume that each teacher has their method of assessment, which is assessed not only in subject matter but also in student attitudes. Probably the students' grades are bad but their attitudes are good, and attitudes well it will improve their performance

Mr. KM continued to add: Only once evaluated then claims that there has been an increase, it cannot. The teacher needs to teach them until they understand the material. But if the teacher waits until the students understand, the evaluation will be postponed, the teacher cannot teach students until the holiday season because students are not likely to think of lessons during the holidays. When everyone is on vacation, they will wonder that they must know. That is why there are so many challenges and tests that teachers need to deal with, there are many problems, especially for example about teaching material, including learning exercises, such as what teachers successfully implement to enable students to evaluate, for example, vital organs as doctors; Which is characteristic of vital organs; Their blood pressure must be checked first, their body circumference must be assessed, then how much pressure students have, must be calculated first, so before there are students who can do that, it is certain that some students will apply directly and some students must learn again all of them twice or thrice

DISCUSSION:

A. Cultivating character education through learning history

Learning history has three dimensions of time namely; past, present, and future. Studying the past then we can

make decisions for life now and the future. The development of character values is very useful when these students are apprenticed or graduated from school. As Narwanti, stated that a system of instilling the values of character to the school community which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty (YME), self, others, the environment, and nationality so that we become human beings. (Narwanti, 2012).

Husada Prima Vocational School Samarinda is a vocational school in the field of health, students are required to have good character. Because when students, interns or graduate later (if they continue to work/continue their studies in the same field) will meet with patients or people who are sick, who need good actions from nurses. The role of the teacher shows good values towards God Almighty, oneself, others, the environment, and nationality.

Incorporating character values such as discipline, respect for someone, and being honest in the learning process the teacher can start from making a plan or Learning Implementation Plan, then implementing the Learning Implementation Plan that has been made and the last is evaluation. Hasan stated that the character education process at school is carried out through the following steps (Hasan, 2012):

- 1). Entering selected values from the Character Education skills in the syllabus of social studies and history If the history course for each class is done by a teacher then the process of entering grades is done individually but the teacher must still guarantee the horizontal organizational diversity with other classes and other subjects and vertical severity.
- 2). Incorporating the value of Character Education in the Learning Implementation Plan developed by teachers. Formats that have been used by education units can be used but are enriched by adding value columns. Furthermore, it should be remembered that with the added value, (1) Learning objectives and learning materials must be enriched by the mastery of values, (2) The learning process (methods and steps) selected must be suitable for developing values through active student learning processes with learning approaches indirect (indirect teaching).
- 3). Implement learning according to the lesson plan by paying attention to the learning process for mastering skills and internalizing values.
- 4). Assess learning outcomes.

Referring to the opinion of Hasan has shown that incorporating character values in the syllabus is the task of the individual teacher. The syllabus used by history teachers at SMK Husada Prima has not yet been explained by the character education they want to grow. Details of character education in making teacher learning implementation plans do not contain character education. Through an explanation of activities in the learning process when ending learning the teacher conveys messages motivating students.

Learning methods and models in the Learning Implementation Plan in two meetings, each meeting was held 3x45 minutes using the same method and model. The method used is the lecture method and the model is *talking stick*. Based on the results of history teacher observation using the method of discussion but for the model used is the *Problem Basic Learning* where the teacher provides a theme and then students discuss it then the students come forward to present the results of group discussion.

Five students stated that the learning system conducted by the teacher was less varied and did not innovate. This condition shows that the teacher is very muted and does not develop learning models. If only discussions take place in the learning process students will get bored and end up disliking history lessons. The nature of the teacher's role in the learning process is to instill a feeling of deep love without having to look at the type of lessons being followed. The teacher can be a model for students so that all actions, actions, and ways of thinking students achieve good character targets as expected from Education.

National education functions to develop and shape the dignified character and civilization of the nation in the context of the intellectual life of the nation (Law RI number 20 of 2003 concerning the National Education System). To develop and shape the character and civilization of a dignified nation, education functions to develop all the potential of students "to become people who have faith and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and citizens responsible". (Educa³n et al., 2013).

