

THE ENDEAVOR VALUES OF KH. AHMAD DAHLAN AS THE SOURCE OF CHARACTER EDUCATION IN SENIOR HIGH SCHOOL

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ABSTRACT

This study aims to explore the potency of historical awareness as a foundation to build the student's character through the history subjects that focused on the study about the biography of a figure. The values used in building the character of the students also come from the biography of some marvelous leaders, aside from historical events. One of the famous figures that become a reference for historical studies is KH. Ahmad Dahlan with his biography which depicts his struggle. Learning plays an important role in the character development of students. They would gain opportunities to find values and wisdom from any historical events through the history courses. This research is using a qualitative descriptive method with a case study approach to learning about the biography of the figure. From the endeavor of KH. Ahmad Dahlan, the writer could derive the values as follows: responsibility, patriotism, nationalism, tenacity, critical thinking, and be grateful. The endeavor values of KH. Ahmad Dahlan is applied Through the history course which then becomes a medium to build the character of the Senior High students.

KEYWORDS: KH. Ahmad Dahlan, Character Education, History Course

INTRODUCTION

Education these days is encountering a massive challenge with various amounts of juvenile delinquencies and misbehavior which grows the restiveness inside the society. A more concerning matter is that there are some negative tendencies among the lives of the teenagers recently. The delinquency and misbehavior among teenagers are increasing and happened in forms like the frequent occurrence of students' brawls, the declining rate in awareness and delicacy against other people, teachers, or parents (Setyowati, 2009: 149).

The control against social norms and values has no longer functioning. The rules and order in school are considered as a meaningless slogan (Dono, 2010:16). Therefore, the education system should be reformed to encounter the crisis. One of the methods is through the character education that emphasizes on the character development of the students. If a person is possessing a strong and goodwill character, thus he/she will be able to overcome life challenges. Therefore, character education is mandatory to be implemented in the education system of Indonesia.

The history courses hold a strategic role towards the development of the character and civilization of a prestigious nation, as well as forming an Indonesian society that respects the nation and the

motherland (Aman, 2011: 57). The history course, in general, is supposed to form a goodwill citizen, enlighten the students to understand their identity and their surroundings as well as providing a historical perspective (Dennis Gunning, 1978: 179-180).

The development of students' character in a history course is based on the awareness of the history values itself. History courses are expected to provide the students with character values of the nation, like patriotism, discipline, responsibility, respect for the nation and motherland, independency, hard-working, tolerance, social awareness, honesty, and religious attitude (Suyadi, 2013:8-9). Therefore, history teachers should provide their subject with character values and develop them using a more creative and innovative teaching strategy.

The source of character education can also come from the cultural life around the students, the values that derive from religious teachings and tradition (Leo Agung, 2019). One of the effective ways to implement character education is by using examples from the biography of an inspiring figure as a source of historical studies.

Among many biographies of various figures, the biography of KH. Ahmad Dahlan could be the one to use as a medium to develop the character of the students. The endeavor story of KH. Ahmad Dahlan can be used to transfer the character model towards the students in a form of study material. The wisdom from the biography of KH. Ahmad Dahlan becoming an important thing to be taught so that the students can be excel not only in cognitive but also in spiritual intelligence.

METHOD

This study is using a qualitative descriptive method with a case study approach. The qualitative descriptive method is selected by adjusting with the compatibility of the study object. Bogdan and Taylor (in Moleong, 2002: 3) define the qualitative approach as a research procedure that generates descriptive data in form of written or spoken words from the people who were observed as the subjects of the research. The case study consists of the research about a real-life phenomenon, in a contemporary context or setting (Creswell, 2018). This method is used to describe the implementation of endeavor values from KH. Ahmad Dahlan as a source of character education through the history courses in Senior High School.

