

STRENGTHENING THE CHARACTER OF PACIFISM THROUGH HISTORY LEARNING AT MADRASAH ALIYAH IN ACEH

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Abstract: The study aims to describe and analyze the process of learning history and strengthening pacifism characters in Madrasah Aliyah Aceh with data collection locations carried out in Pidie, Banda Aceh, West Aceh, and East Aceh. The subjects in this study were the head of the Madrasah, the teacher of history subjects and the supervisor of the madrasa. Data collection was conducted through interviews, observations, Focus Group Discussions and document studies. The results showed that the process of learning History at Madrasah Aliyah in Aceh had been carried out with several records of findings. There are still teachers who *copy and paste* in compiling lesson plans without making modifications. Active involvement of students in the history learning process is still lacking. This can be seen from the passivity of students, teachers rarely invite students to discuss, learning is still dominant in one direction and learning that has not been able to involve students' higher-order thinking skills. History teachers do not analyze evaluation instruments caused by the teacher's lack of understanding in conducting question point analysis. Then, the strengthening of pacifism character through history learning at Madrasah Aliyah in Aceh has not been carried out optimally. This happens because pacifism characters have not become priority characters in schools, pacifism character education-based lesson plans have not been implemented, history teachers have not all made lesson plans as a guideline in carrying out learning, history teachers have different educational

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backgrounds, teacher pedagogic competence and lack of history teacher development activities.

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Introduction

The history of Aceh since before the period of independence until now, the life of the people of Aceh is identical to conflict and violence. Both conflicts that occurred between the people of Aceh and the colonizers starting from 1873 until the proclamation of independence of the Republic of Indonesia, as well as between the people of Aceh and the central government. It was divided into two phases, namely the first phase led by Teungku Daud Beureueuh, and the second phase spearheaded 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 that were initially small but over the past five years have escalated.²

The series of conflicts experienced by the people of Aceh have made their environment very familiar with the culture of violence. Thus, 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 felt by the people of Aceh conflict. The impact of building peace is social reintegration, economic development, political stability and the revival of education in Aceh.³

One of the efforts to reintroduce peace values to the people of Aceh, especially the young generation of Aceh, can be done through education, especially through history lessons. History learning integrated with character education is the right solution to answer the challenges of today's education world.⁴ History learning has a great influence in shaping the nation's

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).

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>.

awareness and character.⁵ Through learning history, one can change perceptions about something by reshaping ideas about events that occurred.⁶ Through learning history, knowledge, attitudes, and values can be instilled in students about the process of community development from the past to the present.⁷

Like other characters, the character of pacifism is one of the characters that needs to be integrated in the history learning process. Pacifism is the attitude, actions and words of a person that cause others to feel happy and comfortable with their presence and existence. Pacifism character is a behavior that brings a sense of calm and security to everyone because of their pacifism personality, so they can avoid various forms of disturbances that trigger quarrels.⁸ For students, the character of pacifism can be realized by not committing acts of violence, showing tolerance, mutual respect between individuals/groups.

By integrating character values through history learning, students are expected to be able to know, behave, and understand the importance of living in peace with other individuals/groups and not using violence in solving a problem. However, there are some obstacles in internalizing character values through history learning. The results of research conducted by Hasmar show that the scores of Islamic Culture History subjects are generally low and some are even below the threshold of the Minimum Completeness Criteria (KKM). one of the factors that cause low learning outcomes in Islamic Culture History is students' negative perceptions of history learning. This perception has been inherited by their predecessors that learning the history of Islamic culture is unpleasant, sleepy, boring and so on.⁹

The low achievement of student learning outcomes is also inseparable from aspects of the learning process carried out, including in aspects of teacher understanding, student behavior, and the implementation of the learning process. Hasan mentioned that the problems of history learning in

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

⁶ Mark Langager, "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): 119-136.

⁷ 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

⁸ Vera Yuli Erviana, "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>.

