

## Identification of The Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta

Ihsan<sup>1\*</sup>, Sariyatun<sup>2</sup>, Djono<sup>3</sup>

*<sup>1\*</sup>Master Program in History Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta*

*<sup>2</sup>Lecturer and Professor, Sebelas Maret University, Surakarta*

*<sup>3</sup>Lecturer, Sebelas Maret University, Surakarta*

*Corresponding Authors: <sup>1\*</sup>ihsan.1111@yahoo.com, <sup>2</sup>sari\_fkip\_uns@yahoo.co.id, <sup>3</sup>djono\_sk@yahoo.com,*

**Abstract:** Exemplary values need to be upheld with great pride and practiced in everyday life. It must be admitted that the current exemplary value tends to decrease in practice. Therefore, exemplary values need to be socialized to the younger generation through history learning. by identifying the exemplary values of Buya Ahmad Rasyid Sutan Mansur into students through history learning materials. The research method in this study is a qualitative method with a Discourse Analysis approach. The strategy in this research is a single case study. Data were collected through observation, in-depth interviews, documentation. Data validity was done through source triangulation. The data analysis technique uses several stages, namely data reduction, data presentation, concluding with interactive analysis by Milles and Huberman. The results of this study indicate: (1) that Buya Ahmad Rasyid Sutan Mansur has 5 exemplary values listed in Strengthening Character Education including Religious Values, Nationalism, Leadership and Struggle, Teguh Establishment, which is expected to foster exemplary values in history learning by highlighting character values contained in it. (2.) Obstacles Faced by Teachers in Learning History at SMA Muhammadiyah 3 Surakarta, namely inadequate learning resources, the insufficient learning time in learning, and lack of student activity levels in learning.

**Keywords:** Exemplary Values, Buya Ahmad Rasyid Sutan Mansur, Learning History, SMA Muhammadiyah 3 Surakarta

## 1. Introduction

The importance of learning history in school is very fundamental. History learning subjects have a strategic meaning in shaping the character and civilization of a nation with dignity in the formation of Indonesian people who have a sense of nationality and love for the country. A nation that doesn't know its history can be likened to a person who has lost his memory, is a senile and mentally ill person, so he loses his personality and identity<sup>1</sup>. The existence of historical learning teaches various past democratic experiences and various kinds of problems. In this case, this can be done by teaching material on the development of social history or community history that contains the value.

History learning has a use in the relationship of making students aware of a change and growth of society over some time to broaden students' views and understanding of history in obtaining, understanding, and explaining the national identity in the past to the present, the future amid the transformation. world<sup>2</sup> In continued learning activities, students are the subject of learning, therefore learning is more competency-oriented and facilitates students to learn. As According to Y.R. Subakti in the *Journal of Education and Humanities*<sup>3</sup>. Good history learning is learning that can awaken students' basic competencies in carrying out a reconstruction related to the present situation by studying and referring to the past which is the core of the subject in history learning. History learning is a learning that has a great opportunity to package field-based learning and take advantage of it<sup>4</sup>

The role of history learning is very important for the education of the Indonesian people, especially in the school environment. For this reason, history learning is taught starting from elementary, junior high, high school, to university, history learning helps humans solve various character problems and can provide a bright future by referring to the past. The historical material studied contains the values of heroism, character, pioneering, patriotism, nationalism,

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<sup>1</sup> Sartono Kartodirjo, *Pendekatan Ilmu Sosial Dalam Metodologi Sejarah* (Jakarta: PT. Gramedia Pustaka Utama, 1993), 53.

<sup>2</sup> Depdiknas., *Kurikulum 2004. Pedoman Khusus Pengembangan Silabus Dan Penilaian Mata Pelajaran Sejarah*. (Jakarta: Ensiklopedi Nasional Indonesia jilid 6. 1989. Jakarta: PT. Cipta Adi Pustaka, 2003), 6.

<sup>3</sup> Nurul Umamah et al., "Pengembangan Cerita Sejarah Gayatri Sri Rajapatni Perempuan Pembangun Imperium Majapahit Pada Mata Pelajaran Sejarah SMA," *Urnal Pendidikan Dan Humaniora* Vol. 55. N (2017), 63.

