

Character education in learning history of the Diponegoro war material

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Abstract: This study aims (1) to determine the readiness of teachers to carry out character education in learning the history of the material "Diponegoro war" in class XI at a high school in the Sarolangun area, Jambi Province, (2) To determine the character values contained in the material for the Diponegoro war class XI and (3) To find out the implementation of the implementation of character education in learning the history of the material "Diponegoro war. The researcher uses a descriptive type of research. Data collection techniques used by researchers are observation, interviews and documentation. Meanwhile, the data analysis technique is by reducing the data, presenting the data and concluding it. From the results of the research and discussion, it was found that the preparation that the History teacher had to do in the implementation of learning the history of the Diponegoro war material with character education in it was the lesson plan that was in accordance with the syllabus, Curriculum 13, and also the material included in the learning indicators. Furthermore, several good and bad characters were found during the historical study of the Diponegoro war. These characters are religious, honest, tolerant, democratic, love the homeland, discipline, social care, self-confidence and responsibility. While the bad character is lying, rebellious, disobedient to the rules, lazy, traitor and selfish. Good characters are used as role models in history learning, and bad characters should be avoided. Finally, the implementation of character education in history learning in the Diponegoro war material went well through the stages of giving examples or examples, spontaneous activities, reprimands, conditioning the school atmosphere and routine activities.

Keywords: Character, Diponegoro war, history learning

Pendidikan karakter dalam pembelajaran sejarah materi perang Diponegoro

Abstrak: Penelitian ini bertujuan (1) untuk mengetahui kesiapan guru melaksanakan Pendidikan karakter dalam pembelajaran sejarah materi "Perang Diponegoro" di kelas XI pada sebuah SMA di area Sarolangun, Provinsi Jambi, (2) Untuk mengetahui nilai-nilai karakter yang terdapat dalam materi perang Diponegoro kelas XI dan (3) Untuk mengetahui implementasi pelaksanaan pendidikan karakter dalam pembelajaran sejarah materi "Perang Diponegoro. Peneliti menggunakan jenis penelitian deskriptif. Teknik pengumpulan data yang digunakan oleh peneliti adalah observasi, wawancara dan dokumentasi. Sementara itu teknik analisis datanya adalah dengan cara reduksi data, penyajian data dan menyimpulkannya. Dari hasil penelitian dan pembahasan, didapatkan bahwa persiapan yang harus dilakukan guru Sejarah dalam pelaksanaan pembelajaran sejarah materi perang Diponegoro dengan pendidikan karakter didalamnya adalah RPP yang sesuai silabus, Kurikulum 13, dan juga materi yang tercakup dalam indikator pembelajaran. Selanjutnya, ditemukan beberapa karakter baik dan buruk selama pembelajaran sejarah mengenai perang Diponegoro berlangsung. Karakter-karakter tersebut adalah religius, jujur, toleransi, demokratis, cinta tanah air, disiplin, peduli sosial, percaya diri dan tanggung jawab. Sementara karakter buruknya adalah berbohong, pembangkang, tidak taat peraturan, pemalas, pengkhianat dan egois. Karakter yang baik dijadikan panutan dalam pembelajaran sejarah, dan karakter buruk sebaiknya dihindari. Terakhir, implementasi pelaksanaan pendidikan karakter pada pembelajaran sejarah dalam materi Perang Diponegoro berjalan baik melalui tahapan pemberian contoh atau teladan, kegiatan yang dilakukan secara spontan, teguran, mengkondisikan suasana sekolah dan kegiatan rutin.

Kata Kunci: Karakter, perang Diponegoro, pembelajaran sejarah

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INTRODUCTION

Character education is becoming more of a focus in schools of all levels, from pre-kindergarten to four-year colleges. Indonesia has set a goal of 1,500 schools to participate in the Character Education Strengthening Program, which began in the 2017 school year. Students will be able to develop their potential to become human beings who believe in and fear God, have noble character and are responsible citizens as a result of the execution of national education's functions and goals (Andriyanto & Muslikh, 2018). Character education can be started from teaching activities by teachers (Kasim et al., 2018). Schools are required to play their roles and responsibilities to instill and develop good values and help students shape and build their character with good values (Lestari & Surur, 2021). The imbalance in student behavior such as brawls and drug abuse is caused by the failure to instill character education in them (Maskun et al., 2019). Including excellent character values in the lesson plan enables the government to achieve its goal of reinvigorating positive character traits that have been eroding in society via the integration of subjects (Maskun et al., 2019).