National education, as one of the national development sectors to educate the life of the nation, has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to the challenges of the ever-changing times. The meaning of qualified human beings, according to Law Number 20 the Year 2003 concerning the National Education System, are educated people who believe and are devoted to God Almighty, of good morality, healthy, knowledgeable, capable, creative, independent, and become democratic citizens. and responsible. Therefore, national education must function optimally as the main vehicle for the nation and character development.

The implementation of education as mandated in Law No. 20 of 2003 concerning the National Education

System is expected to realize the process of developing the personal qualities of students as the next generation of the nation in the future, which is believed to be a determining factor for the development of the nation and state of Indonesia throughout the ages.

1. The results of the percentage of questionnaires regarding the use of methods and models used are as follows:

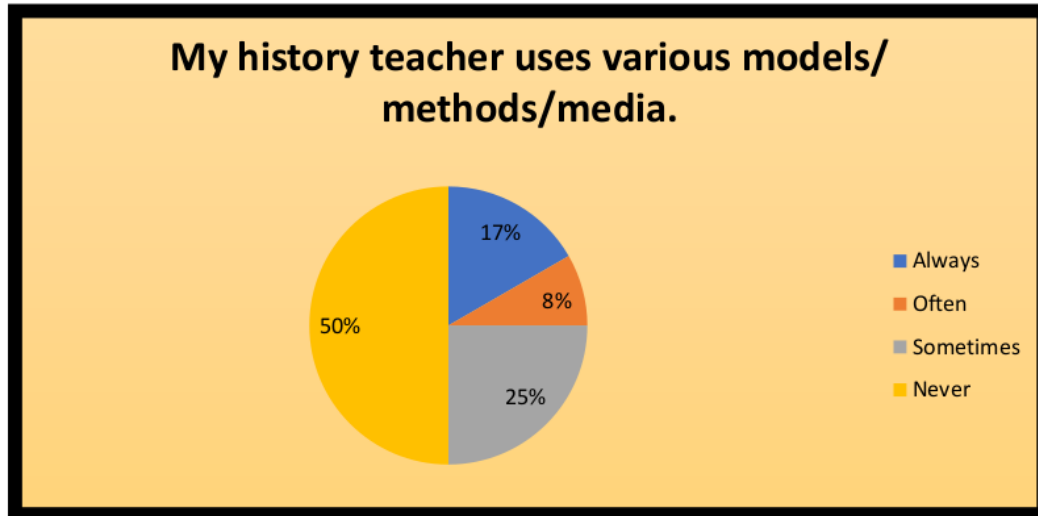


Figure 4.4. The results of the questionnaire percentage (Source: data processed, 2020)

Based on the above research results, it can be concluded that history teachers use monotonous methods and models or often use discussion methods and models *Problem Basic Learning*. The teacher is no longer a lecturer in the learning process. However, teachers prioritize the ability to plan and manage classrooms. The teacher must steadily master the subject matter and develop learning models that are relevant to the subject matter.

The teacher acts as an educator and teacher. Teaching is an attempt to create cognition or environmental systems that support and allow the learning process to take place. Teach the reciprocal relationship between students and teachers in a room. Learning is an activity where the teacher conveys knowledge or experience possessed to students.

Teaching aims to make the knowledge conveyed properly and easily understood by students. Therefore, teaching is said to be good if the learning outcomes of students are good. This statement can be fulfilled if the teacher can provide good learning facilities so that a good learning process can occur. One factor that can optimize the teaching and learning process in achieving quality learning outcomes is the role of the teacher. The teacher is an important element, although it does not always have to be interpreted as the dominant element and the teacher as the spearhead of formal education needs to be equipped with abilities that can encourage creativity.

For this reason, it is important to know the kinds of abilities that students are expected to have through teaching and learning activities.

Teachers are often also called educators, which is one of the roles of teachers who have the task of giving assistance or encouragement, supervising, and also fostering students as well as assignments related to disciplining students so that students can comply with the rules and also be more appreciative of something.