<sup>4</sup> Wahyu Djoko Sulisty, "Study on Historical Sites: Pemanfaatan Situs Sejarah Masa Kolonial Di Kota Batu Sebagai Sumber Pembelajaran Berbasis Outdoor Learning," *IJSSE: Indonesian Journal of Social Science Education* Vol. 1, No (2019), 125.

and an unyielding spirit that underlies the process of shaping the character and personality of students<sup>5</sup> Several character values can be explored and developed through meaningful historical learning. History learning is a subject that instills knowledge, attitudes, and values regarding the process of change and development of Indonesian and world society from the past to the present<sup>6</sup>, therefore, it is highly demanding for the creation of history teachers. History teachers must multiply and be able to transform these values into students, based on the role of the teacher, students can understand what they know after participating in history learning activities. As stated by Ahmad (2014)<sup>7</sup>. One of the advantages of learning history is that there are figures who are used as role models. Historical figures become best practices in applying exemplary values or noble values in them. Therefore, exemplary is expected to increase the spirit of nationality in students.

The existence of Muhammadiyah schools will certainly make it easier to instill exemplary and Muhammadiyah values. SMA Muhammadiyah 3 Surakarta as a Muhammadiyah school of course has implemented Islamic character values in the learning process following the vision and mission of the school to realize students with Islamic character, however, there are still some students who have bad behavior, such as lazy to learn, lack of student interest in learning, lack of discipline in carrying out prayers, lack of respect for speaking partners and less polite towards friends and even teachers, and others. So with the exemplary values of a figure who influences national and regional history, especially in Muhammadiyah, it is expected to instill exemplary character in history learning to students as provisions in their daily lives, both at school and in the community<sup>8</sup>

Through exemplary and role models able to make a good personality and useful for everyday life, both starting in the school environment, family, and society.<sup>9</sup> The task of students as the next generation, students must have historical

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<sup>5</sup> Aman, Model Evaluasi Pembelajaran Sejarah (Yogyakarta: Ombak, 2011), 56.

<sup>6</sup> Leo Agung, & Sri Wahyuni, Perencanaan Pembelajaran Sejarah (Yogyakarta: Penerbit Ombak, 2013), 55.

<sup>7</sup> Tsabit Azinar Ahmad, "Kendala Guru Dalam Internalisasi Nilai Karakter Pada Pembelajaran Sejarah," *Jurnal Ilmiah Kependidikan* Vol. VII, (2014).

<sup>8</sup> Zaenal Arifin, "Implementasi Pendidikan Karakter Islami Pada Kegiatan Ekstrakurikuler" *Hizbul Wathan* (Studi Empirik Di SMA Muhammadiyah 3 Surakarta). "Sikripsi" Fakultas Agama Islam" (Universitas Muhammadiyah Surakarta., 2017), 4.

<sup>9</sup> Afa Hasan Firdaus, Arif Purnomo, and Tsabit Azinar Ahmad, "Kesadaran Sejarah Siswa Terhadap Ketokohan dan Keteladanan Sunan Kudus Di MA Qudsiyyah Kudus Tahun Pelajaran 2017/2018," *Indonesian Journal of History Education*, 6, no. 2 (2018): 150–61, <https://doi.org/E-ISSN: 2549-0354; P-ISSN: 2252-6641>

awareness in its application, it is necessary to understand the character and exemplary of Buya Ahmad Rasyid Sutan Mansur, besides that, the writer will see how to identify the exemplary values of Buya Ahmad Rasyid Sutan Mansur in history learning and student attitudes about the character. Therefore it is important to research the Identification of Buya Ahmad Rasyid Sutan Mansur's Exemplary Values in History Learning at SMA Muhammadiyah 3 Surakarta to be able to apply exemplary character in history learning to students as provisions in their daily lives, both at school and in the community

From the description above, the identification of Buya Ahmad Rasyid Sutan Mansur's exemplary values in history learning at SMA Muhammadiyah 3 Surakarta has positive implications for the character development of students. The results of this study indicate that the identification of values through exemplary role models can make a significant contribution to the character and culture of the nation for students. This is in line with research conducted by Edwin Mirza Chaerulsyah (2014),<sup>10</sup> which states that students' perceptions of the role models of National Heroes are positive. Students recognize the figure of a National Hero as a person who is persistent infighting, and willing to sacrifice unconditionally, being honest in fighting for Indonesian Independence to uphold sovereignty. Therefore, questions arise for the author as can be formulated in the formulation of the problem as follows:

1. How to Identify the Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta.
2. How were the obstacles faced by teachers in learning history at SMA Muhammadiyah 3 Surakarta?

