



THE ROLE OF TEACHERS IN SHAPING THE LOVE CHARACTER OF THE STUDENT'S HOMETOWN THROUGH HISTORICAL LEARNING AT SENIOR HIGH SCHOOL 4 KAIRATU, AMBON, INDONESIA

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Abstract:

This research is a case study of the role of teachers in shaping the love character of the student's hometown through historical learning with a qualitative approach. This research was conducted at Senior high school (SMA Negeri) 4 Kairatu Ambon school. The data sources in this study used primary data and secondary data. Data collection techniques in this study use; 1) Observation; 2) Interview; 3) Documentation. Data analysis techniques in this study include; 1) Collection; 2) Data reduction; 3) Present data; 4) Conclusion. The results of this study show that SMA Negeri 4 Kairatu has developed the love character of the student's hometown through historical learning. The establishment of the character of the love of the hometown can be obedient to every rule. for example, the character of love of the hometown, coming to school on time, not skipping school, wearing uniform according to school rules, always following the worship of the council, always following the flag ceremony, always giving greetings to the teacher, speaking good and true Indonesia, appreciating teachers and fellow friends, keeping the good name of the school, not fighting and other good habits.

Keywords: character, learning history, love of the hometown

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1. Introduction

The value of the character of the love of the homeland is very important to have human beings so that other good values arise. The importance of the establishment of the character values of the love of the homeland is based on the reason that there is now a behavior that is much distorted and strongly contrary to the norms of decency. Disrespectful behavior, for example, is to make rude rants towards fellow friends, disrespect teachers in schools, wear school uniforms that do not comply with school rules, ditch during school hours, litter, do not use good Indonesian language in speaking words with friends and so on. The infringing behavior shows that there is no public awareness to behave in a manner that has been set by the government.

The incident of disrespectful behavior of students in the school shows that there has been a very serious problem in terms of education of the character of love of the country. The emergence of disrespectful character behavior shows that the knowledge associated with the love of the homeland that students get in school does not have a positive impact on changes in student behavior in daily life. Basically, the student knows that the behavior is incorrect, but he does not have the ability to get used to avoiding such wrong behavior.

This is a character education process that takes place. It could be that the education of the character of *tanha water love* done so far is only at the knowledge stage, has not come to the feeling and behavior of character. The learning process teaches more verbalistic knowledgeable students who are less prepared for students to be able to face the social life they will encounter. This is in line with Suparno's opinion (2012) that our education has been too stressed on the cognitive side. It is also limited to finding numbers, not a critical analysis of students' critical analysis of the events faced in daily life.

A similar opinion was also explained by Sugirin (2010), that the benchmark of educational success always refers to student achievement which is strongly related to the cognitive and psychomotor realm. The morale of the nation is indeed one of the main determinants and supporters of the welfare of the state. The National Education System in accordance with the mandate in Law No. 20, 2003, about the National Education System to teachers, governments, communities and students, hopes to realize the purpose of national education, namely the development of the potential of students to become believers and give to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. Since every citizen must have the same right to obtain a quality education as mandated in Law No.20 of 2003, On the National Education System Article 5 Paragraph (1), this is very much realized.

Therefore, the professionalism of teachers needs to be done from time to time, as stated in Law No. 20 Year 2003 Article 24 Paragraph (1) is explicitly mandated that education must have minimum quality and certification (S1/ D4) in accordance with the level of teaching authority, physical and spiritual health, and have the ability to realize

national educational goals. The purpose and function of National Education is to form students who are dignified, intelligent, faithful, capable, creative and independent so that it creates a generation that has noble character and makes human being good (being good) and smart (being smart) Rukiyati, (2013). The purpose of national education is in line with the goal of education history which forms the quality of personality of citizens who are better, responsible, independent and love of the land to the homeland. Agustian (2008), explained that the Indonesian nation is experiencing moral damage, namely there are seven moral crises in the midst of Indonesian society namely: crisis of discipline character, crisis of responsibility, not thinking ahead, crisis of togetherness, crisis of justice, and crisis of concern.

These moral crises are not only felt by the Indonesians, but other countries as well as, in America and England, both countries are already thought to be in poor condition with the morality of their people. Signs of the nation's moral crisis among students and the public order are more felt by the Indonesian nation due to the failing factors of national education in shaping the character and morality of its people. In line with this Lickona points out that the moral aspect of the country's progress, there are ten signs of the deterioration of youth that must be guarded and watched.