⁹ Abdul Haris Hasmar, "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>.

strengthening student character also include the lack of teacher skills in designing history lesson plans that integrate character education in them, the lack of ability to use media or learning resources that support the achievement of learning objectives, and the lack of understanding and competence of teachers in developing alternative assessments. In addition, the school culture is also not very conducive and less supportive of the implementation of character education at 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 education teachers, as well as how teachers integrate pacifism 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 field 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 to improve the quality of history education and pacifism character education.

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

The sampling technique of this study used purposive sampling with consideration: efficiency of time and research costs, 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 research subjects to obtain information about the history learning process at madrasah Aliyah and the process of strengthening the character of pacifism through history learning. Third, document review was conducted to obtain data and information related to the history learning process sourced from school documents, books, journal articles, and other publications. Finally, FGDs were conducted

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

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

to find out the perceptions of experts and practitioners towards a concept, ideas about a topic, studies and findings in the field.

The findings are then 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 reviews are described and analyzed qualitatively. The analysis will use the Miles and Huberman method, including data collection, data reduction, data presentation, and conclusion drawing.

History Learning at Madrasah Aliyah in Aceh

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

1. Instructional Planning

Planning is one of the management functions that can help managers perform their duties and functions. Planning can help achieve goals more effectively and efficiently. With planning, programs are also easier to manage and monitor implementation. Planning is a preparatory stage in the implementation of a job to achieve goals.

In learning activities, teachers carry out planning by compiling and preparing lesson plans (RPP) before the learning process is carried out. The preparation of lesson plans is intended so that the learning that will be carried out can facilitate all students to learn actively, innovatively, creatively, effectively, and fun. A good lesson plan is one that is prepared by considering the results of reflection/evaluation of the previous learning process.

Some important reasons that lesson plans must be used as guidelines in carrying out learning are: (1) as a guideline for implementing activities to achieve goals; (2) as a basic pattern in organizing the duties and authority of each element involved in learning activities; (3) as a work 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 have made learning tools, especially lesson plans, which are submitted to the madrasah head at the beginning of each semester. The lesson plans were checked for completeness and conformity with national education standards.

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

The head of madrasah signs the lesson plans that have been prepared by history teachers as evidence that they have checked for completeness and conformity.

However, based on the results of observations and interviews with teachers, it was found that the learning tools including lesson plan documents collected were generally downloaded from the website providing learning tools. There are only a few teachers who modify the downloaded lesson plans to adapt to the context of students, the rest of the lesson plan documents collected are purely download results that are not revised and adjusted. For some teachers, lesson plans are only a document that must be owned but not to be guided. the availability of lesson plans is needed as an important supporting document for payment of professional allowances. On the other hand, these history teachers understand that lesson plans are important documents in realizing 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 instill positive values from history.

The above is a common phenomenon that occurs 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 apply it well in the field.

As is known, 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 have an impact on learning outcomes. For this reason, teachers must be able to organize and plan the learning they will carry out. Teachers need to make lesson plans so that the learning process can run effectively and efficiently and learning objectives are achieved.¹³

Lesson planning is very important for all teachers to achieve learning objectives effectively and efficiently. Teachers in carrying out their duties must be able to plan and organize teaching materials to be used, plan classroom management, plan the use of learning resources and media that

¹³ Tatang Hidayat 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.

will guide the learning process. A well-structured lesson plan has a positive effect on teachers, students and 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 that involves interaction between teachers and students and mutual communication that takes place in an educational situation to achieve learning objectives. The ideal learning process is a learning process that is able to facilitate students to learn actively, innovatively, creatively, effectively, fun and meaningful.

Regarding the learning process at Madrasah Aliyah in Aceh, the author conducted research by focusing on 3 elements, namely: active student involvement in the learning process, the use of learning methods and media, and classroom management.

a. Active student involvement

Based on the results of classroom observations that the author conducted in the field, it shows that active student involvement in the history learning process is still lacking. This can be seen from the passivity of students to ask questions and discuss. Teachers also rarely invite students to discuss. Learning that is carried out is still dominantly one-way, namely the teacher provides material and students listen to the material provided. The learning carried out has not been able to involve students' higher order thinking skills.

