

Character Education in History Learning at *MAN Insan Cendekia*, Palu City

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ABSTRACT

This study aims to (1) explain the concept of character education at MAN Insan Cendekia, Palu City, (2) explain the application of character education in history learning for class XI IPS AI-Kautsar students at MAN Insan Cendekia, Palu City, and (3) explain the character values applied in history learning for class XI IPS AI-Kautsar students at MAN Insan Cendekia, Palu City. This study is a type of qualitative research. Data collection techniques use observation, interviews, and documentation. Data analysis uses data reduction techniques, data presentation, and drawing conclusions. The results of the study indicate that (1) Character education implemented at MAN Insan Cendekia, Palu City refers to the curriculum policy at the *Boarding School-based Madrasah. School* and Vision and Mission of MAN Insan Cendekia Palu City. (2) The implementation of character education in history learning for class XI IPS AI-Kautsar students at MAN Insan Cendekia Palu is carried out through the management of planning, implementation, and evaluation of character education for students in the class. (3) The character values applied in history learning for class XI IPS AI-Kautsar students at MAN Insan Cendekia Palu collectively contain 18 character values of cultural education and national character as stipulated by the Minister of National Education in 2010.

Keywords: *Character Education, History Learning*

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INTRODUCTION

Character development is an effort to improve oneself in terms of attitude, with the aim of becoming an individual who is aware of and acts in accordance with character values in social, school, and family life. In addition to development in terms of knowledge and skills, self-development in terms of attitude in character education also needs serious attention, because ignoring character education is the same as leading a generation of the nation that is only intellectual but morally flawed. For example, there are still frequent student fights, truancy, smoking, cheating, stealing, being late to school, and even drug abuse. Such behavior needs to be addressed immediately to prevent negative impacts on the future of the nation's next generation.

Character education is an effort to create a generation that is intelligent and has good morals or has noble values and Indonesian identity (Soumena et al., 2022). When

combined with teaching and learning activities in the school environment, this understanding implies that classroom learning should not only focus on the transfer of knowledge from teachers to students. Instead, teachers must also be able to apply the values of character education to their students. Through curriculum development by teachers, character education can be integrated into learning planning. However, in the school environment, character education is not solely the responsibility of teachers as educators, but also of all school staff such as principals, teachers, administrative staff, and others. Thus, character education does not only take place in the classroom, but also outside the classroom, providing an opportunity to instill character education in students.

The scope of character education can take place through education. Among them are formal, non-formal, and informal education. Character education that takes place in formal education can be done in educational institutions ranging from kindergarten to college. In formal educational institutions, character education can be done through various strategies. For example, efforts to instill character values in students through learning activities, co-curricular activities, extracurricular activities, creation of educational unit culture and habituation (Menteri Pendidikan Nasional, 2010).

Character education can be integrated into all subjects. Character education in learning is not only focused on Civics and Religion subjects, one of the goals of which is to shape the character of students. One of the subjects that can be used as a vehicle for character education is history. In addition to containing many values of national spirit, history is also full of character values.

The importance of learning history in relation to character education is stated in the Regulation of the Minister of National Education Number 22 of 2006 as follows: (1) History embodies the values of heroism, exemplary behavior, leadership, patriotism, nationalism, and a spirit of perseverance, which underlie the formation of student character; (2) Includes a wealth of knowledge about the civilization of nations, including the civilization of the Indonesian nation. This material functions as basic educational material for the process of forming and creating the future civilization of the Indonesian nation. (Susanti, 2017).

In order for history subjects to optimally implement character values to students in the classroom, the role of teachers is greatly needed. Teachers must be able to manage learning well. Teachers must make careful planning. Character values in history learning must be expressed by teachers to students. So that in history learning it is not just a transfer of knowledge to students, but history teachers can transform character values to students.