The 2013 curriculum is so much with the content of character education that it gives new hope that education is not only to pursue the ability in terms of cognitive aspects but also affective even psychomotor. As Rosyada explained (2004) that the curriculum that delivers students in accordance with ideal expectations, not only the curriculum is learned, but there is a strengthening of character values that theoretically very rationally affects students, whether it concerns the school environment, classroom atmosphere, teacher and student interaction patterns in the classroom, even on policies and management of the school in vertical and horizontal interaction relationships. While Amin (2015) explained that activities with a hidden curriculum are general educational unit activities and are not directly related to a subject to help the development of students according to needs, potential, talents and interests. Furthermore, the activity is expected to have a meaningful contribution to the success of school students, especially for the success of character education. The phenomenon of moral decedents and outbreaks of violence indicates the need for the presence of character education.

Berkowitz (2012) argues that character education is a potentially powerful tool in the critical process of children and youth development, a process in which schools must play a central role. Being proactive, comparative, collaborative, and scientific about it will only make the character education initiative more effective. The future of man depends on the character of the youth and how that will manifest itself when the youth become adult citizens. The opinion confirms that character education is a potentially powerful tool or curriculum that has an influence in the process of establishing critical attitudes in children and adolescent development. Schools have a role to play in the form of students being proactive, collaborative, and critical through character education. The effective application of character education will contribute to the progress of a country.

Character education developed in comprehensive schools will indirectly establish a civic disposition in students. In line with that, schools as educational institutions have a big role to play in developing character education because the school serves as a center of cultural moral values for students through a series of existing learning and extracurricular activities. Moral education and citizenship are very important elements of a whole personal education because it aims to establish the positive values of students and positive attitudes of students.

Schools should promote the character of the love of the homeland in the school curriculum, as well as extracurricular activities because the curriculum is a component that has a strategic role in the world of education however the resources allocated to primary schools are somewhat limited when compared to secondary schools. Character education related to moral education and citizenship requires an exemplary teacher figure and an example for students and students as Sukmadinata (2011) says that no matter how good a curriculum is, the results depend heavily on what the teacher does in the classroom. Thus, teachers play an important role in the preparation of the curriculum. Sudrajat (2010) explained that character education is a system of planting values to every school resident that includes components and knowledge, will or awareness and on actions for them in the community as adults. so that it will make its full potential to develop optimally. Education is required to obey and carry out these moral values, both against the One God, himself, fellow wards, and the nation so that he can be the perfect human being.

The purpose of character education is to form a mindset of behavior of students in order to be a positive person, noble, responsible and noble spirit. Equipping children with emotional intelligence is very important at this time considering the many cases that occur in schools, smart children in school, the grades are always good but do not manage their emotions well, irritability and despair, arrogant, then the achievement is not beneficial to themselves. Ki Hadjar Dewantara (2008) argues that emotional intelligence needs to be valued and developed in early childhood as the basis of skills is an effort to advance the development of children's ethics (inner strength), mind (intellectual) and physical children. Education according to him is to advance the perfection of life, namely the life and livelihood of children who are more in harmony with nature and society. The main purpose of education is to be able to develop morals, develop science and skills together.

Violations usually committed by students of SMA Negeri 4 Kairatu, West Seram Regency, against the rules of school discipline as diverse as students skipping school, fighting, not using school attributes completely, littering garbage, late coming to school, not following the flag ceremony, issuing harsh words against fellow friends, disrespecting teachers in the school, rarely singing national songs, etc. The student's deviation behavior, as mentioned, is the result of a lack of courtesy from students in the school and enforcement of regulations that arguably may be less effective. This resulted in various violations of the rules and regulations that apply in the school which of course will greatly affect the comfort and safety in the learning process. Both students who make

violations or other students who are in the school environment. The role of teachers has a responsibility in the development of the attitude of the character of the love of the homeland, discipline, morals, and attitude of students in accordance with the rules and disciplines of the school. In addition, teachers in the field of study must also be able to nurture students at Public High School 4 Kairatu, in order to live in a character twisted against the rules of the school. The problem faced by students at SMA Negeri 4 Kairatu Seram Barat (SBB) school, namely the role of teachers in shaping the character of the love of the student's homeland through historical learning. It is very determined by the teacher in applying the character of the love of the student's homeland through the learning of History.

