

STRENGTHENING PACIFISM THROUGH HISTORY LEARNING AT MADRASAH ALIYAH IN ACEH: A CRITICAL EVALUATION

Inayatillah

Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng
Meulaboh, Aceh Barat, Indonesia
Email: inayatillah@staindirundeng.ac.id

Ahmad Yussuf

Universiti Malaya, Malaysia
Email: amdysf@um.edu.my

Ade Kurniawan

Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng
Meulaboh, Aceh Barat, Indonesia
Email: adekur3@gmail.com

Hasnadi

Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng
Meulaboh, Aceh Barat, Indonesia
Email: hasnadi@staindirundeng.ac.id

Corresponding Author: Inayatillah

Article history: Received: December 20, 2023 | Revised: March 07, 2024 | Available online: June 16, 2024

How to cite this article: Inayatillah, Inayatillah, Ahmad Yussuf, Ade Kurniawan, and Hasnadi Hasnadi. "Strengthening Pacifism Through History Learning at Madrasah Aliyah in Aceh: A Critical Evaluation". *Didaktika Religia: Journal of Islamic Education* 12, no. 1 (2024): 17-33. <https://doi.org/10.30762/didaktika.v12i1.3451>.

Abstract: The study aims to describe the value of learning local history and the value of opposing violence to settle disputes as taught in Madrasah Aliyah Aceh, Indonesia, which has schools in Pidie, Banda Aceh, West Aceh, and East Aceh. The data were collected from the *madrasah* heads, history teachers, and school supervisors. The data were collected through interviews, observations, focus group discussions, and studied documents. The results showed that Madrasah Aliyah in Aceh has failed to achieve its objective due to several factors. History teachers follow the standard lesson plans without making the necessary modifications to include elements of pacifism. The students are not actively involved in the learning process and the classes are teacher-centered, thus not supporting higher-order thinking skills. Teachers show a lack of understanding in conducting question point analysis. The elements of pacifism is not sufficiently highlighted in the history classes,

Copyright: © 2024. The authors.

Didaktika Religia: Journal of Islamic Education is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

thus failing to make optimal use of instilling important social values in the students and use the history subject for character education. Teachers have different educational backgrounds and varying levels of pedagogic competence, thus requiring more specific guidance and training from Madrasah Aliyah Aceh to be able to render this promising approach to history instruction more successful in practice.

Keywords: History Learning, Character Strengthening, Pacifism.

Introduction

In the history of Aceh, from before independence until now, the life of the people of Aceh is identical with conflict and violence. Both conflicts were between the people of Aceh and the colonisers from 1873 until the proclamation of the independence of the Republic of Indonesia, and between the people of Aceh and the central government. It was divided into two phases, the first led by Teungku Daud Beureueh and the second led by Hasan Tiro.¹ Despite 14 years of peace, this does not mean that the people of Aceh are completely free from conflict and violence. Conflicts still occur in Acehnese society in discursive and physical forms, which were initially small but have escalated over the past five years.²

The series of conflicts that the people of Aceh have experienced has made their environment very familiar with the culture of violence. As such, the conflict has contributed to the character-building of Acehnese society. This can be seen in the degradation of traditional values and norms in Aceh and changes in attitudes as part of the impact of the conflict felt by the people of Aceh. The impact of peacebuilding is social reintegration, economic development, political stability and the revival of education in Aceh.³

One of the efforts to re-introduce the values of peace to the people of Aceh, especially the young generation of Aceh, can be done through education, especially the teaching of history. The study of

¹ Edward Aspinall, "Sovereignty, the Successor State, and Universal Human Rights: History and the International Structuring of Acehnese Nationalism," *Indonesia*, no. 73 (2002): 1–24.

² Mohammad Hasan Ansori, "From Insurgency to Bureaucracy: Free Aceh Movement, Aceh Party and the New Face of Conflict," *Stability* 1, no. 1 (2012): 31–44, <https://doi.org/10.5334/sta.ah>.