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

In this case, the teacher's pedagogical competence affects students' interest and motivation to learn, especially in history subjects.¹⁵ Teachers are not only in charge of transferring knowledge

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).

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*

and skills to students, but also educators and mentors who help students achieve their maximum potential, especially in terms of academic and non-academic potential. Through this role, teachers must be people who can encourage students to learn. Therefore, pedagogical competence is closely related to the didactic and methodological skills that teachers must possess to play the role of a good educator and mentor.

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

b. The use of learning methods and media

The results of interviews with history teachers show that history teachers' understanding of learning models, strategies and methods is quite good. The teachers also have a good understanding of the media and learning resources that are good to use in learning history. Regarding the ideal pattern of history learning development, in general, history teachers can clearly describe both 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. Reference books for subjects and learning infrastructure that support history learning are still lacking and teachers still lack the initiative to create media and learning resources by utilizing the surrounding environment.

The results of the study found that the learning motivation of social studies program students is lower than that of science program students. This is caused by several factors, including the mindset factor that science program students are diligent, smart students and conversely social studies students are students who have low cognitive abilities. The learning process that is less interesting and

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 Sambaja," *Borneo Journal of Islamic Education* 1, no. 1 (2021): 39–51.

conventional is also one of the factors that cause lower interest in learning social studies program students.

In learning activities, the teacher will be the determining factor for 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 are in accordance with the circumstances of their students.

As it is known that the objectives of history education in the form of knowledge, skills and values derived from each historical event can give meaning so as to develop the identity of the nation.¹⁶ Learning history has a role in shaping students' personalities so that they can understand the noble values of the nation and can compete in a future (globalization) full of challenges and surprises. For this reason, history teachers must have a high commitment in carrying out a quality learning process.

c. Classroom Management

Classroom management is no less important in realizing 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 student learning, by establishing good relationships between 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 placement of chairs and tables makes it easier for students to do activities in learning activities. In general, each class in Madrasah Aliyah in Aceh is also equipped with cabinets and shelves for storing student equipment and placed in a place that is safe and easy to use by students. In some classes, there are reading corners that are neatly organized and can be used by students in an effort to habituate literacy in the madrasah environment.

The data above shows that the classroom management carried out by teachers in Madrasah Aliyah in Aceh is good. However, there is also a point of concern in this case that although the management is good, it has not had a direct impact on increasing students' enthusiasm for learning history. This is due, among other things, to the lack of facilities and infrastructure that support history

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

learning such as reference books, media, and other learning resources. there are even 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 madrasah aliyah history teachers in general did not have a student development journal book, had not written the development of student character and had not completely written the development of student character every meeting or within a certain period of time. The journal book is a book that contains records of student attitudes during learning activities and it is an important part of classroom management. The journal book usually contains notes ranging 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 guideline in seeing the development of student character.

3. Learning Evaluation

Evaluation is a process of inquiry and/or judgment that gives meaning or value to what is being evaluated. Evaluation is the most important part of the learning process, to find out how successful students are in learning. Assessment can be done to determine the level of program implementation, process, and learning outcomes. Assessment aims to evaluate the effectiveness of the program, process evaluation aims to determine student activity and participation in learning, while outcome evaluation aims to determine student learning outcomes or competency formation.¹⁷

Based on the data obtained during the research that on the implementation of teacher evaluation using tests and non-tests. While the tests that are often carried out are written tests, homework, group assignments, and daily tests both in the form of essays and multiple choice. In carrying out evaluations, teachers predominantly use written tests. While the non-test form of evaluation is in the form of teacher observations of students regarding cooperation, responsibility, patience, and democratic nature and student character.

The results showed that the final semester exam questions for history subjects were made by a team under the Ministry of Religious Affairs of the district or city. The process of making end-of-semester exam questions in

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

madrasahs under the Ministry of Religious Affairs in the city/district is carried out by appointing several subject teachers to make exam questions for a subject. History teachers do not analyze the items, both from the level of validity, reliability, differentiating power and the level of difficulty of the questions due to the lack of understanding of teachers in conducting item analysis.

