

Scientific Approach in Learning History for the Internalization of Character Values

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ABSTRACT

This research aimed to design a historical learning model with a scientific approach to internalize character values. The method used was Research and Development. The research was conducted in the Senior High School of Surakarta, Central Java. The data were collected through interviews, observation, questionnaires, and documentation study. The data validity was obtained by conducting data triangulation. The data were analyzed using interactive analysis. This research produced a historical learning model with a scientific approach through the story of the national hero through Value Clarification Technique which is feasible to be applied to internalize character values. The scientific approach in the 2013 Curriculum emphasizes fact-based learning. The story of a national hero is a historical fact which contains values to develop students' character. Meanwhile, the Value Clarification Technique made students an active subject in learning character values. This is also relevant to the scientific approach with keywords; observing, asking, trying, analyzing, and communicating. The teacher played the role as an organizer, motivator, mentor, facilitator, and evaluator. Learning character values in this model involved the activeness of students at each stage.

Keywords: *Scientific Approach, Learning History, Internalization of Character Values*

1. INTRODUCTION

Indonesia is facing various challenges regarding character crisis. Various national problems include disorientation and the absence of Pancasila (the five principles) values, a shift in ethical values in the life of the nation and the state, and the eroding awareness of the nation's cultural values [1]. The influence of global ideology also erodes national identity [2]. Life in non-economic fields, such as unity, equality, both between community groups and between regions, experiences striking disparities, causing jealousy and social conflict between ethnic groups and between regions [3]. The crisis in Indonesia also occurred due to problems with political linkages and cultural diversity. Politics as a linkage is fragile, so as to cultural heritage [4].

History learning plays an important role in character building. History learning is potential and essential for character development [5]. The loss of a nation's collective memory of its past can have an impact on the loss of the nation's character and identity [6]. The 2013 Curriculum for History Subject clearly formulates character education goals in learning. The inheritance of

values can be carried out continuously through history learning in the context of character education.

In historical events, there were actors or characters whose values can be explored and found. Indonesia has many national heroes in various fields of life with their greatness possessed by the Indonesian people, from the "wong alit" (lower-class people) to "wong elit" (upper-class people) social classes [7]. Their stories contain important exemplary values for the next generation. Chaerulsyah's research showed that stories of national heroes can be role models and strengthen students' national character [8]. Stories in history learning make learning interesting and fun. Students acknowledge diversity, can live together peacefully and tolerantly [9].

Character education in the 2013 curriculum is carried out through value recognition, awareness, and value internalization in every subject, including history subject. To internalize values, a model is needed that is designed according to student characteristics and learning needs to be relevant and effective. Value Clarification Technique (VCT), is a model that can be applied to value internalization. VCT can guide students in understanding, choosing values, deciding the best

action morally with full responsibility even in dilemma situations. VCT has flexible methods, such as question and answer, writing, large or small group discussion, observation, practice, or demonstration (Suryani, 2010). VCT is effective to improve understanding and internalizing character values [10].

In Senior High School of Surakarta, the use of stories of national heroes has been applied in history learning. The teacher assigns students to learn the stories of national heroes from textbooks. The teacher also displays pictures of national heroes in strategic locations outside the classroom expecting to inspire the students. However, the teacher has not found a model that is specifically applied to internalizing character values in learning. Meanwhile, the 2013 Curriculum normatively emphasizes the scientific approach. The scientific approach includes digging up information through observation, asking questions, experimenting, processing data, presenting data, analyzing, reasoning, concluding, and creating. For certain subjects, materials, or situations, it is very possible that this scientific approach is not always appropriate to be applied based on procedures. However, learning must still apply scientific values while avoiding the non-scientific values or properties [11]. Teacher creativity is required in its implementation. In general, implementing the scientific approach in the teaching and learning process through 5 M, namely: *Mengamati* (observing), *Menanya* (asking), *Mengumpulkan data* (data collecting), *Menganalisis data* (data analyzing), and *Mengkomunikasikan* (communicating).