³ Abidin Nurdin and Fajri M Kasim, "Resolusi Konflik Berbasis Adat di Aceh: Studi Tentang Azas dan Dampaknya Dalam Membangun Perdamaian di Lhokseumawe," *ARICIS PROCEEDINGS* 1 (2017).

history integrated with character education is the right solution to meet the challenges of today's educational world.⁴ The study of history has a great influence on the formation of national consciousness and character.⁵ By studying history, one can change one's perception of something by reshaping ideas about events that have occurred. The study of history can provide students with knowledge, attitudes and values about the process of community development from the past to the present.⁶

Like other characters, the character of pacifism is one of the characters that needs to be integrated into the learning of history. Pacifism is the attitude, actions and words of a person that make others feel happy and comfortable with their presence and existence.⁷ The pacifist character is a behaviour that, because of its pacifist personality, gives everyone a sense of calm and security, so that they can avoid various forms of disturbance that cause quarrels. For students, the pacifist character can be realised by not committing acts of violence and by showing tolerance and mutual respect between individuals/groups.⁸

⁴ Suryadi Fajri, Nisa Ulaini, and Melia Susantri, "Implementasi Kurikulum Merdeka Pada Pembelajaran Sejarah," *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora* 6, no. 2 (October 3, 2023): 387–97, <https://doi.org/10.31539/KAGANGA.V6I2.7164>.

⁵ T A Sirnayatin, "Membangun Karakter Bangsa Melalui Pembelajaran Sejarah. SAP (Susunan Artikel Pendidikan), 1 (3), 312–321," 2017.

⁶ Yusuf Budi Prasetya Santosa, "Problematika Dalam Pelaksanaan Pendidikan Sejarah Di Sekolah Menengah Atas Kota Depok," *Candrasangkala: Jurnal Pendidikan Dan Sejarah* 3, no. 1 (2017): 30–36

⁷ Iain Atack, "Pacifism and Perpetual Peace," *Critical Studies on Security* 6, no. 2 (May 4, 2018): 207–20, <https://doi.org/10.1080/21624887.2017.1377999>. Nicholas Parkin, "Pacifism and Educational Violence," *Journal of Peace Education* 20, no. 1 (January 2, 2023): 75–94, <https://doi.org/10.1080/17400201.2023.2169263>. Joseph Llewellyn, "Building Emancipatory Peace through Anarcho-Pacifism," *Critical Studies on Security* 6, no. 2 (May 4, 2018): 259–72, <https://doi.org/10.1080/21624887.2017.1345034>.

⁸ Andrew Fiala, ed., *The Routledge Handbook of Pacifism and Nonviolence*, 1st ed. (New York: Routledge, 2018). | Series: Routledge handbooks in philosophy: Routledge, 2018), <https://doi.org/10.4324/9781315638751>. Andrew Fiala, "Religious and Secular Visions of Peace and Pacifism," *Religions* 13, no. 11 (November 18, 2022): 1121, <https://doi.org/10.3390/rel13111121>. Olaf L. Müller, "Reconstructing Pacifism. Different Ways of Looking at Reality," in *Ethics of Humanitarian Interventions*, ed. Georg Meggle (DE GRUYTER, 2004), 57–80, <https://doi.org/10.1515/9783110327731.57>.

By integrating character values through history learning, students are expected to know, behave and understand the importance of living in peace with other individuals/groups and not using violence to solve a problem. However, there are some barriers to the internalisation of character values through history learning. The results of Hasmar's research show that the scores of Islamic cultural history subjects are generally low, and some are even below the threshold of the minimum criteria (KKM). One of the factors responsible for the low learning outcomes in Islamic cultural history is the negative perception of history learning among students. Their predecessors have inherited the perception that learning Islamic cultural history is unpleasant, sleepy, boring, etc.⁹

The low achievement of student learning outcomes is also inextricably linked to aspects of the learning process undertaken, including aspects of teacher understanding, student behaviour and the implementation of the learning process. Hasan mentioned that the problems of learning history in terms of developing students' character also include the lack of teachers' skills in designing history curricula that integrate character education, the lack of skills in using media or learning resources that support the achievement of learning objectives, and the lack of teachers' understanding and skills in developing alternative assessments. In addition, the school culture is not very conducive and supportive of the implementation of character education in the school.¹⁰

This study examines in depth the phenomena that occur in the learning process of history subjects in Aceh as a conflict area, so it is necessary to conduct research on the learning process designed by history teachers, as well as how teachers integrate pacifist characters in history subjects at Madrasah Aliyah in Aceh. The results of this study are expected to be useful and contribute to the development of science and education, especially in the fields of history education and character education. Practically, the results of this study can be a reference, data, information, consideration and comparison for the government, Ministry of Religion, supervisors, madrasah heads and teachers in making decisions, policies and solutions as follow-up steps

⁹ Abdul Haris Hasmar, "Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah," *Jurnal Mudarrisuma: Media Kajian Pendidikan Agama Islam* 10, no. 1 (May 3, 2020): 15–33, <https://doi.org/10.22373/JM.V10I1.6789>.