History teachers are required to show their role as in the school environment especially in the learning process in the classroom, as Sanjaya, states that the teacher's role is (Sanjaya & Competency, nd):

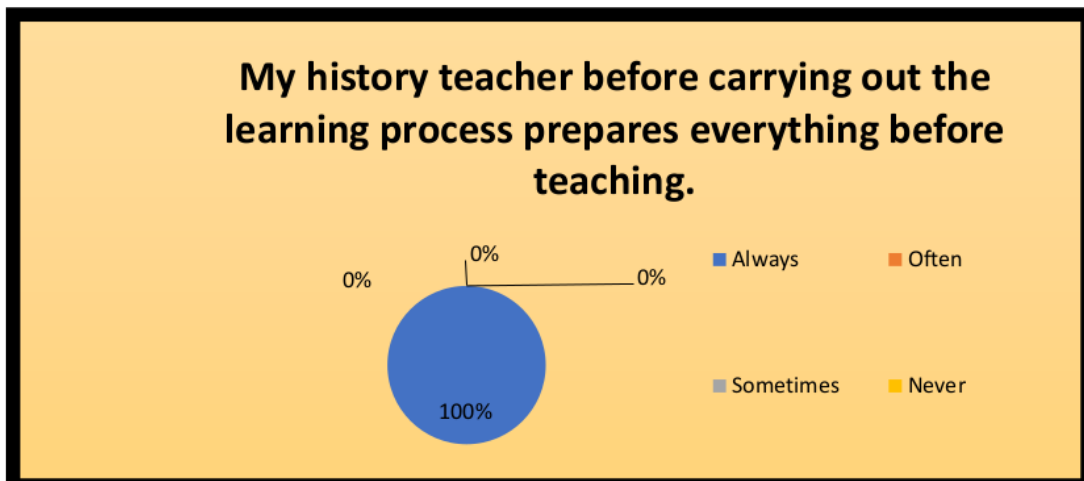
1. Teachers as learning resources,
2. Teachers as facilitators
3. Teachers as
4. Teachers as Teachers as demonstrations

5. Teachers as guides

6. teachers a motivator

Based on the results of observation, the implementation of the learning process is carried out using discussion. Where students will be divided into several groups that are appointed directly by the history teacher. Furthermore, students are given a discussion theme and students will look for material according to the theme using sources from the internet or history package books. If the material has been sought then students then come forward to present it.

During the question and answer process, one of the students asked the history teacher but here the history teacher instructed the students to look for answers on the internet. So it can be seen from the role of the teacher as a learning resource that looks lacking. But based on the results of Amel's interview, a class X student stated that "His father once said he studied every night before teaching it, so when it was delivered it was out of his mind". And as for the results of the questionnaire that supports this statement, which is as follows:



that require this history teacher to study extra. It is possible that when this student asks, the teacher cannot answer the question with certainty, and therefore the history teacher orders to open the internet to get answers to the student's question.

As the concept of Education in Indonesia that quality education is very dependent on the capacity of educational units in transforming students to obtain added value, both related to aspects of thinking, feeling, heart, and body. Of the many components of education, teachers and lecturers are very important and strategic factors in efforts to improve the quality of education in each education unit. Regardless of the amount of investment invested to improve the quality of education, without the presence of teachers, lecturers who are competent, professional, dignified, and prosperous, certainly, the expected goals will not be achieved. (President of the Republic of Indonesia, 2005).

Research conducted by Chih-Ming Chang from the Institute of Education, National Chiao Tung University Chien in 2019, also found the same thing that the factor of ineffective learning, especially for building the character of participants through learning, was determined by professional and experienced teachers.

Being a teacher should consider the professional and experienced aspects as explained above. Experienced teacher means a teacher who always wants to develop his potential as a teacher with a lot of reading, learning from the experiences of people who are successful in turning students into people of character. If the teacher does not understand the importance of experience, it will be difficult to teach. Therefore experience is a valuable teacher in life.

The teacher needs to realize that each student has a different color. Color is intended as a personality or character inherent in a person. If the teacher lacks experience then the learning process will be problematic. Education issues although an obligation of the government but nature is needed by every human being in the world. The need for education is not only for people who have good character but also for those who have problem characters. Because Education can change the bad into good that is less into perfect, which is not feasible to be feasible.

Experienced teachers will inspire and innovate in teaching. Having charismatic teaching and having the loyalty to change problem students into students of character. Various methods are used by the teacher in learning so that the atmosphere in the classroom is always fun and adapts to the needs of students without pressure and coercion. Learning takes place varying so that it is not boring. Because every student will show a variety of behavior. Inspiring teachers will always provide knowledge, input, and provide examples that can transform students into people of character from the previous.