Based on the empirical and normative conditions mentioned above, this study developed a history learning model with a scientific approach through the stories of national heroes and VCT to internalize character values for high school students. High school students are at the age of adolescence, which is an important period, because of its direct impact on attitudes and behaviour, as well as its long-term impact, both physical and psychological impact [12]. This research aimed to design a historical learning model with a scientific approach to internalize character values. This research is important as material for consideration of the policy of learning character values that is relevant to the spirit of the times and the culture of the Indonesian nation.

2. METHOD

The method used was research and development from Gall, Gall, and Borg [13]. The research was conducted in the Senior High School of Surakarta by taking a selective sample of schools based on school ranking and zoning clusters. SMA Negeri 1 Surakarta is in cluster 1 of public schools in the Eastern Zone, SMA Batik 1 is in cluster 2 of private schools in the Central Zone, and SMA Muhammadiyah 2 is in cluster 2 of

private schools in the Western Zone of Surakarta City. The data were collected through in-depth interviews, observation, questionnaires, and document study. The validity of the data was obtained by conducting data triangulation at the exploration study and development stage, as well as statistical analysis at the model testing stage. The data were analyzed using qualitative analysis with the interactive model with the steps of; data collection, data reduction, data presentation, and data verification [14].

3. RESULTS

Based on the needs analysis of the model in the preliminary study, a learning model was designed using the Dick, Carey and Carey learning system design [15]. The syntax of the model is a modification between the story method with VCT. The design of the model consists of 9 (nine) steps, each of which applies a scientific approach, namely: 1) delivering objectives; 2) delivering materials; 3) giving stimulation or examples of character values and dilemmas; 4) reading the story of a national hero; 5) exploring the values of national characters in the story of national heroes; 6) clarifying and making a decision on character values; 7) testing the argument of character value decision; 8) conclusion and suggestion; and 9) follow-up.

The model resulted was validated by the experts to obtain validation and suggestions for improvement according to their expertise to make the model conceptually/theoretically feasible, namely by technology learning experts, history learning experts, and senior history teacher practitioners. Furthermore, a field test was carried out to determine the implementation of the syntax or model steps. The field test was conducted in two stages, namely the limited and broad tests. The test subject was the history teacher as the model implementor. The limited test was conducted in SMA Batik 1, in Class of XII IPS-3 consisted of 42 students. The limited test was conducted in two stages. Based on the results of discussion and reflection after the limited test, there were some improvements made. The broad test was conducted in SMA Negeri I Surakarta and SMA Muhammadiyah II Surakarta. The broad test procedures were the same as those of the limited test. Based on the results of the broad test, there were no recommendations for significant changes in the syntax of the model. The recommendations were technical, in which the students were recommended to be more active in class discussions. Furthermore, the final model was produced as follows Figure 1.