¹⁰ Said Hamid Hasan, "Pendidikan Sejarah Untuk Memperkuat Pendidikan Karakter," *Paramita: Historical Studies Journal* 22, no. 1 (2012).

to improve the quality of history education and pacifism character education.

This research is a qualitative research¹¹ conducted in Aceh Province with data collection sites in four districts/cities including Banda Aceh City, Pidie District, East Aceh District and West Aceh District. The selection of research sites was based on geographical location and population conditions that had direct and indirect contact with the armed conflict. The subjects of this study were Madrasah Aliyah principals, madrasah supervisors and history teachers (general history and Islamic history).

The sampling technique of this study used purposive sampling, taking into account the efficiency of time and research costs, as well as geographical aspects. The data collection techniques of this research are through interviews, observation, documentation and focus group discussion (FGD). First, in-depth interviews were conducted with the research subjects to obtain information about the process of learning history in Madrasah Aliyah and the process of strengthening the character of pacifism through learning history. Thirdly, a document review was conducted to obtain data and information on the process of learning history from school documents, books, journal articles and other publications. Finally, FGDs were conducted to find out the perceptions of experts and practitioners towards a concept, ideas about a topic, studies and findings in the field.

The findings will then be triangulated to increase the validity and trustworthiness of the data obtained. Data related to the process of learning history and strengthening the character of pacifism obtained through interviews, observations and document review will be described and analysed qualitatively. The analysis will use the Miles and Huberman method, including data collection, data reduction, data presentation and drawing conclusions.

Learning History at Madrasah Aliyah in Aceh

Like the learning process in general, the process of learning history at Madrasah Aliyah in Aceh can be studied from three important aspects, including lesson planning, learning implementation and learning evaluation.

¹¹ J. W. Creswell and J. D. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth (Los Angeles: SAGE, 2018).

1. Instructional Planning

Planning is one of the management functions that can help managers carry out their duties and functions. Planning can help achieve goals more effectively and efficiently. Planning also makes it easier to manage programmes and monitor their implementation. Planning is a preparatory stage in carrying out a task to achieve goals.

In learning activities, teachers carry out planning by creating and preparing curriculum plans (RPP) before the learning process takes place. The purpose of preparing lesson plans is to ensure that the learning that takes place enables all pupils to learn actively, innovatively, creatively, effectively and with enjoyment. A good lesson plan is one that has been prepared taking into account the results of reflection/evaluation of the previous learning process.

Some important reasons why lesson plans need to be used as guidelines in the implementation of learning are (1) as a guideline for carrying out activities to achieve objectives; (2) as a basic pattern for organising the tasks and authority of each element involved in learning activities; (3) as a working guideline for each element, both teacher and student elements; (4) as a measuring tool for the effectiveness of a job; (5) as a reference for creating work balance; and (6) to save time, energy, tools and costs.¹²

The results showed that history teachers at Madrasah Aliyah in Aceh had produced learning tools, in particular lesson plans, which were submitted to the madrasah head at the beginning of each semester. The lesson plans were checked for completeness and compliance with national educational standards. The head of the madrasa signs the lesson plans prepared by the history teachers as evidence that they have been checked for completeness and conformity.

However, based on the results of observations and interviews with teachers, it was found that the learning tools, including the collected lesson plan documents, are generally downloaded from the learning tools provided on the website. There are only a few teachers who modify the downloaded lesson plans to adapt them to the context of the students; the rest of the collected lesson plan documents are pure download results that are not revised and adapted. For some teachers, lesson plans are just a document to have but not to manage. The availability of lesson plans is required as an

¹² Abdul Majid, *Perencanaan Pembelajaran* (Bandung: Remaja Rosdakarya, 2008).

important document for the payment of professional allowances. On the other hand, these history teachers understand that lesson plans are important documents in the realisation of a quality learning process. In fact, they are able to explain well the steps of preparing history lesson plans for character education, which is interpreted as an effort to teach positive values from history.

The above is a common phenomenon in madrasahs for almost all subjects. Given the importance of the lesson planning process, the madrasah, in this case the madrasah head and the deputy head of curriculum, must be able to ensure and invite teachers to see that the preparation of lesson plans is an important and serious stage and to apply it well in the field.

