



MAINTAINING PEACE IN ACEH THROUGH HISTORY LEARNING AT ISLAMIC HIGH SCHOOL

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Abstract

Research aims to describe and analyse the historical learning process, strengthening the peace-loving character and student responses to the historical learning process at Indonesia's Islamic Senior High School level. A type of qualitative research, that the data was collected through interviews, observations, focus group discussions and document studies. The research results: (1) The history learning process begins with preparing learning tools, implementing learning and evaluating learning. History teachers have not all made lesson plans as implementation guidelines. Instead, the teacher evaluates learning in tests and non-tests. (2) Strengthening the peace-loving character has not been implemented optimally and integrated with other historical materials and between subjects.

Keywords: *History Learning; Character Strengthening; Peace Loves*

A. INTRODUCTION

Peace in Aceh cannot be separated from the tsunami that occurred in 2004. According to Burke, three elements prompted the signing of the Memorandum of Understanding (MoU) on August 15, 2005, namely, the tsunami disaster, the attention of the international community, and the efforts of peace actors that have been initiated long ago (Burke, 2008). Even though the peace that has been built has been running for 14 years, it does not mean that the people of Aceh are completely free from conflict and violence. Conflicts still occur in Acehnese society, either in the form of discourse or physically, which at first were few, but the escalation level has increased in the last five years (Ansori, 2012).

The series of conflicts experienced by the people of Aceh have made their environment very familiar with the culture of violence. So, conflict conditions have clearly contributed to the formation of the character of the Acehnese people in all aspects (Nassanga et al., 2018). For example, in the social sector, where traditional values and norms in Aceh are starting to erode, it is also accompanied by changes in people's attitudes that emphasize emotion in addressing social issues (Nurdin & Kasim, 2017).

One of the efforts to maintain peace in Aceh is the need for efforts to form or create a culture of peace in society through peace education. The implementation of post-conflict peace education will assist regional reconstruction rather than just meeting basic needs, such as food, clean water, and shelter (Acedo, 2011). Peace education is a powerful solution to changing individual behavior within a certain period, both cognitively, affectively and psychomotor (Brantmeier, 2013; Lum, 2013). Peace education has ideal ideals: the realization of peace, justice, social brotherhood, anti-violence, and discrimination (Al Qurtuby, 2014; Hasanah, 2020).

Education in schools, especially in history subjects, can be an effort to introduce and instill peace values in Acehnese society. Teaching history has a very big influence on shaping the awareness and character of the nation (Meyer et al., 2017; Sirnayatin, 2017). Through history, subjects can change perceptions of something by reshaping ideas about events (Endacott & Brooks, 2013; Langager, 2009).

Peace-loving character needs to be developed in the learning process, especially in history learning (Cuga et al., 2020; Maskun et al., 2019; Saputra et al., 2021; Sufanti et al., 2021). Peace-loving is a person's attitudes, actions and words that cause others to feel happy and comfortable with their presence and existence (Asari & Asmara, 2022; Issakova et al., 2020; Suprayitno et al., 2018). Through the cultivation of peace-loving character values in history learning, students are expected to be able to understand, know and behave and realize the importance of living in peace with others and reducing violence in solving problems.

The character of each student is very diverse, emerging from the students' backgrounds (Gregory, 2009; Xu & Jaggars, 2014). The internalization of character values in history learning has encountered several obstacles, including teacher understanding, student behavior, learning implementation, and the undeveloped school culture that supports character education (Chowdhury, 2018; Haniah & Setiawan, 2020; Hidayati et al., 2020; Lapsley & Woodbury, 2016; Pradana et al., 2020). In addition, the lack of teacher skills in designing historical Lesson Plans (i.e. LP) containing character education, teachers' less optimal use of media or learning resources that strengthen the achievement of learning objectives containing character education, and the lack of understanding and skills of teachers in developing alternative assessments in the learning process. Assessment can also reduce the internalization of character values in history learning (Hasan, 2012; Karim et al., 2018).

This research examines in depth the phenomena that occur in the learning process of history subjects in Aceh as a conflict area, it is necessary to research the learning process designed by history education teachers, as well as how teachers integrate peace-loving characters in historical subjects. The results of this study are expected to be useful and contribute to the development of science and education, especially in history education and character education.



B. METHODS

This research is a qualitative research (Creswell & Creswell, 2018) conducted in Aceh Province with data collection locations carried out in four districts/cities, namely Banda Aceh City, Pidie District, East Aceh District and West Aceh District (Indonesia). The choice of research location was based on the geographical location and condition of the population who had direct and indirect contact with armed conflict.