Based on the above description the author is interested in conducting research on the extent of the role of teachers in shaping the character of Love of the Father land through the learning of History at SMA Negeri 4 Kairatu, Kairatu District, West Seram Regency, in daily activities in the school.

2. Research Methodology

This type of research is a case study of the role of teachers in shaping the love character of the student's homeland through historical learning with a qualitative approach. This research was conducted at SMA Negeri 4 Kairatu Ambon school. The study was conducted from January 15, 2020 to March 19, 2020, starting from the observation, interview, and documentation stage. The subjects in this study were the principal, deputy principal of the curriculum of Senior high school (SMA Negeri) 4 Kairatu, History Teacher and Students of SMA Negeri 4 Kairatu. The students who were the subject of the study were grade XI students. The consideration used is the discussion of historical subject matter relating to the love of the homeland delivered to grade XI so that students understand theoretically what the teacher conveyed as well as examples of the attitude of love of the fatherland.

The data source in this study is to use primary data and secondary data. Primary data is obtained directly from sources who are considered to know and trust to provide the necessary information. From the data can answer the problems in the research. Researchers deliberately determine who provides information with the consideration of the information provided quality and as needed. Specified research data source: 1) Principal of SMA Negeri 4 Kairatu; 2) Curriculum principals; 3) History teachers; and 5) Grade XI students. Meanwhile, secondary data is taken from books, documents, and other information related to research subjects. Data collection techniques in this study include; 1) Observation, 2) Interview, 3) Documentation. Data analysis techniques in this study include; 1) Data collection. 2) Data reduction. 3) Present data. 4) Conclusion.

3. Results and Discussions

SMA Negeri 4 Kairatu, offers one of the right strategies in shaping the character of the love of the homeland as follows: First. To form the character of discipline students are backgrounded in order to strengthen or attempt to support the program of love character of the homeland that exists in SMA Negeri 4 Kairatu, in which there is also the purpose, Vision, and mission of SMA Negeri 4 Kairatu in hopes of improving and developing the character of love of the homeland in students. Through historical learning, the target is that students can improve their identity through historical learning by studying the history of Indonesia that can help students understand and shape and love their own homeland, by means of actions and deeds in instilling the character of the love of the homeland. Therefore, students should be guided, fostered even encouraged or more noticed because that is as a real form to rebuild the values of the character of the love of the country.

In shaping the character of the love of the student homeland, done in order to realize the generation of young people who love, appreciate with the Indonesian culture owned by ourselves, for example in the school students can obey every rule made both in the school environment, and the environment of society where we as the next generation of the nation can defend, maintain, maintain and protect our own country. In terms of shaping the love character of the student's homeland, teachers have a significant influence to educate students to obey the rules and be responsible so that in the future students can become a responsible leader to their nation and country. By instilling the character of love of the country is also very good to train students in order to get used to being habitual in obeying every rule and more appreciative of their own homeland. Through this love of the homeland character, the value of love of the homeland must be increased and one of the effective ways to train students is to guide the learner to become someone who can defend his country obediently to every applicable rule.

Second. To form the character of the love of the homeland through the learning of history, is where the learning of history is one of the subjects that teaches about the history of Indonesia with the movements of heroes in defending his country, in this case as the goal of SMA Negeri 4 Kairatu. The history teacher stressed to his students not to ditch the learning process, to attend the flag ceremony, to sing the national anthem, to speak good words, not to fight, to respect each other, whether with teachers or other students, not to damage school buildings by doodling school walls, not to damage the environment in the school, and always to be honest in words or actions in the school environment, families and communities, as well as nations and countries. Thus, it is not only historical subjects that can form the character of the love of the homeland will remain integrated in all subjects.

As a school that has vision, mission, and purpose, the value of love of the homeland takes precedence and is applied in SMA Negeri 4 Kairatu. Because obedient students can be good human beings, mentally good, and faithful so that the love of the homeland also if defined is to obey every rule made, and set an example for the nation

and the country. Because the value of the love of the student's homeland has gone well and is quite good, can be seen for example students shaking hands with the teacher before entering the class, parking the motorcycle in its place, throwing garbage in its place and coming to school in time and speaking in good Indonesian language.