Teachers must also be patient and instill love in the hearts of students, love lessons, love parents, love themselves, love friends, struggle to learn, and love teachers. If love is embedded, students will do not because of someone but because of a personal desire to do and do good.

The teacher has the task to educate and teach students in the classroom. In the classroom, the teacher is required to show his authority where the teacher must be able to control and control the behavior of students. With the authority of the teacher, the teacher can uphold student discipline so that the learning process is carried out.

The implementation of the learning process cannot be separated from the teacher's role as a manager. At the time of the discussion group students are required to focus on their tasks. During the discussion process, it is always noisy and is seen opening the internet not looking for material but instead opening up others that are not his job. Based on the results of an interview with S, grade X students mentioned that "nothing is important but don't come out". Then it can be concluded that the teacher is required to be firm to the students.

Based on the results of the questionnaire also showed that the teacher was less assertive towards students, namely as follows:

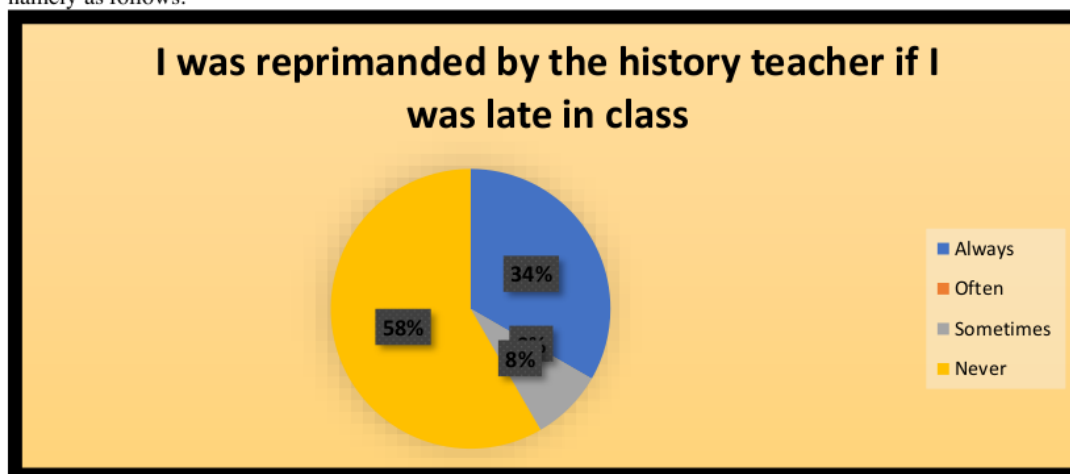


Figure 4.6. Questionnaire percentage results (Source: primary data management, 2020)

Based on the results of the questionnaire percentage above, it can be concluded that the teacher is less assertive in dealing with students. The assertiveness of a teacher will have an impact on students. If the teacher has a firm attitude then students can appreciate that there is a teacher who is watching and students will appreciate it as a teacher. If this assertiveness is truly demonstrated, the attitude of students to be able to respect or respect others will appear by themselves. (Lee, 2013)

Building the character of students through education is an activity that cannot be delayed in which building the character of these students cannot be separated also assistance from the family, school, and community.

Motivating students or becoming a motivator is the main role of a teacher to convey the values of character that are wanted to be grown on each teacher. This history teacher at SMK Husada Prima Samarinda has conveyed several motivations in the form of reminds to study hard, don't be late too often, and so on.

Assessment is a process of assessment of attitude assessment, knowledge assessment, and skills assessment. A history teacher at SMK Husada Prima Samarinda uses assessments as above. In the assessment of the history teacher's attitude assesses the attitude of responsibility, discipline, cooperation, and so on. The assessment of skills is carried out using written tests or assignments and also using daily tests or semester exams. The values obtained by students will be directly processed by the history teacher. Then it can be said the assessment of pure knowledge from the knowledge of students. For the assessment of skills, the author has not found it because the assessment of skills is done at the end of the chapter or the end of the material.

A. Constraints faced in planting Character education for historical subjects

Building the character of these students can be constrained by a teacher's disposition. Teachers are required to be firm so that the character of these students can be built properly. The teacher is less strict with his students, like letting students make noise in class during class time. Another obstacle is the lack of teachers mastering the material here, the teacher does not yet have sufficient expertise to instill character values in historical subjects.