The subjects in this study were Islamic Senior High School (ISHS) supervisors, ISHS heads, and history teachers (general history and Islamic history). This research's sampling technique uses purposive sampling with several considerations: time and cost efficiency research, geographical aspects, and ISHS students.

This study's data collection techniques were through interviews, observation, documentation, and Focus Group Discussion (FGD). First, in-depth interviews were conducted with research subjects to obtain information about strengthening peace-loving characters and the process of history learning. Second, observations to the research location were carried out to see the process of history learning and the application of peace-loving characters in ISHS. Third, document studies were conducted to obtain data and information related to the historical learning process and the application of peace-loving characters sourced from the LP, books, journal articles, and other publications. Finally, FGDs were conducted to determine the perception of experts and practitioners on a concept, idea on a topic, studies and findings in the field. The findings were then triangulated to increase the validity and trustworthiness of the data obtained.

Data on the learning process of history subjects and the application of peace-loving characters obtained through interviews, observations, and document studies were described and analyzed qualitatively. The analysis will use the Miles and Huberman method, including data collection, data reduction, data presentation, and drawing conclusions.

1. Data collection is collecting data in the field to obtain the information needed so that research objectives can be achieved.
2. Data reduction is to summarize, choose the main things, focus on the important things so that the data obtained has a clear picture.
3. The presentation of data in qualitative research that is most often used is narrative text in short descriptions, charts, and relationships between subjects.
Conclude and verify new findings that have never existed before.

C. FINDINGS AND DISCUSSION

History Learning Process at ISHS in Aceh

The history learning process at ISHS in Aceh consists of three important aspects, namely lesson planning, supervision, and evaluation as shown in Figure 1. These three aspects are interrelated and have an important role in the success of the history learning process.

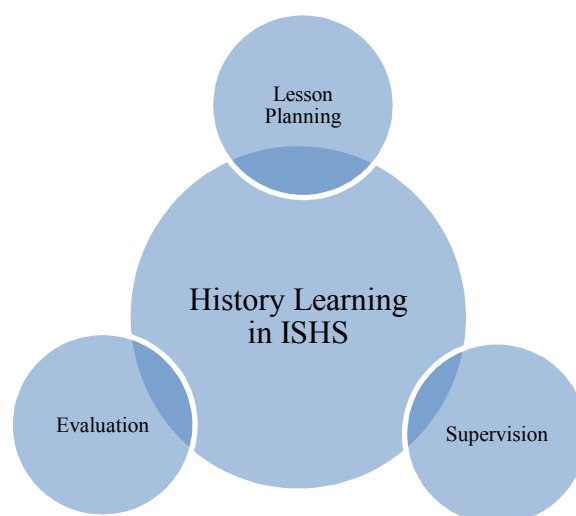


Figure 1. Three aspects of history learning at ISHS

1. Lesson Planning

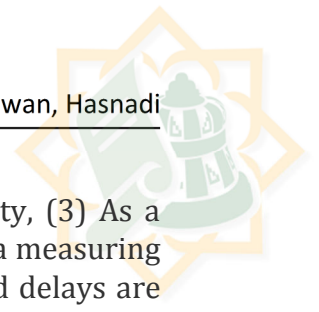
The first aspect in the history learning process is lesson planning. The results showed that the history teacher had made learning tools submitted to the ISHS principal and supervisor at the beginning of each semester. The learning devices are checked for completeness and conformity with national education standards. In addition, the ISHS head and ISHS supervisor signed the history teacher learning kit as evidence that they had checked for completeness and conformity.

Planning activities carried out by the teacher are preparations and the first step of a learning activity. Without good planning, the implementation of learning tends to be disorganized and disorganized, which will negatively affect learning outcomes. On the other hand, if an activity is planned, then the activity tends to be more focused and has better results, so a teacher must have the ability to plan the learning to be carried out. Therefore, teachers need to make learning plans so that the learning process can run effectively and efficiently and learning objectives are achieved (Gunawan, 2017; Irmayani et al., 2018).

Learning planning is absolutely needed by all teachers to achieve learning objectives effectively and efficiently. The need for learning planning is intended to achieve learning improvements. In carrying out their duties, teachers must be able to plan the organization of teaching materials to be taught, plan class management, and plan the use of media and learning resources that are guidelines in teaching and learning activities (Sudargini & Purwanto, 2020).

The history teacher must make the LP a guide for carrying out learning so that what is carried out follows the predetermined plan. Planning is essentially a management process for deciding what to do and how. Learning design is basically a linear process that begins with determining needs, developing them, testing them, and finally conducting an evaluation process to determine the effectiveness of the designs that have been prepared.