The results of observation and analysis of documents obtained by the results that history teachers prepare activities to foster the character of love of the homeland through structured teaching activities. In this case, the creation of complete learning devices such as: academic calendar, annual program of the 2019-2020 school year, semester program of the 2020 school year, syllabus, and RPP of the 2020 school year are still the reference and guidelines at SMA Negeri 4 Kairatu. In RPP loaded school identity, basic competencies, competency achievement indicators, learning materials, which include preliminary activities, core activities, and closing activities, learning assessment, remedial, learning resources and learning activities.

Based on the data of the analysis results, observations and documentation can be seen that in the planning stage especially in RPP owned by history teachers in loading the values of character education in a planned learning activity. Then the observation results in the field at the start of teaching learning activities, the history teacher first invites the students to do a prayer together as a form of obedience to the One True God, then absent attendance to the learners, explain the purpose of learning, then the teacher conducts appreciation activities by asking about the material that has been taught in the last week and the denial of citizen obligations. And then review the material according to the RPP that has been created.

History teachers explain subject matter to students through the media. The media used in the learning process is carried out by history teachers using discussion methods. By using discussion methods, students will learn a lot about the character of the love of the homeland. Through this method students learn to control emotions, accept their friends' opinions, work together in groups, respect each other and respect each other. In the process of learning using this discussion method is one effective way to bring forth the character of love of the homeland in students.

Closing activities, the history teacher gives conclusions and evaluates the learning that day. Based on the results of research observations in the field, the history teacher and the learner end the teaching activity by doing the research and forming a mutual agreement in the discussion that will be conducted at the core of the learning, ending with the learning activities, the teacher appears to pay close attention to the students one by one carefully to give an assessment of attitude through the scale of attitude, this is in accordance with the RPP that has been made by the teacher at the evaluation activity. The observations and documentation are reinforced by the results of interviews with the DL stating, as follows.

"It is said that to form the character of the love of the homeland is carried out on face-to-face, with personal evaluation through the assessment of the character of the child in learning, in addition to the personal evaluation on the assessment there is also in shaping

the character of the love of the homeland can be seen from every mistake made by the learner such as, delay in the learning process, not carrying the book at the time of learning, not obeying the rules that apply in the school, skip school, dress that does not comply with school rules and litter. Therefore, history teachers in the learning process can judge every character of the love of the homeland in the form of mistakes made by students, therefore history teachers and even all related parties can set a good example, as well as provide motivation and also example and be responsible to the learners.” (W/DL-history/28-01-2020)

DL asserts that the character of the love of the homeland can be done in various ways, one of which is through the planting of the character of the love of the learner's homeland through the defense of history with the materials taught in the classroom. Students adhere to school rules, are not late for school, attend flag ceremonies, speak good and proper English, do not waste indiscriminately, respect teachers and others, keep the good name of the school, do not fight, join in extracurricular activities, should not skip school and must be on time to come to school. This opinion is reinforced by the observation and analysis of documents conducted by researchers that obtained the results that;

First, when students first enter SMA Negeri 4 Kairatu, there is certainly a process that goes through one of them is Study Orientation and Campus Introduction activities to form a character discipline and love of the homeland by not being able to late school to participate in the flag ceremony. The goal is to know the discipline of the learner to love his homeland, by writing on the picket book for those who are late in the flag ceremony activities, so that through the picket book the teacher will know the late student for various reasons, some who state because of the wake of the day, his house away from school, walking to this school is already part of forming values on the character that is the character of the love of the homeland.

Second, in relation to worship, teachers are usually asked to check on students who have never attended the student service. Not carrying out the worship filled out the prestige sheet provided by the picket teacher, who did not perform the students' council worship for some reason was being obstruction and given punishment. Third, in relation to academics for students who ditch at school hours, smoke in the school environment, disrespect and respect even teachers, issue dirty words and arrive late to school, do not bring books to the learning process this is what will be conveyed to the parents of students, Because the rules that have been determined and listed in the order book of SMA Negeri 4 Kairatu will be punished for violating or disobeying the rules. In this case to form the character of love of the homeland is very important implemented because one way to give examples, obedience, example, and responsibility to students in SMA Negeri 4 Kairatu is through obedience to obey every rule mentioned.

Therefore, teachers make a special policy that is made directly by the principal, implemented together which is in the command by the head of SMA Negeri 4 Kairatu, in the hope that this is one effective way to instill the value of love of the homeland to the

students as the golden generation who will continue the struggle of the teachers. The results of the observation and analysis of the document were reinforced by the MP, who stated the following.