## **2. Literature Review**

Several previous studies have been carried out relevant to this research: Research conducted by Nurchaili (2010) entitled "Shaping Student Character through Teacher Exemplary". In the Journal of Education and Culture, the results of this study discuss that the exemplary approach is declared good through creating a state of close association among school members, the behavior of teachers and other educators reflecting good morals, or indirectly through the truth of illustrations such as exemplary stories. The exemplary teacher directly

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<sup>10</sup> Edwin Mirza Chaerulsyah "Persepsi Siswa Tentang Keteladanan Pahlawan Nasional Untuk Meningkatkan Semangat Kebangsaan," Indonesian Journal of History Education 3, no. 1 (2014), 139.

teaches moral education to students which are good to imitate or vice versa which is not appropriate to be imitated. The example of the teacher to students is the key to its success in preparing and shaping children's spiritual and social morals that the teacher does not just say but gives advice to students, what is important is the real attitude of a teacher so that it can be imitated and imitated by students.

In a research conducted by Ulfia Alfidatul, ed. (2019) entitled "Historical Awareness of Class XI Students Against the Exemplary Values of K.H. Ahmad Dahlan at SMA Muhammadiyah 1 Semarang", in the Indonesian Journal Of History Education, this journal discusses the values of exemplary which are described in strengthening character, such as religious values, independence, cooperation. And the application of the exemplary value of K.H. Ahmad Dahlan has carried out well in history learning activities, thus, in Muhammadiyah subjects which have an important role in the process of fostering exemplary values.

Research conducted by Sulisty, W. D., & Idris, U. N. (2019) entitled "The Development Of E-PAS Based On Massive Open Online Courses (MOOC) On Local History Materials. In International Journal Of Emerging Technologies In Learning, 14 (9). That the research results in this journal discuss learning history which is educating, which is history learning which can activate all senses in learning activities (Widja, 2018). Active senses can occur if students participate actively in learning activities.

### **3. Research Methods**

This study uses qualitative research methods, aiming to get a clear picture of the situation and focus on the process and it's meaning. This research emphasizes the identification of exemplary values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta, from a historical perspective it is expected to foster exemplary values, namely: Religious Values, Nationalism, Leadership and Struggle and Firm Stance in students. . So that in the history subject it becomes more meaningful by highlighting the character values contained in it and the obstacles teachers face in history learning at SMA Muhammadiyah 3 Surakarta. With the Discourse Analysis approach, the strategy that the writer uses in this research is a Single Case Study, because it is only carried out on one target (one subject or one location), because the focus of the problem is on research that has been written previously, indicating that the research was carried out. So a case study research strategy or case study more specifically can be said to be a single case study. The first data source of this research is the

results of observations and the results of interviews with the principal, history teacher, the curriculum that has been implemented in the field then the results of the interview are recorded using a cellphone then written through written notes, for observations in research can only observe learning through the media social Google Classroom, because when doing research the school applies online learning through Google Classroom social media to conduct discussions and questions and answers so that the learning process is not carried out in class. Meanwhile, the second data source in this research books, especially journals, lesson plans (lesson plans), student worksheets, and learning resources such as handbooks for Class XI students of Indonesian History, Ministry of Education and Culture, 2016, and other supporting books, such as multimedia. interactive and Internet, while documentation related to the theme of the research carried out was obtained from the internet, libraries, and documentation at the time of the research. The informants asked for their opinions were History Teachers, School Principals, Senior High School 3 Surakarta Curriculum Deputy. Data collection was carried out through observation, in-depth interviews, documentation study. The analysis technique used an interactive model of Miles and Huberman's analysis. The validity of the data in the study used was the triangulation technique. As a technique in triangulation, which is a data collection technique that is a combination of various techniques (ways) in data collection and about existing data. Therefore, in carrying out this research, the authors used source triangulation techniques to obtain data from research subjects and various kinds of informants through observation, interviews, and documentation. Source triangulation is research data obtained from various sources so that it can produce similar data. This way directs the author to be able to collect data and must be able to use various kinds of data, which means here that the data is the same or similar. Namely, the data that the authors obtained from various informants were confirmed with one data and another, as data obtained from the principal was then confirmed with existing data on history teachers, and administrative staff and data from the students themselves.