At the time of making learning plans have constraints faced by the teacher. Based on the results of the interview Mr. R, mentioned that the obstacles in making planning. The making of this plan will be constrained when the curriculum which is frequently replaced by teachers is required to adjust it, but in fact, the 2013 curriculum was formed in 2006 where until now it still uses the 2013 curriculum despite having some revisions that do not change significantly in planning and lack of relevant sources but in reality very many relevant sources from the internet or books.

In line with the opinion of (Liou; 2015), in a study conducted in elementary schools, that character and moral education are very important, especially children in elementary age, namely the age of 12 years. The parents, teachers, and observers of Education in Taiwan agreed that the curriculum in the status quo of character and moral education in Grades 1 to 12 be reformed immediately.

In the implementation of learning activities itself has a constraint that is the ability of students to think that the teacher will often repeat the material so that all students understand the material being taught. This expression is based on the results of the interview of the KM father, namely "The implementation constraints are internal and external. Internally the possibility of these children is not onskijul because of what because their ability to think is not like the teacher "and also the constraints felt by the teacher is the lack of equipment or equipment in helping the learning process. This is based on the results of the interview Mr. R, namely Constraints in the implementation of its activities are usually from the aspect of the equipment.

While the school's vice-principal said that it was very easy to measure the quality of teacher questions by looking at the form of questions and the ability of students to answer. The average questions are at the C3 level, which is the application according to Bloom's Taxonomy (Madya & Learning, 1942). If the students working on the questions can complete 10 minutes, it means that the questions are very easy and when it is searched it turns out that the questions made by the teacher are at level C2 is understanding and / or C1 is knowledge. Education Level Secondary schools should be at the level of C5 is synthesis and C6 is Evaluation. This condition has significant implications for students when they enter the National Examination students will have difficulty working on questions that are at the C5 and C6 levels.

According to (Hasratuddin, 2008), high-level thinking skills need to be practiced since students sit in elementary school because students as the next generation of the nation must be thinkers who are critical, honest, and dignified so that they can face various challenges and can survive humanely with confidence.. Likewise in answering questions easily from an early age students are accustomed to working on various types of questions so that in the end when meeting new questions students can easily and quickly be able to solve problems faced by students. (Asfar & Nur, 2018).

Assessment in learning is important to be carried out to measure the quality of teachers and students during the learning process. Interpretation of measurement results using the normal distribution with two categories, positive or negative. (Djemari Mardapi, nd) Positive means that students 'interests are good or students' attitudes towards an object are positive, while negative means the interests of small students towards negative objects. (Hardy, nd).

In connection with the role of the history teacher in shaping the character of students that the history teacher must master the scientific structure, the scope of history, geographical objects, and historical approaches in the learning process in the classroom. Besides that, history teachers must also master historical material so that they can internalize positive values in students that cannot be obtained by students in other places. Although students are in the era of internet-based technology, the role of history teacher always inspires students. (Primary, 2019). A teacher needs to know that the challenges of the technological era are so great that a teacher's role is still needed to be able to control the nation's character which is almost faded in the age of progress. Educational expectations that history teachers must be able to explore historical values so that they can be conveyed properly without engineering. Because without the role of the teacher, character development and development cannot be realized by the expectations of the nation.

CONCLUSION

- a. Professional teachers will prepare human resources who are ready to build the Indonesian nation. The teacher's role is still weak in building student character through history learning in class X SMK Husada Prima Samarinda. The teacher is not assertive in conveying character values in the history learning process. When planning to learn the teacher also lacks the character education that is intended to be built. The reason for the weak implementation of character values is due to the limited support for facilities and infrastructure. However, motivating students remains conveyed. In the aspect of evaluation, the teacher will judge by taking aspects of the attitude of students based on the facts that occur. After observing by the principal the weakness of the teacher in making questions about the teacher is only at the level of knowledge and understanding so that students find difficulties at the final stage of the National Examination at the level of the question level on the aspects of synthesis and evaluation. Besides that, there are also teachers teaching not by educational background.
- b. Constraints faced by teachers in building student character through history subjects in class X SMK Husada Prima Samarinda are as follows:
 1. Curriculum changes occur so schools must make adjustments to the new curriculum
 2. Making annual programs and semester programs often change
 3. Lack of facilities and infrastructure
 4. Less experienced in teaching and learning.

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