It is well known that planning activities carried out by teachers are actually preparations and the first step of a learning activity. The implementation of learning will tend to be undirected and disorderly if it is not preceded by a good plan. This will certainly affect the learning outcomes. For this reason, teachers need to be able to organise and plan the learning they are going to do. Teachers need to plan lessons so that the learning process is effective and efficient and the learning objectives are achieved.¹³

Lesson planning is very important for all teachers to achieve learning objectives effectively and efficiently. Teachers need to be able to plan and organise the materials to be used, to plan classroom management and to plan the use of learning resources and media to support the learning process. A well-structured lesson plan has a positive effect on teachers and learners and on the quality of the learning process.¹⁴

2. Learning Implementation

Learning implementation is the core activity in the process of transferring knowledge and character values to students. The learning process is a process involving interaction between teachers and students and mutual communication that takes place in an educational situation in order to achieve learning objectives. The ideal learning

¹³ Tatang Hidayat and Makmud Syafe'i, "Filsafat Perencanaan Dan Implikasinya Dalam Perencanaan Pembelajaran Pai Di Sekolah," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 21, no. 2 (2018): 188–205.

¹⁴ Tjatur Yuli Winarsih, "Implementasi Manajemen Berbasis Sekolah Dalam Pengembangan Kurikulum SMP Islam Ma'arif 02 Malang," *Jurnal Kebijakan Dan Pengembangan Pendidikan* 2, no. 2 (2014).

process is one that is able to facilitate student learning in an active, innovative, creative, effective, fun and meaningful way.

In relation to the learning process at Madrasah Aliyah in Aceh, the author conducted research by focusing on three elements, namely: students' active participation in the learning process, the use of learning methods and media, and classroom management.

a. Active student involvement

The results of the author's classroom observations in the field show that active student participation in the history learning process is still lacking. This is evidenced by the passivity of students in asking questions and discussing. Teachers also rarely invite students to discuss. The learning that takes place is still predominantly one-way, i.e. the teacher provides material and the students listen to the material provided. The learning that takes place has not been able to involve students' higher-order thinking skills.

However, there are many positive things that can be seen in the learning process. The positive things include: 1) some teachers were seen to try to present learning in a fun way and to explain the material using a fun story method so that the students were not bored in the room, and 2) learning was carried out by presenting material that was more meaningful to the students' lives by giving examples that were relevant to the students' daily lives.

In this case, the teacher's pedagogical competence affects the pupils' interest and motivation to learn, especially in history subjects.¹⁵ Teachers are not only responsible for imparting knowledge and skills to students, they are also educators and mentors who help students to reach their maximum potential, especially in terms of academic and non-academic potential. In this role, teachers need to be people who can encourage students to learn. Therefore, pedagogical competence is closely related to the didactic and methodological skills that teachers need to have in order to play the role of a good educator and mentor.

¹⁵ Sri Koriaty et al., "Pengaruh Kompetensi Guru Terhadap Motivasi Belajar Siswa SMK Negeri Jurusan TKJ Sekota Pontianak," *Jurnal Pendidikan Informatika Dan Sains* 6, no. 1 (2017): 102–13; Ika Yulifatun Nadifah, "Pengaruh Kompetensi Pedagogik Guru Dan Motivasi Belajar Dari Persepsi Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran IPS Di SMPN 8 Malang," *SKRIPSI Mahasiswa UM*, 2020; Roby Hidayatullah, Muhammad Said Husin, and Abdul Razak, "Pengaruh Kompetensi Pedagogik Dan Kompetensi Profesional Guru PAI Terhadap Motivasi Belajar Siswa Di SMA Negeri 2 Samboja," *Borneo Journal of Islamic Education* 1, no. 1 (2021): 39–51.

Pupils are unique individuals to be guided by teachers. They are not a group of people who can be easily controlled, dictated, directed or managed at the will of the teacher. They are subjects with different backgrounds, characteristics, uniqueness and abilities. Therefore, teachers need to understand the characteristics of pupils and the different aspects of their development, as well as the factors that influence them.

b. The use of learning methods and media

The results of the interviews with history teachers show that history teachers' understanding of learning models, strategies and methods is quite good. Teachers also have a good understanding of the media and learning resources that can be well used in learning history. Regarding the ideal pattern of development of history learning, history teachers in general can clearly describe the components of indicators, materials, media and learning resources, methods and evaluation of history learning. However, in practice in the field, history learning is still rigid and less interesting for students. The methods and learning resources used are still very limited. There is still a lack of subject reference books and learning infrastructure to support the learning of history, and teachers still lack the initiative to create media and learning resources by using the environment.