According to Nurjannah et al (2022) that the teacher's efforts to implement character education for students have revealed that the quality of teachers in educating their students in terms of character development involves various efforts. History teachers, in particular, strive to build and shape the character of their students by modeling good attitudes and behaviors. This includes efforts to teach students the importance of time discipline, greeting and praying before and after learning sessions,

maintaining a neat and polite appearance, and fostering a sense of responsibility in their studies.

Soumena et al (2022) explains that regarding the role of history teachers in shaping students' character in the steps of learning history, efforts to foster character development in the process of learning history include planning, implementation, and evaluation. In an effort to shape character, teachers need to prepare a learning plan that combines character values, relevant material on character education, teaching strategies, and learning media. Assessment functions as the last component in the learning process. Meanwhile, the values of character education that support character formation in learning history include heroism, courage, nationalism, never giving up, religious, honesty, discipline, hard work, creativity, independence, curiosity, social concern, and responsibility.

Schools as formal educational institutions play an important role in implementing character education for students. It is very important for schools to foster positive character in students, which aims not only to produce individuals who are academically competent (cognitive aspect) but also individuals who are morally honest (affective aspect). The role of schools is also of course to support the goals of national education which also form students who are not only intellectual but also have character.

MAN Insan Cendekia Palu City is a Madrasah education unit at Aliyah or senior high school level located in Palu City, Central Sulawesi Province. In general, the school seems to be starting to show good character. The students are starting to get used to the rules such as discipline, cleanliness, manners, and so on. This may be due to the success of the school in educating its students from the character education side. There are many strategies that can be utilized by the school in character education efforts such as in learning, extracurricular activities, and school habits or daily life activities at school. However, based on initial observations, there are still students who are less disciplined such as being late for ceremonies and teaching and learning activities, littering, not caring about the environment such as managing an untidy class or not picking up class trash when learning is taking place, and so on.

Educational research that has been conducted at MAN Insan Cendekia Palu City has been widely conducted, especially among students in Palu City. However, of the many studies conducted at the school, none of them discuss character education, especially in history learning.

Various previous facts show that first, none of the research conducted by students at MAN Insan Cendekia Palu City discussed character education through history learning. Second, there are still violations committed by students at the school.

Character education is a very important topic to write. Especially the writing of character education in seeing its application in the school environment through history learning. The writing of character education integrated with history subjects is one part of character education in schools that is less glanced at by researchers at MAN Insan Cendekia Palu. This article aims to (1) Explain the concept of character education at MAN Insan Cendekia Palu City. (2) Explain the application of character education in history

learning for class XI IPS Al-Kautsar students at MAN Insan Cendekia Palu. (3) Explain the character values applied in history learning for class XI IPS Al-Kautsar students at MAN Insan Cendekia Palu.

METHOD

This research is a type of qualitative descriptive research because the researcher wants to describe or depict the situation of Character Education in History Learning for Class XI IPS Al-Kautsar Students at MAN Insan Cendekia Palu City. This research was conducted at Madrasa Aliyah Negeri Insan Cendekia Palu on Jl. Bukit Tunggal, Palu City. This research was conducted in the 2022/2023 academic year. The implementation time was carried out for three months, namely April, May, and June in 2023.

This study uses the technique (*purposive sampling*). *Purposive sampling* is a data source sampling technique based on certain considerations. These considerations allow the selection of individuals who are considered to have the most knowledge about the subject of interest, or perhaps individuals in positions of authority, thus facilitating the researcher's exploration of the object/social situation being studied (Sugiyono, 2019). Data collection techniques are carried out according to Sugiyono (2019) observation, interviews, documentation. Data analysis carried out in this study refers to data analysis techniques according to Miles and Huberman, (Sugiyono, 2019) namely Data Reduction , Data Presentation , and Conclusion *Drawing/Verification* .