"The main character values applied in SMA Negeri 4 Kairatu are the characters of the love of the student's homeland where this character is a character who makes the younger generation better and does not forget their identity to obey every rule of the school discipline, dress according to the rules, come to school on time, do not throw garbage carelessly, cheat UTS/UAS, always say hello and shake hands with the teacher, words and actions should be good on everyone. In instilling the character of the love of the homeland to the learners is not only the responsibility of the history teacher but the responsibility of all teachers in SMA Negeri 4 Kairatu. The character of the love of the homeland becomes a priority and is carried out various ways to succeed the vision, the mission of SMA Negeri 4s Kairatu, in hopes of giving awareness to the learners regarding the importance of the character of the love of the country and giving an early example so that the student grows up can become a good leader, integrated, mandate, honest, and responsible towards the nation and his country." (W/MP-Sejarah/05-02-2020)

MP asserted that instilling the character of the love of the country can be done in various ways one of which gives motivation to each student related to the importance of the character of love of the country through the learning of history with materials related to the national assembly of Indonesia. The same opinion is also conveyed by an SP student as follows:

"we are always shaped by the character of the love of the homeland when we are late to school, littering, parking recklessly, not remembering Indonesia's independence day, attending flag ceremonies, singing national anthems, speaking un kind words towards others, and disrespecting teachers and others. And make other violations in the classroom such as teachers doing the learning process but we play in the classroom, we will be sanctioned according to what offences you commit both violations in the classroom in the learning process and outside the classroom, with discipline also continuously developed to all students for the convenience and order of the school. (W/MP-S/07-02-2020)

SP suggested that in shaping the character of the love of the homeland will continue to be developed and those who commit violations will be sanctioned according to what violations are made both in the classroom and outside the classroom in the hope that all students in SMA Negeri 4 Kairatu have a disciplined spirit and love of the homeland in obeying every school rule for the sake of shared comfort. SP's statement is corroborated by the ST stating the following.

"the love of the homeland has been applied to the learners, namely, During meetings, as well as flag ceremonies and council services, we always encourage teachers to always

remind students about how to be disciplined and love the country, through student worship, we put values on how to instill the character of love of the homeland through our faith, when our flag ceremony also tells us how we as a young generation of country and country who are still very young together joined together to build our togetherness in the school we in order to be able as a young generation to love our own homeland, ready to defend our country when in scout coaching, we are emphasized also about how the character of love the land water is also formed in scouting activities, even in other extracurricular activities. And if there are students whose friends commit violations immediately reported to the teacher, as well as the activities that are in SMA Negeri 4 Kairatu as an addition to form the character of the love of the homeland we are always reminded." W/ST-B. The hotel is 08-02-2020

ST asserts that in instilling the character of love of ground water in SMA Negeri 4 Kairatu that is through reminding and advising each other, and appreciating each other with each other, through reminding each other that they are aware of mistakes and appreciating other students so that the student does not repeat his mistakes in the future. In history learning will also be sanctioned for those who break the rules such as not caring about the learning applied by the teacher, noise in the classroom, playing handphone in the classroom during the learning process and sleeping in the classroom. Therefore, history teachers can form the character of the love of the homeland in students through learning in the classroom. Therefore, students can do something better going forward to become a leader who can defend his country through education that is followed in earnest in the institution.

4. Conclusion

The results of this study show that SMA Negeri 4 Kairatu has developed the love character of the student's homeland through historical learning. Therefore, the results of this study can be used as a reference for schools that want to adopt the role of teachers in shaping the love character of the student's homeland through historical learning that has been done by SMA Negeri 4 Kairatu can be followed by other schools. The establishment of the character of the love of the homeland can be obedient to every rule. for example, the character of love of the homeland, coming to school on time, not skipping school, wearing uniform according to school rules, always following the worship of the council, always following the flag ceremony, always giving greetings to the teacher, speaking good and true Indonesia, appreciating teachers and fellow friends, keeping the good name of the school, not fighting and other good habits.

The results of this study can provide recommendations to all parties on how to educate good children, love the homeland in responsibility, wise, independent, obedient and obedient to all the rules that are made good, in families, schools, communities, nations and countries. So that there is no more easy generation that does not character the love of the homeland obedient and obedient in every rule made.

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