The results of the study showed that the learning motivation of students in the social studies programme is lower than that of students in the science programme. This is caused by several factors, including the attitude factor that science programme students are diligent and intelligent students, and conversely, social studies programme students are students with low cognitive abilities. The learning process, which is less interesting and conventional, is also one of the factors causing less interest in learning among students in the social studies programme. In learning activities, the teacher will be the determining factor for the students to be successful in receiving the learning provided. For this reason, teachers must be as creative as possible in creating models, strategies and learning media that suit the circumstances of their students.

It is well known that the objectives of history education in terms of knowledge, skills and values derived from each historical event can give meaning to the development of the nation's identity.¹⁶

¹⁶ Titin Ariska Sirnayatin, "Membangun Karakter Bangsa Melalui Pembelajaran Sejarah," *SAP (Susunan Artikel Pendidikan)* 1, no. 3 (2017).

The study of history has a role to play in shaping students' personalities so that they can understand the noble values of the nation and compete in a future (globalisation) full of challenges and surprises. For this reason, history teachers must be highly committed to the implementation of a quality learning process.

c. Classroom Management

Classroom management is no less important in achieving active and enjoyable learning. In this case, teachers need to implement learning procedures that involve students by paying attention to safety, comfort, cleanliness and physical and psychological ease in students' learning, by establishing good relationships among students and between students and teachers, mutual respect and appreciation in order to achieve learning goals.

The results showed that the classroom layout was good and clean. The arrangement of chairs and tables makes it easier for students to carry out learning activities. In general, each class in Madrasah Aliyah in Aceh is also equipped with cupboards and shelves to store students' equipment and is placed in a place that is safe and easy for students to use. In some classes, there are reading corners that are neatly organised and can be used by students in an effort to instil literacy in the madrasah environment.

The data above shows that the classroom management of the teachers at Madrasah Aliyah in Aceh is good. However, in this case too, there is a concern that although the management is good, it has not had a direct impact on increasing students' enthusiasm for learning history. This is partly due to the lack of facilities and infrastructure to support the learning of history, such as reference books, media and other learning resources. There are almost no history books in the existing reading corner, especially history related to the history of Aceh.

Furthermore, the results of the study also found that the history teachers in the madrasah aliyah generally did not have a student development journal book, had not written the development of students' character, and had not completely written the development of students' character every session or within a certain period of time. The journal is a book that records students' attitudes during learning activities and is an important part of classroom management. The journal book usually contains notes ranging from attitude to responsibility, discipline, group work, student character and so on,

according to the needs of each teacher. Teachers' notes in students' journals can be used as a basis or guideline to see the development of students' character.

3. Learning Evaluation

Evaluation is a process of inquiry and/or judgement that gives meaning or value to what is being evaluated. Evaluation is the most important part of the learning process as it determines how successful students are in learning. Evaluation can be used to determine the level of programme delivery, process and learning outcomes. Assessment aims to evaluate the effectiveness of the programme, process evaluation aims to determine student activity and participation in learning, and outcome evaluation aims to determine student learning outcomes or competence formation.¹⁷

Based on the data obtained during the research on the implementation of teacher evaluation using tests and non-tests. The tests that are commonly used are written tests, homework, group work and daily tests, both essay and multiple choice. Teachers mainly use written tests to carry out assessments. The non-test form of evaluation is in the form of teachers' observations of students in terms of cooperation, responsibility, patience and democratic nature and character.

The results showed that the end-of-semester examination questions for history subjects are prepared by a team under the Ministry of Religious Affairs of the district or city. The process of preparing end-of-semester exam questions in madrasas under the Ministry of Religious Affairs in the city/district is carried out by appointing several subject teachers to prepare exam questions for a subject. History teachers do not analyse the items in terms of the level of validity, reliability, discriminative power and difficulty of the questions because the teachers do not understand how to conduct item analysis.

The activity of analysing the items given to the students must also be analysed. This is so that teachers know the competence or ability of students, whether they have achieved the set objectives, determine which objectives have not been achieved so that appropriate corrective action can be taken, provide teachers with information about successes and challenges in achieving learning

¹⁷ E. Mulyasa, *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Bandung: Remaja Rosdakarya, 2009).

objectives, plan procedures for improving lesson plans, and determine whether additional learning resources need to be provided.