FINDING AND DISCUSSION

1. The concept of character education at MAN Insan Cendekia, Palu City

Based on the results of the study, it was found that the concept of character education at MAN Insan Cendekia Palu is generally implemented based on the 2013 curriculum policy at the Madrasah and the Vision and Mission of MAN Insan Cendekia Palu City based on *Boarding Schools* . Character education that takes place in any educational unit should have a clear reference or document in implementing character education. The vision and mission provide a clear framework for determining the right steps in achieving educational goals. The vision and mission are the main references in the planning and development of the curriculum, programs, activities, and school policies. Also included in it is character education, the vision and mission of MAN Insan Cendekia Palu City contains the characters to be achieved. This finding is in accordance with the results of research conducted by other researchers that by referring to the school's vision and mission, it can produce goals to build students with character (Arifah, 2019).

Basis/Reference for Character Education at MAN Insan Cendekia, Palu City.

a. Character education based on the 2013 curriculum in madrasahs

MAN Insan Cendekia Palu City is a formal educational unit that organizes education with the distinctiveness of Islam at the secondary education level. Character education at MAN Insan Cendekia Palu City can be described in accordance with the 2013 Curriculum at Madrasah and the Vision and Mission of MAN Insan Cendekia Palu City.

Regarding character education at MAN Insan Cendekia Palu City which refers to the 2013 Curriculum at the Madrasah Aliyah level, it has been explained by the Head of Madrasah MAN Insan Cendekia Palu City that one of the character orientations instilled in MAN Insan Cendekia Palu City is about religious moderation, namely how to accept differences.

The history subject teacher of class XI IPS Al-Kautsar has also attended special training on character education. The activity discussed Religious Moderation and also about how in learning there is character assessment. Both of these statements are in accordance with the Guidelines for Implementing the 2013 Curriculum in Madrasahs that in the 2013 Madrasah curriculum, Religious Moderation, Strengthening Character Education, and Anti-Corruption Education are implemented and all subject teachers have an obligation to instill these values both in and outside the classroom (Keputusan Menteri Agama Republik Indonesia Nomor 184 Tahun 2019 Tentang Pedoman Impelemntasi Kurikulum Pada Madrasah, 2019).

Furthermore, MAN Insan Cendekia Palu City is an Islamic religious education unit that is also based on a dormitory or called a *Boarding School*. In addition to implementing learning in the *Boarding School system*, MAN Insan Cendekia Palu City also applies character education to students / students outside of regular learning hours. This is in accordance with the statement of the foster teacher (teacher who is responsible for caring for several students) MAN Insan Cendekia Palu City that MAN Insan Cendekia Palu City as a *Boarding School* carries out character development carried out in the dormitory. There is a book called Ta'lim Muta'alim which is specifically used for character and moral education. In the book, there is an explanation of ethics in eating, studying, sleeping, and interacting

b. Character education based on the Vision and Mission of MAN Insan Cendekia, Palu City

Based on the results of character education research at MAN Insan Cendekia Palu City is also based on the Vision and Mission of MAN Insan Cendekia Palu City. In addition to emphasizing the aspect of knowledge to students, the Vision and Mission of MAN Insan Cendekia Palu City is certainly inseparable from character education. The Vision and Mission of MAN Insan Cendekia City is a reflection of the ideals of the Founding Father of Madrasah Insan Cendekia, namely Prof. Dr. Eng. BJ. Habibie who wants the unification of Science and Technology (IPTEK) and Faith and Piety (IMTAQ). Madrasa Aliyah Negeri Insan Cendekia Palu City is expected to become a madrasah that produces generations with German brains and Mecca hearts, which means that in addition to students having cognitive intelligence, students also have noble character in accordance with the guidance of the Qur'an and Hadith in accordance with the Sunnah of the Prophet.

The Objectives of Character Education at MAN Insan Cendekia, Palu City

Based on the research results, in general, character education implemented at MAN Insan Cendekia Palu City is carried out in order to achieve national education goals. This is in line with the objectives of character education according to the Master Design of Character Education that the objectives of character education are carried out in order to achieve national education goals, namely to develop the potential of students to become

human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Menteri Pendidikan Nasional, 2010).