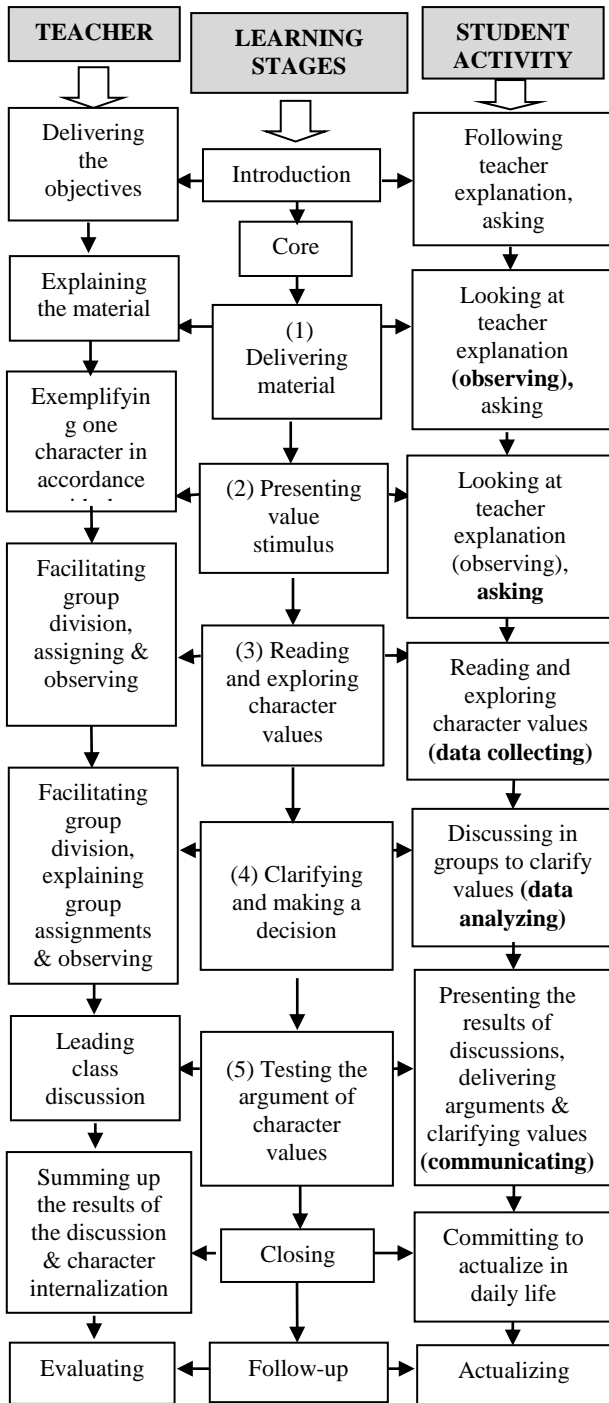


Figure 1 The syntax of historical learning model with a scientific approach through the stories of national heroes with the VCT

The learning model syntax can be explained as follows.

A. Introduction

This stage consisted of the delivery of learning objectives by the teacher. Students read at the learning objectives of the teacher and asked any unclear points if any. The time allocation for this stage was 10 minutes.

B. Main Activities

1. Delivering Materials

Presentation of materials by the teacher on "National and regional figures who fought to defend the integrity of the state and nation of Indonesia from 1948 to 1965," namely Sri Sultan Hamengku Buwono IX, Sultan Syarif Kasim, Opu Daeng Risadju, Marthen Indey, Silas Papare, Frans Kaisiepo, and Ismail Marzuki as taken from the history textbook for the Third Year High Students. Meanwhile, the character value materials were developed from various textbook sources and had been validated by experts. The teacher only showed the materials without explaining them. The time allocation for this stage was 15 minutes.

2. Presenting Value Stimulus

The teacher gave an example or character value stimulus from a national hero along with the dilemma as a guide for students in exploring the following character values. For example, the character values in the story of Sri Sultan Hamengkubuwono IX. Sri Sultan was a figure who was willing to sacrifice. Students paid attention to the examples from the teacher and asked the teacher if there was any question. The time allocation for this stage was 10 minutes.

3. Reading and exploring character values in the stories of national heroes

Students were grouped into the total number of national heroes to be under the study. Each group formed management consisting of a chairman and a secretary. Then, the teacher shared the story of the related national hero to each group, distributed a form to each student to fill in, and explained the way to fill it in. Furthermore, students read the story of a national hero and explored the character values individually in their group. The time allocation for this stage was 20 minutes.

4. Clarifying and making a decision on character values

Students carried out group discussions to clarify and make decisions about character values in the story of the related national hero. Each student described the findings of character values and then discussed a group decision as a result of the group discussion. The results of the discussion were written in the form distributed by the teacher to each group which contains the name of the national hero, character values, and indicators that reflect the application of the character values of the national heroes by the related national hero. The teacher monitored student discussions. If there was any group finding obstacle in the discussion, the teacher encouraged and facilitated them to make the discussion more dynamic. The time allocation for this stage was 20 minutes.

5. Testing the argument of character values

All groups presented the results of their discussion. Students from other groups tested the argument of character values to the presenting group. They could ask any question, ask for further explanation, add or strengthen arguments for the value decision of a group. The teacher-guided and directed the discussion so that the discussion run along the theme. If there was no more response from the students, then the formulation of the results of the discussion for each group was mutually agreed upon. The time allocation for this stage was 60 minutes.

C. Closing

This stage contained conclusions and directions from the teacher. The teacher emphasized that the character values in the stories of national heroes were the reflection of the values of national heroes. Furthermore, the teacher provided directions on the character values of the national heroes with the formulation of values with complete indicators. Finally, the teacher and all students committed that the national hero character values would be used as guidelines in their daily behaviour. The time allocation for this stage was 10 minutes.