Teaching is a unique and special task that can only be done well by teachers who are committed to quality learning. Teachers need to be supported in their work with a knowledge base that can be passed on to others based on appropriate procedures and techniques. Teaching as a profession requires teaching and learning skills in order to carry out the job effectively and efficiently. Teachers need specialised skills in their work. These specialised skills are acquired over a long period of education and training. Every professional always tries to provide the best service to his or her clients, so in order for the service to be good, professional development efforts are needed. In the field of education, professionals are professional teachers.

As professional educators, teachers have to meet several pre-defined requirements. One of them is to have four competencies, namely pedagogical, personal, professional and social. These competencies are needed because the teacher's job is not only to transform knowledge, technology and skills, but also to build the character of the students.¹⁸ Strategies that can be implemented to improve teacher competence are the implementation of programmes to improve teacher education qualifications, integrated competency-based training programmes, training programmes for supervisors and programmes to empower teachers, which are implemented on an ongoing basis.¹⁹

A professional teacher is one who has an appropriate level of education and who carries out his or her professional duties out of a sense of responsibility to students, to society and to God. A teacher can be considered a professional if he/she (1) has a commitment to students and the teaching and learning process, (2) has a deep understanding of the subject matter and how to teach it, (3) is responsible for monitoring student learning through various assessment techniques, (4) is able to think systematically in the performance of his/her duties, (5) must be part of the community, learning in his/her professional environment, (6) strives to improve

¹⁸ Imam Suraji, "Urgensi Kompetensi Guru," *Edukasia Islamika* 10, no. 2 (2012): 70284.

¹⁹ Halimatussa'diyah Lubis, "Urgensi Kompetensi Guru Dalam Pembelajaran Alquran Di Raudhatul Athfal Kota Medan," *Intiqad: Jurnal Agama Dan Pendidikan Islam* 12, no. 1 (2020): 60–68, <https://doi.org/10.30596/intiqad.v12i1.4650>.

professional quality, (7) devotes time to professional activities, (8) there is a match between skills and duties.²⁰

The results showed that one of the factors that have not been optimal for history teachers in implementing the learning process and strengthening character through history is the lack of teachers and teachers' pedagogical competence. Several things can be recommended to improve these competences, including (1) involving universities in strengthening professional competences, (2) strengthening teacher forums in the field of study, (3) developing the capacity of school/subject supervisors responsible for improving teachers' professional competences, (4) strengthening and intensifying the role of the Teacher Training and Development Centre (PPPG) in line with the clusters of scientific fields, (5) organising workshops or intensive training sessions for teachers' mastery of teaching materials, and (6) providing additional university scholarships for teachers.²¹

On the other hand, the research also found that the number of madrasah aliyah supervisors is still limited and does not match the ratio of teachers to madrasahs. The number of teachers and schools supervised exceeds the limit of what the supervisor has to supervise. Some supervisors have to travel to the schools, which takes a lot of time because of the distance between the schools. This results in supervisors not being able to carry out supervision and visits to schools optimally. Madrasah Aliyah also lacks supervisors who have a background in history, both general history and Islamic cultural history. As a result, history teachers are supervised by supervisors with different and varied educational backgrounds.

Historical awareness is part of character education. Thus, the study of history makes a great contribution to the cultivation of character values because the study of history can develop historical awareness so that the values contained in a historical event can be applied in everyday life and an understanding of the importance of the past for the future can be gained. Through historical awareness, students are able to apply the values contained in historical events in everyday life. For example, students can apply a form of patriotism, sense of responsibility and national spirit in everyday life.

²⁰ T Raka Joni, "Pembelajaran Yang Mendidik: Artikulasi Konseptual, Terapan Kontekstual, Dan Verifikasi Empirik," *Jurnal Ilmu Pendidikan* 12, no. 2 (2016).

²¹ Agus Dudung, "Kompetensi Profesional Guru," *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)* 5, no. 1 (2018): 14.

Based on the results of the research conducted in the field, it is known that the strengthening of the character of pacifism through the teaching of history in Madrasah Aliyah in Aceh has not been implemented optimally. Several things cause the strengthening of the character of pacifism, including the character of pacifism is not a priority character in schools, lesson planning based on strengthening pacifism character education has not been implemented, history teachers have not all made lesson plans as guidelines in implementing learning, history teachers have different educational backgrounds, pedagogical competence of teachers and the lack of history teacher development activities.