The purpose of character education at MAN Insan Cendekia Palu City can be seen from several perspectives. First, based on the 2013 Curriculum at the Madrasah, character education at MAN Insan Cendekia Palu City aims to form students who have a moderate attitude in religion, character, and an anti-corruption spirit (Keputusan Menteri Agama Republik Indonesia Nomor 184 Tahun 2019 Tentang Pedoman Impelemntasi Kurikulum Pada Madrasah, 2019). Furthermore, the purpose of character education at MAN Insan Cendekia Palu City based on the boarding school system *is* to develop students into individuals who are faithful, pious, have noble morals, have national and Indonesian insight, are critical, moderate, creative, innovative, and have a strong leadership spirit (Keputusan Direktur Jenderal Pendidikan Islam Nomor 6988 Tahun 2019 Tentang Petunjuk Teknis Pengelolaan Pembelajaran Asrama Pada Madrasah Aliyah Berasrama, 2019).

Character education at MAN Insan Cendekia Palu City aims to create a generation that is competent in the fields of science and religious education and then hand over independent and professional leadership in their fields. Character education at MAN Insan Cendekia Palu City also aims to develop basic potential to be kind-hearted, think well, and behave well, strengthen and build the behavior of a multicultural nation and improve the nation's competitive civilization in socializing with the wider community.

Based on the description, it can be interpreted that character education at MAN Insan Cendekia Palu City aims to form students who not only have competence in the field of science but also have positive and Islamic characters that can be applied wherever they are, both in Madrasah and outside Madrasah. This is in accordance with the concept of character education in the context of schools that aims to deliver students with their potential to become people who are faithful and pious, have noble morals, live orderly and disciplined according to existing regulations, are polite and respectful of teachers, parents, honest and diligent in studying, respect others and care about their environment (Yahya, 2020).

Implementation of Character Education at MAN Insan Cendekia, Palu City

Based on the results of the study, in order for the objectives of character education that take place at MAN Insan Cendekia Palu City to be achieved, hard work is needed from various parties in carrying out this task. The parties who play a role in instilling character education at MAN Insan Cendekia Palu City are all elements in the Madrasah including the Head of Madrasah, subject teachers, BK teachers, foster teachers, dormitory supervisors and other education personnel. In the context of *Boarding School*, the important role of character education in the dormitory is carried out by the dormitory supervisor. While during regular hours or in the morning, all teachers play a role in instilling character education to students. For the morning, related to the K13 curriculum, character education is built from the Ministry of Education and Culture, namely 18 character values. So that all play a role in instilling character education to children. Both outside the classroom and in the classroom or learning.

The description can be interpreted that the effort to instill character education in MAN Insan Cendekia Palu is generally the responsibility of all elements in the Madrasah. This is in accordance with the parties responsible for instilling character education that the implementation of character education in schools is the responsibility of all school components (Mustoip et al., 2018).

2. Implementation of character education in history learning for class XI IPS Al-Kautsar students at MAN Insan Cendekia Palu

Based on the results of the study, character education at MAN Insan Cendekia, Palu City does not only focus on the *Boarding School* system but also on learning that takes place in the classroom. Character education is integrated into all subjects at MAN Insan Cendekia, Palu City. All lessons always emphasize character education for students, either before they start lessons or inserted, in the middle of lessons or at the end of learning. Character education is carried out through various subjects in the curriculum such as citizenship, history, geography, economics, sociology, anthropology, Indonesian, social studies, science, mathematics, religion, physical education and sports, arts, and skills (Kemdiknas, 2010). The focus of this study is the application of character education in history learning, especially in class XI IPS Al-Kautsar.

History subjects are not merely about telling events that have happened in the past. In addition to the many lessons that can be taken, there are also character values that can be emulated. History material is very rich in elements of national character values, therefore the character of the younger generation can be formed by studying and learning the history of the nation and finding the character values shown by historical figures, the nation's heroes (Ningsih, 2017).