Some important reasons that the LP should be used as a guide in carrying out learning are: (1) As a guide to activities in achieving goals. (2) As a basic pattern in



regulating the duties and authority of each element involved in the activity, (3) As a working guide for each element, both teacher and student elements, (4) As a measuring tool for the effectiveness of a job, so that at any time work stipulations and delays are known, (5) For data preparation material so that work balance occurs and (6) To save time, energy, tools and costs (Ali et al., 2013; Dack & Merlin-Knoblich, 2019; Nafiah & Hartatik, 2020).

2. Supervision

The second aspect is supervision. Based on the data found in the field, it is also known that the ISHS supervisors are still limited and do not follow the ratio of teachers to schools. As a result, the number of teachers and target schools exceeds the limit of provisions that supervisors must foster. In addition, some supervisors have long distances to school, which takes a lot of time due to the long distance between schools. This resulted in supervisors not being optimal in conducting supervision and school visits. ISHS also lacks supervisors with historical backgrounds, both general and Islamic cultural histories. This resulted in history teachers being supervised by supervisors who had different and varied educational backgrounds.

Supervision needs to be carried out in a democratic, comprehensive, constructive, objective and sustainable manner through a collegial, clinical, individual and artistic approach that is in accordance with the situation and conditions in the educational institution environment. Supervision is important in educational institutions because through supervision activities, it is possible to; motivate and improve the performance of educational institution leaders, teachers and education personnel; improve and develop the competence of leaders of educational institutions, teachers and education personnel; supervision activities affect the job satisfaction of members of educational institutions; improve and improve the quality of education, and achieve educational goals (Hasnadi, 2021).

3. Evaluation

The third aspect is evaluation. Evaluation is a process in which various kinds of actions are needed in its implementation to give meaning or value to something being evaluated. Evaluation is the most important part of learning because, with evaluation, students will know the level of success in the learning they experience (Irons & Elkington, 2021; Taylor & Hamdy, 2013). Assessment of student learning outcomes can be assessed on programs, processes, and learning outcomes. For example, the program assessment aims to assess the program's effectiveness, the process assessment aims to determine the activities and participation of students in learning, and the outcome assessment aims to determine the learning outcomes or the formation of student competencies (Duval-Couetil, 2013; Titov et al., 2019).

Based on the data obtained during the study, the implementation of teacher evaluation uses tests and non-tests. While the tests that are often carried out are written tests, homework, group assignments, and daily tests in the form of essays and multiple choice. In carrying out evaluations, teachers are more dominant in using written tests. While the evaluation of non-test forms in the form of teacher observations to students regarding cooperation, responsibility, patience, and the democratic nature and character of students.

The results showed that a team made the final exam questions for the history subject under the district or city Ministry of Religion. Making end-of-semester exam

questions at ISHS under the City/Regency Ministry of Religion is carried out by appointing several teachers in the field of study to make exam questions for a subject. However, the history teacher did not analyze the items, both from the level of validity, reliability, discriminating power and the difficulty of the questions caused by the teacher's lack of understanding in analyzing the items.

The item analysis activities are given to students also need to be analyzed. This is because teachers know the competencies or capabilities of students, whether they have realized the goals that have been determined, determine which goals have not been realized so that appropriate corrective actions can be taken, provide information to teachers about successes and challenges regarding the achievement of learning objectives, plan procedures to improve lesson plans, and determine whether additional learning resources need to be provided.

Peace Love Character Strengthening

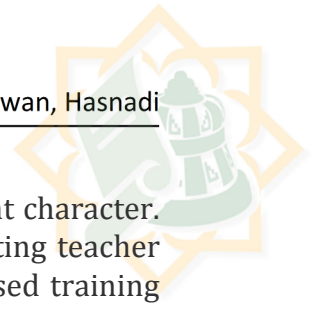
Strengthening the peace-loving character through history learning has not been carried out optimally. Several things cause the strengthening of peace-loving characters, including the peace-loving character, is not a priority character in schools, learning planning based on strengthening peace-loving character education has not been implemented, history teachers have not all become lesson plans as a guide in carrying out learning, history teachers have a background in different education, teacher pedagogic competence and the lack of history teacher development activities.

Strengthening character education through history learning needs to be integrated with other subjects and with activities carried out in schools (Baharin et al., 2018; Kurniawan, 2021; Rokhman et al., 2014). The characters that are raised through activities both in the classroom and in the school environment will become habituation to become school culture. Students then apply this when they are in a social environment (Hasnadi, 2019).