Education is a deliberate and systematic effort to motivate, foster, assist, and guide a person to develop all his potential so as to achieve a better self-quality. In character education in schools, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, relationship quality, subject management, school management, implementation of co-curricular activities or activities, empowerment infrastructure, financing, and work ethic for all residents and the school environment (Djumali, 2018). Character education is proven to be able to improve the quality of education as evidenced by the increase in the quality of human resources. Because various problems in a country will be able to be overcome if the human resources have good quality (Manasikana & Anggraeni, 2018). Character education affects students' thinking and behavior and reinforcement can be done with three basic approaches: classroom-based character education, cultural schools, and society (Heriyanto et al., 2019). However, it must be admitted that in the mid-20th century, many schools were breaking away from their traditional function as character educators. This is what then produces disastrous consequences for society and young people" (Cahyadi, 2014).

Character education needs to be improved both in the family environment and in the educational environment (formal and non-formal) for the development of superior human resources (Tyas et al., 2020). History education is one of the right education to apply character education to students. Strengthening Character Education has Eighteen characteristics, and studying history is an excellent way to create a strong sense of moral character in students (Maskun et al., 2019). There is a strategic role that history education has in schools in the context of forming nation and character building. Character education is very important to be promoted in the field of education (Affandy et al., 2019; Lavy, 2020; Pradana et al., 2021). The strength of character in education benefits schools (Hokanson & Karlson, 2013). When students who are less emotionally stable are faced with conditions that trigger anxiety, they tend to reflect on negative thoughts and feelings (Poropat, 2014). Strength of character relates to how individuals face difficulties (Harzer & Ruch, 2015). Strength of character determines school success due to changes in student behavior in a positive direction (Weber & Ruch, 2012). Another cause of character education has not been

carried out properly because teachers are confused about implementing it in the curriculum (Muhtar & Dallyono, 2020).

Teachers can internalize exemplary and heroic values to students through history learning. Especially in the school environment, the role of history is very important for the education of the Indonesian people. Therefore, learning history is taught from an early age from elementary, junior high, high school, to university. This history learning can also help humans in solving various character problems and provide a bright future by looking at the past. The values of heroism, exemplary, pioneering, patriotism, nationalism and unyielding spirit that underlie the process of forming the character and personality of students are contained in historical material. Teachers must be able to make history subject matter that integrates character education in it so that moral degradation such as disgraceful acts and violence can be reduced (Agung, 2018).

In historical material, there is talk about national heroes. The figure of a national hero for students is known as someone who fights hard, is willing to sacrifice selflessly and is honest in fighting for Indonesian independence and efforts to uphold sovereignty. One of the high school history learning materials in class XI that discusses the Indonesian people's resistance to Dutch colonialism is the Diponegoro war. Prince Diponegoro, Prince Adinegoro (patih Suryalenggoh), Kyai Mojo, Sentot Alibasyah Prawirodirjo, Patih Danurejo, Prince Mangkubumi, General De Kock, Hendrik Smissaert, and Nyi Ageng Serang are some of the figures in the war who can be used as role models in character education. These heroes have exemplary values that can be applied and can be used as role models for students. The Diponegoro war itself can be said to be caused by the strengthening of Dutch influence in the palace. Many of the courtiers sided with the Dutch because they had their own advantages. Relations with the palace were severed by Prince Diponegoro in October 1824 and returned to Tegalrejo. In August of the following year, he discussed the possibility of a rebellion.