## **4. Result and Discussion**

### **4.1. Identification of the Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta**

Buya Ahmad Rasyid Sutan Mansur's struggle in the trajectory of Indonesian history contains a lot of character values that are very relevant to be imitated by

the younger generation or students at this time. It is seen that the identification of exemplary values possessed by Buya Ahmad Rasyid Sutan Mansur includes Religious Values, Nationalism values, Leadership and Struggle, a very high stance, in realizing each goal it is full of challenges and obstacles, some even told him that people Muhammadiyah Panatik following are exemplary values from the figure of Buya Ahmad Rasyid Sutan Mansur along with their important points, namely:

NO.	THE EXEMPLARY VALUES OF BUYA AHMAD RASYID SUTAN MANSUR	MEAN
1.	Religious	Tether or Tie
2.	Nationalism	Understanding, the spirit of loving the country, having pride as a nation, maintaining the nation's honor, and having a sense of solidarity
3.	Leadership and Struggle	Directing, guiding, as a role model for the people
4.	Strong determination	The conviction of a heart that remains unchanged

To be a role model, of course, a character must have an advantage compared to others and to others and even the environment, and as an exemplary figure can increase the confidence of the community or students in the school environment towards his exemplary role in carrying out the mandate<sup>11</sup>

Abdul Majid,<sup>12</sup> Stating that “There are good examples, so that there can be a desire for others to imitate and imitate him, for example in terms of speech, deeds and human behavior that are good in life, therefore it is an important practice that has a good impression. for the education of a child and in his life.

As we know, the current implementation of National education tends to be more practical and pragmatic and does not pay close attention to fundamental

<sup>11</sup> Madiyono, "Wawancara Pribadi Dengan Kepala Sekolah SMA Muhammadiyah 3 Surakarta." (Kota Surakarta, 2020).

<sup>12</sup> Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: PT. Remaja Rosda karya, 2009), 150 .

events like Indonesian people as a whole, therefore, it is necessary to express improvements in the quality of human personality and character. This is in line with the goals of education that are stated in Law no. 20 of 2003. Where the strengthening of character at this time is indeed being intensively carried out by the government, especially through educational institutions, one of the values that are still relevant in addressing the problems of the Industrial era 4.0 is the Identification of Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning in High School Muhammadiyah 3 Surakarta.

Understanding of Buya Ahmad Rasyid Sutan Mansur's Exemplary Values Identification in History Learning at SMA Muhammadiyah 3 Surakarta is expected to be realized through the school's goals, vision and mission. The task of the school is to foster the vision and mission related to the exemplary values of Buya Ahmad Rasyid Sutan Mansur in History Learning which is applied at SMA Muhammadiyah 3 Surakarta. As according to Agus Wibowo Agus Wibowo<sup>13</sup> revealed that the school has a strong obligation to regulate, become a driving force, and harmonize all existing educational resources. The principal is one of the aspects that can advance the school to realize the vision and mission, as well as the goals and objectives of the school through activities carried out on purpose.

In history learning, values through figures are much more important, such as the Identification of Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta can provide a new perspective on historical values in the explanation of the character Buya Ahmad Rasyid Sutan Mansur. The study of figures as one of the intellectual historical legacies has an important role in the process of absorbing historical values, both from pioneering, exemplary, cultural, and social identities of historical figures. The importance of historical value is that the character in the historical context finds several portions in historical learning.<sup>14</sup>It is hoped that it can be internalized in students so that they can provide an understanding that eventually becomes common sense and is expected to be applied in everyday life both inside and outside the school environment, which grows through continuous learning of history from an early age. A person's success is not solely determined by the knowledge and ability of skills but is determined by the ability to fight for oneself and others. Buya Ahmad Rasyid Sutan Mansur's exemplary values

<sup>13</sup> Agus Wibowo, *Pendidikan Karakter Di Perguruan Tinggi* (Yogyakarta: Pustaka Pelajar, 2013), 119.