Strengthening character education through history learning needs to be integrated with other subjects and activities in the school. The character that is developed through activities both in class and in the school environment becomes a habit, so that it becomes a school culture that can be applied by students when they are in the social environment of the community.

Conclusion

The process of learning history at Madrasah Aliyah in Aceh has been carried out with some observations. History teachers already understand the process of preparing lesson plans and have prepared lesson plans even though they are not optimal. There are also still teachers who copy and paste lesson plans without making any changes, so that lesson plans seem to be limited to documents that fulfil administrative requirements for the payment of professional allowances. Pupils' active involvement in the process of learning history is still lacking. This can be seen in the passivity of students in asking questions and discussing. Teachers rarely invite students to discuss. The learning that takes place is still predominantly one-way, i.e. the teacher provides material and the students listen to the material provided. The learning that has taken place has not been able to involve students' higher order thinking skills. When preparing evaluation instruments, history teachers do not analyse the items, both in terms of the level of validity, reliability, differentiating power and the difficulty of the questions, which is caused by the lack of understanding of teachers in analysing items.

Strengthening the character of pacifism through history education in Madrasah Aliyah in Aceh has not been implemented

optimally. Several things cause the strengthening of the character of pacifism, including the character of pacifism is not a priority character in schools, lesson planning based on strengthening the character of pacifism education has not been implemented, history teachers have not all made lesson plans as guidelines in carrying out learning, history teachers have different educational backgrounds, pedagogical competence of teachers and the lack of history teacher development activities.

References

- Ansori, Mohammad Hasan. "From Insurgency to Bureaucracy: Free Aceh Movement, Aceh Party and the New Face of Conflict." *Stability* 1, no. 1 (2012): 31–44. <https://doi.org/10.5334/sta.ah>.
- Aspinall, Edward. "Sovereignty, the Successor State, and Universal Human Rights: History and the International Structuring of Acehnese Nationalism." *Indonesia*, no. 73 (2002): 1–24.
- Atack, Iain. "Pacifism and Perpetual Peace." *Critical Studies on Security* 6, no. 2 (May 4, 2018): 207–20. <https://doi.org/10.1080/21624887.2017.1377999>.
- Creswell, J. W., and J. D. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Fifth. Los Angeles: SAGE, 2018.
- Dudung, Agus. "Kompetensi Profesional Guru." *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)* 5, no. 1 (2018): 9–19.
- Fajri, Suryadi, Nisa Ulaini, and Melia Susantri. "Implementasi Kurikulum Merdeka Pada Pembelajaran Sejarah." *Kaganga: Jurnal Pendidikan Sejarah dan Riset Sosial Humaniora* 6, no. 2 (October 3, 2023): 387–97. <https://doi.org/10.31539/KAGANGA.V6I2.7164>.
- Fiala, Andrew. "Religious and Secular Visions of Peace and Pacifism." *Religions* 13, no. 11 (November 18, 2022): 1121. <https://doi.org/10.3390/rel13111121>.
- , ed. *The Routledge Handbook of Pacifism and Nonviolence*. 1st ed. New York: Routledge, 2018. | Series: Routledge handbooks in philosophy: Routledge, 2018. <https://doi.org/10.4324/9781315638751>.
- Ford, Kieran. "A Pacifist Approach to Countering Extremism." *Global Society* 34, no. 1 (January 2, 2020): 112–27. <https://doi.org/10.1080/13600826.2019.1668356>.