The tax for farmers to provide space to purchase food and weapons was abolished by Prince Diponegoro. When Smissaert, in May 1825, repaired the Yogyakarta-Magelang road through Tegalrejo, war finally broke out. The reason is that Diponegoro's ancestral tomb was deliberately crossed with pegs, causing anger. Pangerag Diponegoro ordered his troops to remove the pegs that were installed, but the governor of Danurejo purposely put them back on. It was this intentional element that angered Prince Diponegoro. He ordered his troops to remove the stake and replace it with a spear as a declaration of war against the Dutch and the Yogyakarta Palace. During the Dutch colonial rule of the archipelago, the Diponegoro war was one of the most important battles (Ariwibowo, 2021)

Based on this description, there are several characters that appear that caused the Diponegoro war to occur. There are good characters and bad characters in these historical stories. This material is taught to class XI students. By this research, this research tries to examine the values of character education in this material. More specifically, the objectives of this research are (1) to determine the readiness of teachers to carry out character education in learning the history of the "Diponegoro war" material in class XI, (2) to determine the character values contained in the Diponegoro war material, and (3) to determine the implementation of the implementation of the Diponegoro war. character education in learning the history of the material "Diponegoro war" in class XI.

METHOD

This research was conducted at a public high school in the Sarolangun area, Jambi province. The implementation time will be in August 2021. This type of research is descriptive. The types of data used in this study include primary data and secondary data. Primary data is data that the author obtained directly from the field, namely information from history teachers (Teacher A and a female teacher), vice principal for student affairs (Teacher B and a male), Guidance Counseling teachers (Teacher C and a male) and three students (Students A – C) class XI. The primary data included in this study are the results of interviews and observations by the author of the school. Secondary data is data or information to support research from literature studies, books, journals, internet, and other literature studies. Secondary data is obtained indirectly (received and recorded from other parties) through intermediary media. Secondary data (document data) is organized into published and unpublished archives. Secondary data for this research are archives, documents, and other library literature. Collecting data through observation, documentation and interviews.

Data analysis consists of three stages. First, data reduction. In this case the data that has been collected from the results of interviews, observations and documentation in the form of Lesson Plan (LP), syllabus, learning materials, documentation photos. All this data is put together and sorted according to the formulation of the problem to be answered. Second, enter data. At this stage, the analysis of the results of interviews, observations and documentation in the form of LP, syllabus, learning materials, photos of documentation that has been collected is poured into narrative form in accordance with the findings and problem formulation. In this step, the researcher tries to compile relevant data so that the information obtained is concluded and has a certain meaning to answer the research problem. Third, analyze the data. Analyze the data according to the problem formulation and draw conclusions from the results of interviews, observations and documentation in the form of LP, syllabus, learning materials, documentation photos that have been made in the form of a narrative or description of the problem formulation.

RESULTS

Readiness of teachers to accomplish character education in learning

In the school research, teaching character in history learning is taught by teacher A. History learning has an important role in inculcating student character because historical material contains many characters of struggle figures that are worthy of imitation. Teacher A in his interview stated that history education itself helps humans to solve various character problems and provide a bright future by looking at the past. Here's an excerpt from the interview:

"Of course. Historical education itself helps humans to solve various character problems and provide a bright future by looking at the past. Moreover, historical material contains the values of heroism, exemplary, pioneering, patriotism, nationalism and an unyielding spirit that underlies the process of forming the character and personality of students. So from there, we can combine them and apply them to the character building of students." (Interview with Teacher A on Friday, August 6, 2021).

Before carrying out history learning, of course the teacher prepares learning tools. According to teacher A, the first thing she prepared was the LP in accordance with the syllabus, as well as the material to be taught. Following are the results of the interview with him:

“First, of course, I prepared an LP in accordance with the 2013 syllabus and curriculum as well as the material to be studied. Because what will be studied is the Diponegoro war, it must be adjusted between the characters in the material and the learning procedures. In addition, it also prepares appropriate learning methods and learning media so that children better understand the material. Then, in providing the material, character education is inserted. For example, warrior figures such as Prince Diponegoro, Prince Mangkubumi, Kyai Mojo, Sentot Alibasyah, Patih Danurejo, General De Kock, Hendrik Smisseart, what are the characters, can they be exemplified or not, and so on” (Interview with teacher A on Friday, August 6th) 2021).

The form of LP he uses refers to the 2013 Curriculum and is of course designed with character learning in it. She also added that the learning indicators should cover the material being taught.