<sup>14</sup> Sartono Kartodirjo, *Pendekatan Ilmu Sosial Dalam Metodologi Sejarah* (Jakarta: PT. Gramedia Pustaka Utama, 1993), 53.

are very complete and comprehensive. These values include, Religious Values, Nationalism Values, Leadership and Struggle, a very high persistence of stance, these exemplary values are very appropriate to be actualized, for future generations as pioneers of the nation's future, therefore, exemplary values that are expected to contribute to the world of education so that people can be intelligent as a whole, skilled and have noble character.

Learning from history should not be underestimated and considered unable to answer the problems that exist in the present era the current millennial generation is experiencing moral degradation, one of the causes is not learning from history. The exemplary crisis has become a worrying epidemic in Indonesia, the younger generation is more likely to actualize shows that are not worthy of being demanded, while demands are merely used as a spectacle. The hope is that history learning that has a value orientation can be used as a philosophical basis for the function of education<sup>15</sup>, education has a function as a process of personal formation, as a cultural transformation, as a value transformation process. Education as a cultural transformation means planting historical values from previous generations to the present generation. So, history finds an urgent position as one of the learning values in education this is not given much attention and is contrary to the conditions of historical learning<sup>16</sup> whereas historical values are needed in the inheritance of previous values in history learning, one of which is the Identification of the Exemplary Values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta.

History is a continuous dialogue in the past, present, and future. Buya Ahmad Rasyid Sutan Mansur is a figure from the past, but his role in the Indonesian nation can still be felt today. It can be seen from the movements of his steps, actions, attitudes, and struggles so that they can become a source of enthusiasm and role models for the younger generation, especially students. The results of this study are expected to inspire history teachers that in teaching history not only displays a series of facts or an event but as a teacher must be able to foster understanding and awareness for students regarding the meaning behind an event, including what values are embedded in it. history learning.

The study on the Identification of Buya Ahmad Rasyid Sutan Mansur's Exemplary Values in History Learning at Muhammadiyah 3 Surakarta Senior

<sup>15</sup> Tilaar, H.A.R. Pendidikan, Kebudayaan, Dan Masyarakat Madani Indonesia: Strategi Reformasi Pendidikan Nasional (In Ketiga, 2002), 28-29.

<sup>16</sup> Kurniawan, H."Penanaman Karakter Melalui Pembelajaran Sejarah Dengan Paradigma Konstruktivistik Dalam Kurikulum 2013"" Socia 10 (1), 163.

High School can be presented and inserted as a learning material for Indonesian History class XI even semester which is contained in KD 3.6 Analyzing the Role of National and Regional Figures in Fighting for Independence Indonesia. Studies on the Identification of Buya Ahmad Rasyid Sutan Mansur's Exemplary Values in History Learning at SMA Muhammadiyah 3 Surakarta, from a historical perspective, are expected to foster Religious Values, Nationalism Values, Leadership and Struggle values as well as the value of Firm Stance in students. In the subject of history, it can become more meaningful by highlighting the character values contained in it, so that students can foster exemplary values by exemplary methods, namely having role models or role models that can be used as examples by students.

According to Hill<sup>17</sup>History which is taught well can make someone have a critical attitude and have humanity. On the other hand, if history is taught by its wrong application, what exists can only turn people into fanatics, and can become adherents of the exaggeration of sects. Therefore, to learn history remains relevant to the demands of the formation and demands of the times, in history learning it is necessary to carry out a reorientation of perspective in teaching. The orientation of selecting the past in the determination of material and historical interpretation is needed so that it can keep up with the expansion of the orientation that has future insight

#### **4.2. Constraints Faced by Teachers in Learning History at SMA Muhammadiyah 3 Surakarta**

In implementing learning, it is closely related to a conducive environment so that students can learn actively, and the formation of aspects of knowledge, attitudes, and skills of students, adjustment to activity plans, and class management. The teaching and learning process, must be environmentally oriented and adhere to the principles of personality and educational outcomes must be useful for society. As Muhammad Yusri,<sup>18</sup> argued that learning and teaching activities can be said to be successful in the process, if students have to play an active role both physically and mentally, that is where the teaching and learning process can be said to be successful in learning.