Character education in history learning in class XI IPS Al-Kautsar is programmed through the stages of planning, implementation and evaluation of history learning. In order for character education that takes place in History learning to be more focused and optimal, proper management is needed. MAN Insan Cendekia Palu City plans character education in history learning in class XI IPS Al-Kautsar through planning, implementation, and evaluation. This is in accordance with the process of instilling character values in history learning including planning, implementation of learning (learning stages), and assessment (Suyanti, 2017).

Character Education Planning in History Learning

Based on the research results, character education planning in history learning is stated in the RPP (Learning Implementation Plan) prepared by history teachers. The learning plan made by history teachers shows that the learning tools have been implemented with the relevance of character values both textually and non-textually, such as in core competencies one and two which are spiritual and attitudinal competencies, among which the character values listed are honest, disciplined, caring, mutual cooperation, cooperation, tolerance, peace, politeness, responsiveness and proactiveness.

The making of the lesson plan for history subjects in Class XI.IPS Al-Kautsar is designed as a general subject. Regarding its character, the history subject teacher of Class

XI IPS Al-Kautsar does not make many modifications. Because in general all history materials are full of character values. So the teacher only tries to determine the right method according to the existing material. This fact is in accordance with the Master Design of Character Education (Menteri Pendidikan Nasional, 2010).

Implementation of Character Education in History Learning

The implementation of character education in learning in class XI IPS Al-Kautsar is carried out by history teachers in accordance with the general learning steps, namely in the introduction, core, and closing steps. This is in line with research which states that the integration of national character values includes three stages of learning, namely introduction, core, and closing (Ghufron, 2010). So based on the results of the study it is also known that character education carried out by teachers in class XI IPS Al-Kautsar is not only focused on core learning activities. But all series of learning activities from the introduction to the closing are a place for character education for students. Therefore, the role of teachers in managing the class well is needed in order to create an optimal classroom learning environment, especially character education.

The implementation of character education in class XI. IPS Al-Kautsar is carried out based on the stages of learning according to the steps that have been previously prepared in the RPP. Based on the results of observations: First, at the introductory stage of learning, the teacher opens the class by greeting when entering the class. In addition to being a form of religious attitude, greeting each other also tries to foster a polite attitude or mutual respect. After sitting down, the teacher gives thanks to God Almighty and invites students to pray before starting the lesson, this is an effort to improve religious attitudes. Furthermore, checking the attendance of students as a disciplined attitude. Gruru also conducts apperception activities for students to foster critical attitudes and students' curiosity.

Second, at the core stage of learning, at this stage the teacher provides stimulation to students. Students are given stimulation to focus on the topic of the material so that students can listen to the material that will be delivered by the teacher, this is also an effort to instill an attitude of curiosity in students. In direct observation of the learning carried out, the researcher observed the material "The Struggle to Maintain Independence". For the introduction of the material, it was delivered through a lecture while showing a power point containing the main points of the material along with pictures related to the figures or events discussed.

This is where the role of history teachers in class XI IPS Al-Kautsar is not only to convey knowledge about historical events that occurred. But history teachers are responsible for transferring character values related to historical events. This is in line with other studies that teachers are not only someone who is tasked with teaching, but are also responsible for the development of student character. Teachers are responsible for passing on a value system to students and translating that value system through their personal lives (Barnawi & Arifin, 2017).

Based on the study of the RPP document, various methods were found to be carried out by history teachers of XI IPS Al-Kautsar in learning history, including lecture

methods, discussions, drama, and problem solving. Through these methods, teachers can deliver materials and instill character in students, for example through discussions or group work, students can be trained to have a comic attitude, cooperation, mutual respect, hard work, curiosity, never give up, honesty, democracy, love for the homeland, national spirit, responsibility, and creativity. This is an indirect instillation of character in students that is not realized by students. So that instilling character in students can be further explored through history lessons, the role of teachers is needed to emphasize or socialize character values to students. This is in line with the Master Design of Character Education that one method of instilling character is by directing or directly conveying character values to students (Menteri Pendidikan Nasional, 2010).