“The LP that I use must of course be in accordance with the 2013 syllabus and curriculum, and the indicators must include the material to be taught. The point is that there was resistance led by various figures in each region of the archipelago to fight against the colonial Dutch East Indies. Well, in it is Diponegoro war material. Besides that, there must also be character education in it” (Interview with teacher A on Friday, August 6, 2021).

Then, in addition to the LP, she also prepared learning media in carrying out the historical learning of the Diponegoro war material. She usually uses power point media. She uses the media because she considers it easy to learn and effective. The following is an excerpt from an interview with Teacher A regarding the media used.

“The medium I use is Media Power Point. I think this power point media is still effective for practical recall and also in more detail” (Interview with Teacher A on Friday, August 6, 2021).

After learning media, learning methods are also one that must be prepared before learning and teaching activities take place. In his interview, Teacher A stated that he more often used the Number Head Together (NHT) and Mind Mapping methods, through question and answer methods, literature study, discussions and structured assignments. The use of this method makes students able to explain about the Diponegoro war and present it in the form of mind mapping, by developing honest, caring, and responsible attitudes, and can develop critical thinking skills, communicate, collaborate, and be creative (4C). In more detail, the following are the results of an interview with Teacher A regarding the learning method.

“Through the Number Head Together (NHT) and Mind Mapping learning model, through question and answer methods, literature study, discussions and structured assignments, students are able to explain about the Diponegoro war and present it in

the form of mind mapping, by developing an honest, caring, and responsible attitude, responsibility, and can develop critical thinking skills, communicate, collaborate, be creative (4C)" (Interview with Teacher A on Friday, August 6, 2021).

From the results of the interview, it can be assumed that the preparations that must be made by Teacher A in the conducting of learning the history of the Diponegoro war material with character education in it are lesson plans that are in accordance with the syllabus, 2013 curriculum, and also the material included in the learning indicators. In addition, learning media and learning methods must also be prepared so that learning runs as expected.

Character values contained in Diponegoro war material

Character education aims to develop a child's basic potential to be kind, behave and think well. According to teacher B as the vice principal for student affairs, the implementation of character education in schools is to bring back a culture of politeness, a culture of greeting, a culture of honesty, a culture of being late is ashamed, and so on. Character education must be implemented because there has been a shift in these cultures. Following are the results of the interview with him:

"I'll just tell you what I know about character education. So character education is the basis for behavior, which reflects, among other things, the culture of politeness, the culture of greeting, the culture of being honest, the culture of arriving late is shame, that is also character education. Then a commendable act, for example, if there are guests, they must be asked, "Who do you want to meet?" and delivered according to the purpose. Another culture is together page. handshake culture. Now there have been many changes and shifts in Indonesian culture regarding character. An example of a character that has begun to disappear is the older culture of mutual respect. If students do have character, then they meet their parents immediately and respectfully without being asked. The respect that is meant is not bowing down or like respecting the flag, but rather the attitude and treatment to parents." (Interview with Teacher B, on Thursday, August 5, 2021)

Supported by Teacher C as the Counseling Guidance teacher. He stated that character education is needed as a means of learning in schools. This is because students are needed to form a good personality, wise, honest, responsible and able to respect others. The following is the result of an interview with him.

"Character education is really needed by students to form good, wise, honest, responsible and respectful personalities for others. Character planting is of course very necessary. From a young age, children must be guided and taught to have good character. Character education becomes the capital for the child to live life in the future. Children must have a strong character, be brave and not give up easily. However, in forming the character of students, the first thing is not the school but the parents. Character education that has the most influence is teaching from parents. Children only accept and cannot refuse all the knowledge that is given when they are toddlers. It is the love of parents that plays the most role in empowering

children's character so they don't fall into bad things." (Interview with Teacher C on Monday, August 9, 2021).

So far, the results of the implementation of character education in schools have been very positive. Many of the bad characters possessed by students began to decrease. According to teacher B that there is progress after implementing character education in his school.