The study results found that ISHS history teachers did not have a student character development journal, had not written student character development, and did not complete writing on student character development every meeting or within a certain period. A journal book is a book that contains notes on student attitudes when learning activities are carried out. Notes start from the attitude of responsibility, discipline, group work, student character, and so on, according to the needs of each teacher. Teacher notes in student journals can be used as a basis or guide in seeing student character development.

In carrying out their work, teachers need to be supported by a knowledge base that can be transferred to others through education based on procedures and techniques. A teacher as a profession means a teacher as a job that requires competence in education and learning to carry out the work effectively and efficiently (Uerz et al., 2018). Teachers in their work require special skills. These special skills are acquired through long-term education and training. Every professional worker always tries to provide the best service for his clients, so that the service is good it is necessary to have a professional development effort (Hakim, 2015). In the field of education, professional workers are professional teachers.

As professional educators, teachers must meet certain requirements. One of them is having four competencies, namely pedagogy, personality, professional, and social competence. These competencies are needed because the teacher's task is not



only to transform knowledge, technology, and skills but also to build student character. Strategies that can be done to improve teacher competence are implementing teacher education qualification improvement programs, integrated competency-based training programs, supervision programs education programs and teacher training empowerment programs, carried out on an ongoing basis.

The results of the study indicate that one of the factors that history teachers are not yet optimal in carrying out the learning process and strengthening character through history is the shortage of teachers and teacher pedagogic competence. There are several things that need to be recommended in order to improve the following competencies by: (1) involving universities in strengthening professional competencies; (2) empowering teacher forums in subject areas; (3) developing the capacity of school/subject supervisors in charge of fostering the professional abilities of teachers; (4) strengthening and intensifying the role of the Center for Teacher Training and Development according to the field of knowledge; (5) organize workshops or intensive training to finalize the mastery of teachers' teaching materials; and (6) providing further study scholarships for teachers (Cochran-Smith et al., 2020; Dudung, 2018; Savić et al., 2019).

The study results found that the learning motivation of students in the Social Studies program (in this case, history learning was included in the Social Sciences field) was lower than that of students in the Science program. This is caused by several factors, including the mindset that science program students are diligent, smart students. On the other hand, social studies students have low cognitive abilities. Furthermore, the learning process that is less attractive and conventional is also one of the factors that cause students' interest in learning in the Social Studies program to be lower (S. K. A. Rahman & Awaru, 2019).

The pedagogic competence of history teachers has a significant influence on students' interest and motivation, especially in history subjects (Johnson, 2017; H. A. Rahman et al., 2017; Tanveer et al., 2012; Yilmaz et al., 2017). The teacher is not only a teacher who transfers knowledge, knowledge and skills to students but is also an educator and mentor who helps students to develop all their potential, especially related to academic and non-academic potential. Through this role, teachers must specifically become people who can make students learn. Thus, pedagogical competence is closely related to the didactic and methodical abilities that teachers must possess to act as good educators and mentors.

The students served by the teacher are unique individuals. They are not a group of people who can be easily governed, dictated, directed or ordered according to the teacher's wishes. On the contrary, they are subjects with different backgrounds, characteristics, uniqueness, and abilities. Therefore, an understanding of the characteristics of students and various aspects of their development and the factors that influence them is an absolute requirement for teachers so that teachers can succeed in learning.

D. CONCLUSION

The planning instruments made by the teacher are the first step in preparing the teacher before carrying out the lesson. Learning will tend to be more focused on the learning plan, and learning objectives can be achieved effectively and efficiently.

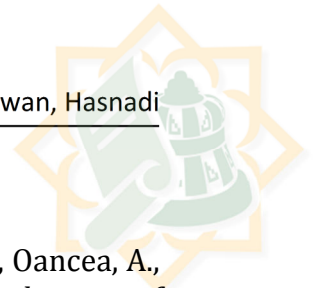
Teachers can design learning plans by including the characters that appear through the learning process. LP must guide teachers in carrying out learning so that learning is carried out according to the plan. The results of the learning evaluation are used as the basis for follow-up actions, such as remedial, enrichment and analysis of test items.

Strengthening the peace-loving character through history learning is very important to create peace in the life of the community, nation and state. Strengthening the peace-loving character needs to be integrated with other subjects, noting students' character development and carrying out activities in schools based on character education to become habituation and school culture. The important role of supervisors and principals in conducting evaluation and supervision needs to be improved and implemented in a scheduled, systematic and sustainable manner to support the implementation of peace-loving character education in schools.

This research implies that it can be a reference, data, information, consideration and comparison for the government, ministry of religion, supervisors, ISHS heads and teachers in making decisions, policies and solutions. Furthermore, this can be used as a follow-up step to improve the quality of historical education and peace-loving character education.

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