- Hasan, Said Hamid. "Pendidikan Sejarah Untuk Memperkuat Pendidikan Karakter." *Paramita: Historical Studies Journal* 22, no. 1 (2012).
- Hasmar, Abdul Haris. "Problematika Pembelajaran Sejarah Kebudayaan Islam di Madrasah." *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 10, no. 1 (May 3, 2020): 15–33. <https://doi.org/10.22373/JM.V10I1.6789>.
- Hidayat, Tatang, and Makhmud Syafe'i. "Filsafat Perencanaan dan Implikasinya Dalam Perencanaan Pembelajaran PAI di Sekolah." *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 21, no. 2 (2018): 188–205.
- Hidayatullah, Roby, Muhammad Said Husin, and Abdul Razak. "Pengaruh Kompetensi Pedagogik dan Kompetensi Profesional Guru PAI Terhadap Motivasi Belajar Siswa di SMA Negeri 2 Samboja." *Borneo Journal of Islamic Education* 1, no. 1 (2021): 39–51.
- Joni, T Raka. "Pembelajaran yang Mendidik: Artikulasi Konseptual, Terapan Kontekstual, dan Verifikasi Empirik." *Jurnal Ilmu Pendidikan* 12, no. 2 (2016).
- Koriaty, Sri, Dochi Ramadhani, Erni Fatmawati, Ratih Widya Nurcahyo, and Umi Liwayanti. "Pengaruh Kompetensi Guru Terhadap Motivasi Belajar Siswa SMK Negeri Jurusan TKJ Sekota Pontianak." *Jurnal Pendidikan Informatika dan Sains* 6, no. 1 (2017): 102–13.
- Langager, Mark. "Elements of War and Peace in History Education in the US and Japan: A Case Study Comparison." *Journal of Peace Education* 6, no. 1 (2009): 119–36.
- Llewellyn, Joseph. "Building Emancipatory Peace through Anarcho-Pacifism." *Critical Studies on Security* 6, no. 2 (May 4, 2018): 259–72. <https://doi.org/10.1080/21624887.2017.1345034>.
- Lubis, Halimatussa'diyah. "Urgensi Kompetensi Guru Dalam Pembelajaran Alquran di Raudhatul Athfal Kota Medan." *Intiqad: Jurnal Agama dan Pendidikan Islam* 12, no. 1 (2020): 60–68. <https://doi.org/10.30596/intiqad.v12i1.4650>.
- Majid, Abdul. *Perencanaan Pembelajaran*. Bandung: Remaja Rosdakarya, 2008.
- Mulyasa, E. *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: Remaja Rosdakarya, 2009.

- Müller, Olaf L. "Reconstructing Pacifism. Different Ways of Looking at Reality." In *Ethics of Humanitarian Interventions*, edited by Georg Meggle, 57–80. DE GRUYTER, 2004. <https://doi.org/10.1515/9783110327731.57>.
- Nadifah, Ika Yulifatun. "Pengaruh Kompetensi Pedagogik Guru Dan Motivasi Belajar dari Persepsi Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran IPS di SMPN 8 Malang." SKRIPSI Mahasiswa UM, 2020.
- Nurdin, Abidin, and Fajri M Kasim. "Resolusi Konflik Berbasis Adat di Aceh: Studi Tentang Azas dan Dampaknya dalam Membangun Perdamaian di Lhokseumawe." *ARICIS Proceedings* 1 (2017).
- Parkin, Nicholas. "Pacifism and Educational Violence." *Journal of Peace Education* 20, no. 1 (January 2, 2023): 75–94. <https://doi.org/10.1080/17400201.2023.2169263>.
- Santosa, Yusuf Budi Prasetya. "Problematika dalam Pelaksanaan Pendidikan Sejarah di Sekolah Menengah Atas Kota Depok." *Candrasangkala: Jurnal Pendidikan Dan Sejarah* 3, no. 1 (2017): 30–36. <https://jurnal.untirta.ac.id/index.php/Candrasangkala/article/view/2885/2252>.
- Sirnayatin, T A. "Membangun Karakter Bangsa Melalui Pembelajaran Sejarah. SAP (Susunan Artikel Pendidikan), 1 (3), 312–321," 2017.
- Sirnayatin, Titin Ariska. "Membangun Karakter Bangsa Melalui Pembelajaran Sejarah." *SAP (Susunan Artikel Pendidikan)* 1, no. 3 (2017).
- Suraji, Imam. "Urgensi Kompetensi Guru." *Edukasia Islamika* 10, no. 2 (2012): 70284.
- Winarsih, Tjatur Yuli. "Implementasi Manajemen Berbasis Sekolah Dalam Pengembangan Kurikulum SMP Islam Ma'arif 02 Malang." *Jurnal Kebijakan dan Pengembangan Pendidikan* 2, no. 2 (2014).
- Yuli Erviana, Vera. "Penanganan Dekadensi Moral Melalui Penerapan Karakter Cinta Damai dan Nasionalisme." *Jurnal Penelitian Ilmu Pendidikan* 14, no. 1 (April 26, 2021): 1–9. <https://doi.org/10.21831/jpipfip.v14i1.27149>.