Third, at the closing stage, at this stage the history teacher of class XI IPS Al-Kautsar also gave feedback to students to train the extent of students' understanding. The history teacher gave questions both verbally and in writing on the material that had been studied in the previous stage. In addition to assessing students' cognitive abilities, this activity is also a way for history teachers to train students' attitudes such as self-confidence in expressing opinions, never giving up and honesty.

So it can be understood that the role of history teachers in managing classes and determining appropriate learning methods greatly supports efforts to instill character values in the classroom. This is in line with other studies that character education will be effective for students if teachers play a good role in implementing appropriate teaching methods and approaches, such as being a good example, teaching well, prioritizing values, reflection, and habituation (Sapdi, 2023).

Evaluation Character Education in History Learning

Evaluation of character education in history learning in class XI IPS Al-Kausar is carried out to measure the success of students in completing learning tasks. Similar to the assessment of cognitive abilities and skills of students, students' attitudes are also assessed. Evaluation of students' attitudes in class XI IPS Al-Kautsar is carried out both formatively and summatively, both during the learning process and at the end.

Based on the results of the study that specifically the character assessment at MAN Insan Cendekia Palu City, the final value of student attitudes summarized in the student report card is the result of the accumulation of student character assessments by all teachers both in class, outside class, and the dormitory environment. Referring to the attitude assessment rubric listed on the student report card, in general the character values of students assessed are spiritual attitudes and social attitudes.

Spiritual attitudes include Spiritual attitudes that are shown to be very good in appreciating the behavior of believing and being pious to God Almighty and having noble morals in life at the madrasah and in society, being very diligent in praying, being very diligent in greeting, being very diligent in attending congregational prayers and being very good at being grateful. While social attitudes include His attitude is very good in appreciating the nobility of Pancasila values as the nation's outlook on life by always paying attention to madrasah regulations, having very good honesty, having very good discipline, having very good responsibility, having very good tolerance, having a very good

attitude of mutual cooperation, having very good politeness and having very good self-confidence.

The process of evaluating the character of students in class XI IPS Al-Kautsar which is carried out formatively is a direct assessment carried out during the learning process both in class and outside the class. This is in accordance with the principle of character assessment that is integrated with the daily learning activities of students in learning, both in class and in the school environment (Tim Pusat Penilaian Pendidikan, 2019).

Furthermore, summative evaluation is carried out at the end of the semester. The value is not in the form of a number but only a scale. Summative evaluation of the character of class XI IPS Al-Kautsar students is an accumulation of all teachers. So that the final evaluation of the character of students in class XI IPS Al-Kautsar is not solely from the history teacher. The method of formative evaluation of student character is carried out by direct observation and made in the teacher's notes. If the teacher finds out that there is bad behavior and attitude, then at that time the teacher must make corrections so that students will not do bad actions.

3. Character values applied in history learning for class XI IPS Al-Kautsar students at MAN Insan Cendekia Palu

, it was found that the character values applied in history learning in class (Kemdiknas, 2010), Curiosity, National Spirit, Love of the Motherland, Appreciation of Achievement, Friendly/Communicative, Love of Peace, Love of Reading, Care for the Environment, Social Care, and Responsibility. The character values instilled in history learning in class knowledge, mutual cooperation, wisdom, critical, democratic, love of the country, and nationalism.

Other character values instilled by teachers in students through a series of activities in the learning stages include religious attitudes, discipline, comic, cooperation, mutual respect, hard work, curiosity, never give up, honest, democratic, love of the homeland, national spirit, responsibility, and creativity. Based on the description, it can be understood that in general the character values instilled in Class XI students. IPS Al-Kautsar have fulfilled the character configuration in the psychosocial and socio-cultural context so that they can be said to have character. This is in accordance with the Master Design of Character Education (Menteri Pendidikan Nasional, 2010).