The activity of analyzing the items given to students also needs to be analyzed. This is because so that teachers know the competence or capability of students whether they have realized the predetermined objectives, determine which objectives have not been realized so that suitable corrective actions can be taken, provide information to teachers about successes and challenges regarding the achievement of learning objectives, plan procedures for improving lesson plans, and determine whether additional learning resources need to be provided.

Learning is a unique and special job and 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 means that teaching as a profession requires educational and learning skills in order to be able to carry out the job effectively and efficiently. Teachers need specialized skills in their work. These specialized skills are acquired through a long period of education and training. Every professional always tries to provide the best service to their customers, 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 must fulfill several predetermined requirements. One of them is having four competencies, namely pedagogy, personality, professional, and social competence. These competencies are needed because the teacher's job is not only to transform knowledge, technology, and skills but also to build students' character.¹⁸ Strategies that can be carried out to improve teacher competence are implementing teacher education qualification improvement programs, integrated competency-based training programs, supervision program education programs and teacher training empowerment programs, carried out 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

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>.

responsibility, both to the students, to society and to God. A teacher can be considered a professional if: (1) has a commitment to students and the teaching and learning process, (2) has a deep understanding of teaching materials and how to teach them, (3) is responsible for monitoring students' learning progress through various assessment techniques, (4) is able to think systematically in the performance of his/her duties, (5) must be part of the community, learn in one's professional environment, (6) strives to improve 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 shortage of teachers and teachers' pedagogical competence. There are several things that can be recommended to improve these competencies, including (1) involving universities in strengthening professional competencies; (2) strengthening teacher forums in the field of study; (3) developing the capacity of school/subject supervisors who are responsible for improving teachers' professional skills; (4) strengthening and intensifying the role of the Teacher Training and Development Center (PPP) in line with the clusters of scientific fields; (5) organizing workshops or intensive training sessions for teachers' mastery of teaching materials; and (6) providing additional college scholarships for teachers.²¹

On the other hand, the research also found that madrasah aliyah supervisors are still limited and do not match the ratio of teachers and madrasahs. The number of teachers and schools supervised exceeds the limit of the provisions that must be supervised by the supervisor. Some supervisors have travel distances to schools that consume a lot of time because the distance between schools is far. This results in supervisors not being optimal in conducting supervision and visits to schools. Madrasah Aliyah also lack supervisors who have a background in history, both general history and Islamic cultural history. This results in history teachers being supervised by supervisors who have 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

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.

values contained in a historical event can be applied in everyday life and an understanding of the meaning of the past for the future can be obtained. 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 love for the country, a sense of responsibility and national spirit in everyday life.

Based on the results of research conducted in the field, it is known that strengthening the character of pacifism through history learning at Madrasah Aliyah in Aceh has not been implemented optimally. There are several things that cause strengthening 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 done in an integrated manner with other subjects and with activities carried out at school. The characters that are raised through activities both in class and in the school environment will become a habit so that it becomes a school culture so that it can be applied by students when they are in the social environment of the community.

Conclusion

The History learning process at Madrasah Aliyah in Aceh has been carried out with some notes of findings. History subject teachers already understand the process of preparing lesson plans and have designed lesson plans even though they are not optimal, there are also still teachers who copy and paste in preparing lesson plans without making modifications so that it seems that lesson plans are only limited to documents to complete administrative requirements for disbursing professional allowances. Active student involvement in the history learning process is still lacking. This can be seen from the passivity of students to ask questions and discuss. Teachers rarely invite students to discuss. Learning that is carried out is still dominantly one-way, namely the teacher provides material and students listen to the material provided. The learning carried out has not been able to involve students' higher order thinking skills. In preparing evaluation instruments, history teachers do not analyze the items, both from the level of validity, reliability, differentiating power and the level of difficulty of the questions caused by the lack of understanding of teachers in analyzing items.

Strengthening the character of pacifism through history learning at Madrasah Aliyah in Aceh has not been implemented optimally. There are several things that cause strengthening 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 carrying out learning, history teachers have different educational backgrounds, pedagogical competence of teachers and the lack of history teacher development activities.

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