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<sup>17</sup> C. P. Hill, *Saran-Saran Tentang Mengajar Sejarah*, Terj. Hasa (Jakarta: Kepustakaan Perguruan Kemendikbud dan K., 1956), 12.

<sup>18</sup> Muhammad Yusri, *Teknik Guru Dalam Mengatasi Hambatan Proses Pembelajaran*. (Jakarta: PT. Remaja Rosdakarya, 2011), 13.

Identifying the exemplary values of Buya Ahmad Rasyid Sutan Mansur in History Learning at SMA Muhammadiyah 3 Surakarta is not a process that can be carried out briefly. In that sense, after students know about the exemplary values of Buya Ahmad Rasyid Sutan Mansur. There needs to be coherence and continuity from various parties so that students try to instill these exemplary values. In essence, students at SMA Muhammadiyah 3 Surakarta have shown good character. At the planning level in the preparation of the Learning Implementation Plan (RPP), there are no obstacles, in the preparation of learning objectives, there are no obstacles at all. However, constraints arise at the level of activity, which at the level of student activity is quite good and so far effective in learning, but some students in learning history through Google Classroom at SMA Muhammadiyah 3 Surakarta, while history teachers teach history learning there are enthusiastic students, but there are students who are less enthusiastic about learning, therefore, the activeness of students in the history learning process affects<sup>19</sup>

As according to Moch. Uzer Usman<sup>20</sup>, argued that to build student participation, namely by perpetuating more time in teaching and learning activities, and increasing student participation to be more active in the teaching and learning process, as well as providing clear and appropriate teaching to the teaching objectives to be achieved, in addition to improving student participation in improving learning

Another obstacle is the time allocation used by the history teacher that in providing history learning material to students the time is too short so that it is constrained during the implementation of the learning, and the group discussion method used in learning activities does not go well. Because in group discussions it takes a long time, so group discussion activities are continued in learning at the next meeting. Apart from some of the existing obstacles, another obstacle is that there are problems with learning resource books, where the sourcebooks are inadequate in the learning process, resulting in a lack of material who want to be completed in learning<sup>21</sup>

In line with what was stated by Leo the Great. S. in his writing entitled “Development of a Character Education-Based High School History Learning

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<sup>19</sup> Buk Indah Rahmawati Akbar, “Wawancara Pribadi Dengan Guru Sejarah SMA Muhammadiyah 3 Surakarta” (Surakarta, 2020).

<sup>20</sup> Moch. Uzer Usman, *Mejadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2009), 51.

<sup>21</sup> Buk Indah Rahmawati Akbar, “Wawancara Pribadi Dengan Guru Sejarah SMA Muhammadiyah 3 Surakarta” (Jl. Kolonel Sutarto No. 62, Jebres, Kec. Jebres, Kota Surakarta., 2020).

Model in Solo Raya” (2012) in the Journal of Education and Culture, states that the obstacles to learning history include limited teaching time, lack of sourcebooks as a student guide or other references. which supports learning, as well as the absence of a laboratory or IPS / History Lap in addition to a description from the Public regarding the lessons in UAN and not in the UAN, lack of enthusiasm for reading students and the facilities and infrastructure provided<sup>22</sup>

## **5. Conclusion**

In a historical perspective, a character who deserves to be exemplary must have exemplary values including Religious Values, Nationalism, Leadership and Struggle, Firmness of Establishment, it is hoped that exemplary values can be fostered in historical learning by highlighting the character values contained in it, also, Constraints What Teachers Face in Learning History at SMA Muhammadiyah 3 Surakarta are inadequate learning resources, the insufficient learning time in learning, and a lack of student activity level in learning, but also, it is supported by learning resources such as the Indonesian History Book for Class students. XI, Ministry of Education and Culture, 2016, and other books that support learning such as interactive multimedia and the Internet

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<sup>22</sup> Buk Indah Rahmawati Akbar, “Wawancara Pribadi Dengan Guru Sejarah SMA Muhammadiyah 3 Surakarta” (Jl. Kolonel Sutarto No. 62, Jebres, Kec. Jebres, Kota Surakarta., 2020).

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