"So far there seems to be progress. Some children who usually like to skip school, are now starting to reduce the frequency. Likewise, those who like to hang out in the canteen during class hours, these days they are starting to be rare." (Interview with teacher B, on Friday, August 6, 2021).

There are several good and bad characters that appear during history learning in the Diponegoro war material. This will be explained in the following paragraphs. In the first observation on July 26, 2021, researchers found several good and bad characters, namely for good characters, namely religious, tolerance, discipline, democracy, social care and love for the homeland. While his bad character is not obeying the rules, traitor and lazy. Then in the second observation carried out on August 2, 2021, the good characters found by the researcher were Religious, Honest, Tolerant, Democratic, Confident, Love the Motherland, and Responsibility. Then, bad characters to avoid are dissidents and selfishness.

In the Diponegoro war material there are several warrior figures such as Prince Diponegoro, Kyai Mojo, Sentot Alibasyah Prawiradirja, Patih Danureja, Prince Mangkubumi, etc. Table 1 The following is data on good and bad characters in the Diponegoro war.

Tabel 1. Character in material of Diponegoro war

Person's Name	Good Character	Bad Character
Prince Diponegoro	Religious, love of the homeland, discipline, tolerance. Social care, democratic, responsible, confident, honest	
Kyai Mojo	Religious, honest, love of the homeland, discipline, responsibility, confidence	
Prince Mangkubumi	honest, love of the homeland, responsibility, discipline, confidence	
Nyi Ageng Serang	honest, love of the homeland, responsibility, discipline, confidence	
Prince Adinegoro	honest, love of the homeland, responsibility, discipline, confidence	
Sentot Alibasyah Prawiridirjo		Traitor, Disobedient to the rules, lying, selfish
Patih Danurejo		Dissident, lying, selfish
Henry Smitsseart		Selfish, traitorous, lazy
General De Kock		Selfish, traitorous, lazy

Apart from observations, teacher A as a history teacher also gave a statement in his interview about what good characters he taught and bad characters to avoid. According to him, the good characters that must be taught or applied are the characters contained in the Curriculum Center of the Ministry of National Education (2010) but adapted to the characters found in the Diponegoro war material. The following is his statement in his interview.

"In the historical study of Diponegoro war material, there were several warrior figures such as Kyai Mojo, Prince Diponegoro, Nyi Ageng Serang, Prince Mangkubumi, and Sentot Alibasyah Prawirodirjo who had good characters such as Obedient to religious teachings, Wise, Persistent, brave, Willing to Sacrifice. , Patriotic Spirit, Never Give Up, Confident, Enthusiastic, Discipline is good at managing time. Based on some good characters it can be taught and can be emulated by students. (Interview with Teacher A on Tuesday, August 10, 2021)

Meanwhile, bad characters that must be avoided according to him are lying, rebellious, disobedient to the rules, betrayal and selfish. Here are the results of his interview.

"Bad characters that must be avoided and cannot be imitated by students such as lying, disobedient, disobeying the rules, betrayal and selfish. (Interview with Teacher A on Monday, August 9, 2021).

Based on the results of the observations and interviews above, it was found some good and bad characters during the history learning about the Diponegoro war took place. These characters are religious, honest, tolerant, democratic, love the homeland, social care, discipline, self-confidence and responsibility. While the bad characters are lying, rebellious, disobedient to the rules, lazy, traitor and selfish.

The character education implementation in learning the history of the material "Diponegoro war"

In an interview with Teacher A who implemented character education in the history lesson, "The Diponegoro war mentioned that so far there have been several strategies that she has adopted in implementing the implementation of student character education.

"First is exemplary or giving examples. All schools can set a good example or role model. The hope is as an effort to show students to act and behave at a minimum as exemplified. Character values that can be achieved from exemplary strategies or giving examples are religious values, honesty, perseverance, discipline, care. Next are activities that are carried out spontaneously at that time. For example, there is a child who litters and is immediately prevented before he throws out the garbage. Teachers need to reprimand students who do bad behavior and remind them to practice good values so that teachers can help change their behavior. Then, condition the atmosphere at school. with the provision of physical facilities. For example, providing a prayer room for worship, providing a reading room so students love to read and so on. Implementation of this character planting as well. It should be a routine activity carried out by students continuously and consistently.