D. Follow-Up

Students implemented the character values in their daily life. The teacher monitored them through an observation sheet.

E. Assessment

The assessment was carried out to measure the aspects of cognition (knowledge), affection (attitude), and psychomotor (behaviour). In the cognition aspect, an objective test was conducted by using a multiple-choice test (5 choices). In the affection aspect, the test was conducted by using the valence questionnaire. While in the psychomotor aspect, the test was conducted by using a factual questionnaire and behavioural observation sheet.

4. DISCUSSION

The 2013 curriculum applies a scientific approach. The scientific criteria referred to in learning are; 1) Fact-based material or phenomenon that can be explained by logic; 2) Teacher explanations, student responses, and teacher-student interactions are free from prejudice, subjective thinking, or illogical reasoning; 3) Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying material; 4) Encourage and inspire students to think hypothetically in seeing the differences, similarities, and linkages with each other from the material; 5) Encourage and inspire students to be able to understand, apply, and develop rational and objective mindsets in responding to the material; 6) Based on the concept, theory, and justifiable empirical

facts; 7) Learning objectives are formulated simply and clearly but still interesting in the presentation [11]. Thus, the 2013 Curriculum applies a fact-based scientific approach with keywords; observing, asking, data collecting, data analysing or reasoning, and communicating.

The story of a national hero is a historical fact which contains the values of the national character to develop the character of students. Historical events contained moral conflicts in which consideration and choice of values were needed. Historical stories invite people to explore possible situations, issues, choices, and consequences to be connected with their own life [16]. There is a significant relationship between character education and behaviour change [17]. Therefore, character education in history learning is directed to understand and live the character values that are reflected in every historical story. Various historical facts are characters that are formed in the dynamics of the history of the Indonesian people [18]. The journey of history is a journey to shape the character of the nation, so education must pay attention to the character values in the history of the Indonesian nation.

Learning models that are applied to implement the scientific approach include Discovery Learning, Problem-Based Learning, and Project-Based Learning. These innovative learning models are a reference for teachers in implementing the learning process [11]. VCT is a learning model that made students an active subject in character learning. This is also relevant to the scientific approach that characterizes the 2013 Curriculum. Teachers play multiple roles as organizer, motivator, mentor, facilitator, and evaluator. Students prefer the teacher to give assignments and exercises. Students prefer an eclectic and blended approach, learning that stimulates curiosity to have a better understanding on history subjects [19]. History learning can be more meaningful because it is linked to actual reality in students' life [11] Students with full awareness participate in learning that, since the beginning of learning, is accompanied by exploratory activities [21].

From the perspective of learning theory, the model resulted has relevance to constructivism. According to this learning theory, learning takes place in a context where students can build knowledge as a function of their experiences [22]. Constructivism emphasizes the important role of students in building their knowledge during learning. In the context of this model, it is the knowledge in character values.

The internalization of character values applied in the model was relevant to the humanistic approach because it made students as active subjects in learning character values and was directed at developing student character. Thus, the resulting model was a personal model because the learning started individually for every student. The individual perspective is an important feature of

constructivism and humanistic theories. The application of the model encourages students to become active subjects in internalizing values. Learning character values rests on internalization, which is changing the development of behaviour from being controlled due to external motivation to be more controlled due to internal motivation. Value internalization occurs when individuals find meaning that gives certain meaning to their lives [23]. The result of value internalization was the performance of a certain action based on the selected values. In this process, the teacher played multiple roles as organizer, motivator, mentor, director, facilitator, and evaluator. The model encouraged students to become active subjects in internalizing values, which is an important process in character education.

4. CONCLUSIONS

The scientific approach in the 2013 Curriculum emphasizes fact-based learning. The story of a national hero is a historical fact which contains values to develop students' character. Meanwhile, VCT made students as active subjects in learning character values. This is also relevant to the scientific approach with keywords; observing, asking, trying, analyzing, and communicating. The teacher played multiple roles as organizer, motivator, mentor, facilitator, and evaluator. Learning character values involved the activeness of students at each stage. The historical learning model with a scientific approach through the stories of national heroes with VCT can be used in other themes or subjects with relevant topics and can be a consideration for character education policymaking.

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