The four psychosocial processes, namely heart, mind, sports, and feelings and intentions, are interrelated and complement each other holistically and coherently, which ultimately form character as the embodiment of noble values in Class XI. IPS Al-Kautsar. The character values instilled in class XI. IPS Al-Kautsar can be seen based on character configuration through psychosocial processes in the following illustration:

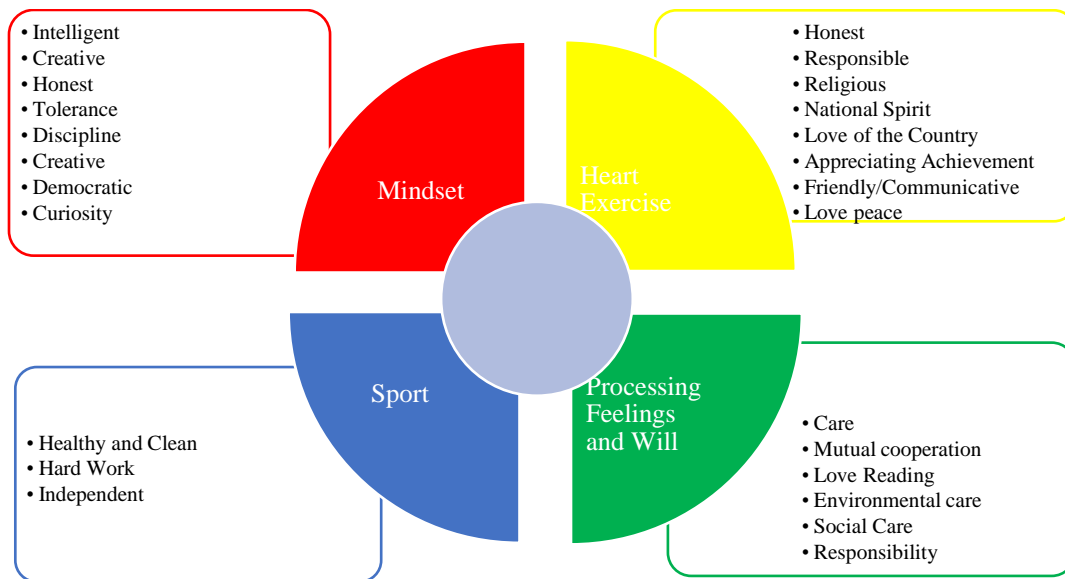


Figure 1: . Psychosocial Coherence of Character Education of Class XI IPS AI-Kautsar Students

CONCLUSION

Character education implemented at MAN Insan Cendekia Palu City refers to the curriculum policy at the Madrasah based on *Boarding School* and the Vision and Mission of MAN Insan Cendekia Palu City. In general, character education implemented at MAN Insan Cendekia Palu City is carried out in order to achieve national goals. To achieve these goals, all elements in MAN Insan Cendekia Palu City are required and play a role in implementing character education that takes place for students in accordance with their respective duties and functions.

The implementation of character education in history learning for students of class XI IPS AI-Kautsar DI MAN Insan Cendekia Palu is carried out through the management of planning, implementation, and evaluation of character education for students. The method of instilling character by teachers is by directing or directly conveying character values to students related to history material. Through class management, teachers instill character by means of assignments, both individual and group.

The character values applied in history learning for class XI IPS AI-Kautsar students at MAN Insan Cendekia Palu collectively contain 18 character values of cultural education and national character as determined by the Minister of National Education in 2010. The 18 character values are Religious, Honest, Tolerant, Disciplined, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love for the Country, Appreciating Achievement, Friendly/Communicative, Love of Peace, Love of Reading, Care for the Environment, Care for Society, and Responsibility.

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