For example, the teacher must consistently set an example by saying politely, well and politely. Teachers are also consistent in checking student assignments and giving appreciation to students who are honest and disciplined.” (Interview with Teacher A on Monday, August 9, 2021).

Furthermore, she expressed what obstacles she experienced in carrying out character education in learning history on the Diponegoro war material. she said that the obstacle experienced was the limited time. She stated that the time to study in high school is only three years and certainly not enough to shape the character of students.

“The obstacle experienced is the limited time in learning. Students only know three years in school. Sometimes teachers' understanding of the concept of character education is still not comprehensive. Moreover, learning in class is not complete for one year, only 9 months. If the child's character has been empowered by his parents, then the teacher only continues how good character can be imitated and applied in everyday life” (Interview with Teacher A on Monday, August 9, 2021).

Then he also told how she tried to find solutions to the problems she was experiencing. she said that how to deal with these problems every 6 months after learning takes place, the school usually conducts a one-semester evaluation. From this evaluation, the best solution is sought.

“Every six months the school conducts an evaluation to overcome obstacles regarding the learning process. From this activity, various solutions were obtained and input for improvement. These solutions and inputs are used to solve the existing problems in the hope that the next semester will get good results. (Interview with Teacher A on Monday, August 9, 2021).

Student responses when teachers carry out character education in Diponegoro war learning materials based on interviews with Teacher A are very good. The students follow what she teaches in class.

“So far, what I have seen is that the student response is good. They follow whatever is taught in history learning, specifically the Diponegoro war material. Yes, although there are still one or two that are still a bit stubborn. But what is important for me as a teacher is to keep telling how the character should be applied in everyday life which can be sampled from history subjects, especially on the Diponegoro war material ”(Interview with Teacher A on Monday, August 9, 2021).

This opinion was reinforced by several statements from students who took part in learning the history of the Diponegoro war material. Characters that are understood during history learning with the Diponegoro war material include religious observance, nationalist, caring for fellow friends, love of peace, always thorough and orderly in doing tasks, social care and self-sacrifice, self-confidence. Following are the results of interviews with these students:

“In my opinion, the characters are religious, nationalist, caring fellow friends” (Interview with student A on Sunday, September 5, 2021).

Student A, a student of class XI of social science stated that during the study of the history of the Diponegoro war material, the characters formed were religious, nationalist, and concerned about fellow friends. After understanding these characters, these students implement them in daily life. Furthermore, Student B stated that the characters he understood from studying the history of the Diponegoro war material were peace-loving, always thorough and orderly in doing their jobs, and cared about socially. Here are the results of the interview:

"The character I understand is peace-loving, always thorough and orderly in doing assignments, caring socially" (Interview with Student B on Sunday, September 5, 2021).

However, in daily life she sometimes applies these characters. Next is student C, namely student XI of social science who stated that the characters he understood during Diponegoro's war history learning were self-sacrifice and self-confidence. Here are the results of the interview:

"The character I understand is self-sacrifice, self-confidence" (Interview with student C on Sunday, September 5, 2021).

Student C added that she understands these characters, but implements or applies these characters sometimes. From the existing description, both the vice principal for student affairs, counseling guidance teachers and also history teachers understand how important character education is for students. Apart from being supported by students, its implementation is also supported by parents and teachers at the school. So far the obstacle faced is time, but there are solutions given during the semester evaluation. Furthermore, character education also has a good impact on students where there is a reduction in bad character actions by students.

DISCUSSION

Students are the main goal of implementing character education programs in schools. When teachers and other education personnel want students to act and act in accordance with cultural values and national character. Character development in schools includes all components of education, including curriculum content, learning and evaluation processes, handling or managing subjects, school management, implementation of curriculum activities or activities, infrastructure improvement, etc. All business processes carried out by educators that can affect the formation of the character of their students, understanding, shaping, and cultivating ethical values as a whole require parental and government support (Agboola & Tsai, 2012). The implementation of character education in the researched high schools has been carried out well. All education staff have worked together in the context of implementing this character education program. Most students have understood the meaning of character education itself. This also happened with the support of all school community members who are responsible for implementing this character education.

The implementation of character education begins with preparations made by the History teacher, especially in the Diponegoro war material. This material has good characters that can be exemplified and bad characters that must be avoided. The first thing to do is to prepare an LP in accordance with the 2013 syllabus and curriculum as well as the

material to be studied. The first step in instilling character in students in history learning is to arrange a LP that integrates character education (Soumena et al., 2022). The LP is related to the topic of the lesson, namely the Diponegoro war, so it is adjusted between the characters in the material and the learning procedures. In addition, the teacher prepares appropriate learning methods and learning media so that children better understand the material. Then, in providing the material, character education is inserted. The form of integration of strengthening character education can be seen in learning activities and attitude assessments that contain character values such as conscientious, confident, caring, disciplined, responsible, cooperative, communicative, critical thinking, nationalist and creative (Haniah et al., 2020).

There are twenty good characters according to the Curriculum Center of the Ministry of National Education. Some of the good and bad characters found during history learning about the Diponegoro war were religious, patriotism, discipline, social care, self-confidence and responsibility. While his bad character is lying, rebellious, disobedient to the rules, traitor and selfish. Character education that is integrated into the school curriculum has an impact on character building and improving student learning outcomes (Zubaidah, 2019). The integration of Diponegoro's character is able to form a strong character in students (Istiningsih & Dharma, 2021), because Diponegoro himself has a strong character that is worthy of emulation (Abidin, 2012).

Meanwhile, the implementation of character education in the history learning material "Diponegoro war" was supported by the parents of the students and also received a good response from the students. The steps taken in implementation are the first activities of giving examples or examples. This is an effort to show students to act and behave at a minimum as exemplified. Character building is part of learning history because good characters don't just happen; they take a long time to form (Pala, 2011). Strength of character contributes to positive classroom behavior, which in turn improves school achievement (Wagner & Ruch, 2015). Thus, giving examples of good actions by teachers to students causes students to follow these positive actions. Character values that can be achieved from exemplary strategies or giving examples are religious values, honesty, perseverance, discipline, care.

In class, the teacher also strengthens character spontaneously. This activity is usually carried out when the teacher finds out the attitude or behavior of students who are not good, such as asking for something by shouting. In addition, the teacher also gave a warning. The teacher admonishes students who do bad behavior and improves them to practice good values so that teachers can help change their behavior. Then, the atmosphere of the school is conditioned in such a way by providing physical facilities. For example, providing cleaning tools and trash cans to realize the character value of caring for the environment, providing literacy and a library to realize the value of liking reading, providing slogans and rules to realize the value of discipline. The character of students' environmental care will appear when they are taught the behavior of protecting nature (Nusantari et al., 2020).

Character education is also found in routine activities at school. This activity is an activity carried out by students continuously and consistent. Examples of routine activities that can increase the value of a child's character are doing and submitting assignments on time. In these activities, there are values of discipline and responsibility that can be developed by children so that children are accustomed to being disciplined and responsible

in all things. So far, the problem faced is time, but the solution is given during the semester evaluation. Furthermore, character education also has a good impact on students where there is a reduction in bad character actions by students.

CONCLUSION

From the results of the research, it can be concluded that the preparations that must be made by the teacher in the accomplish of learning the history of the Diponegoro war material integrated into character education are LP according to the syllabus, 2013 Curriculum, and also the material included in the learning indicators. In addition, learning media and learning methods must also be prepared so that learning runs as expected. Furthermore, several good and bad characters were found during the historical study of the Diponegoro war. These characters are religious, honest, tolerant, democratic, love the homeland, discipline, social care, self-confidence and responsibility. While the bad character is lying, rebellious, disobedient to the rules, lazy, traitor and selfish. Good characters are used as role models in history learning, and bad characters should be avoided. Finally, the conduction of character education in history learning in the Diponegoro war material went well through the stages of giving examples or examples, spontaneous activities, reprimands, conditioning the school atmosphere and routine activities. So far the obstacle faced is time, but there are solutions given during the semester evaluation. Character education also has a good impact on students where there is a reduction in bad character actions by students.

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