RESULTS AND DISCUSSION

The Description of Endeavor Values of KH. Ahmad Dahlan

A value is a belief about the way of life and final purpose which is desired by a human being, and they use it as a principle or standard in their lives. As it is being formed, a value also possessed certain characteristics to be changed. This is because the value is obtained in separate ways. Obtained from the cultural experience of society or individual, that engraved in the psychological structure of an individual. Therefore, the value becomes long-lasting and stable. Value tends to stay

still, even though it is still possible to be changed by certain things, like when there is a change in the culture system where an individual is staying.

(Mulyana, 2004) define that value is a reference and belief in determining a choice. Mulyana stated this definition which explicitly includes the judgment process of the value itself, not only from a "yes" answer which leads to a final result. Overall, a value is divided into two groups: values of being and values of giving. The values of giving are values that need to be implemented or given that they would come back as much as it was given. The values consist of loyalty, trustworthiness, respect, love, affection, delicacy, unselfishness, kind, friendly, fair, and generous (Linda, 1995: 28-29).

Value is an abstract entity, its standing point is behind facts, it leads to action, contained in one's morals, emerged as an end of psychological process, and it is developing into a more complex structure. The implementation of a value within an individual can also come from a reference of a role model, a figure, or it is also known as an implementation of values through the biography of a figure.

As a history of someone's journey, biography represents both implicit and explicit values. Values like hardworking, goal-oriented perspective, honesty, discipline, and independence possess an important role to prepare the students in developing their values. Character values that emerged from the journey and life experience of a figure become a relevant example for the upcoming generations. Biography is an effective learning medium to arouse the historical awareness of the students, especially in Senior High School. In its relation with historical awareness, the biography provides a challenging role, especially related to the epistemological question regarding how the knowledge is built through the inquiry towards the biography (Kransy, 2006: 8). This question appears because for most of the time, a biography is based on what someone said about it, or what figures said about it, and rarely depends on a deep process of research according to the evidence or the existing facts. The implementation of the character education can be done by learning about the biography of a famous figure, KH. Ahmad Dahlan. Through a study based on the biographical values of a figure, students would find moral values related to a modest personality and adhere to principles, self-esteem and a high nationality spirit.

KH. Ahmad Dahlan was one of the biggest ulama that plays a role in fighting the colonial government. Along with that, KH. Ahmad Dahlan was also a figure of education in the Dutch colonial period. He develops an education concept that suits the social, culture and religious life of the Indonesians. Not only developing the education concept for the indigenous people who still underwent the colonialism, he also contributes in implementing and directly involved in the education sector, also struggling to establish the education for the people in creating the Muhammadiyah organization. The Muhammadiyah organization is developing a freedom spirit for the indigenous people by using a foundation of socio-cultural power, and religion on the other hand.

The influence of KH. Ahmad Dahlan becoming stronger after he establishes the Muhammadiyah in Yogyakarta. Muhammadiyah becoming an organization that creates a civil society movement through missionary endeavor. It exists as a civil society that focused its attention on its people in religion, social, and education sectors. As a civil organization, Muhammadiyah has run its political movement. Nationally, Muhammadiyah has taken part in the national resurgence movement, putting the foundation of a nation and the dream of independence, as well as maintaining the Islamic politics (Hedar Nashir, 2011: 53- 54).

KH. Ahmad Dahlan have a certain view that the gruesome condition of the people in economy, politics, social, and culture under the existence of colonialism, also the religious life that is less appropriate according to the Qur'an and Hadiths were causing the static and fatalistic manner, which is interpreting the bad condition and suffering as a blessing. To overcome this problem, a new resurgence of awareness is needed so that the society have their self-reliance to change their lives. For the religious people, turning back to the teachings of the Qur'an and the Hadith is believed to be a way to rebuild their self-identity, self-confidence, and courage to fight against the evil (oppression), and has the will to build the goodness (independence) (Sodiq A. Kuntoro,2006:138). This idea becomes the basis of Muhammdiyah educational campaign.

KH. Ahmad Dahlan carries out his character education process by progressing slowly but surely towards his disciples. The courage to do a good deed is more important than just reading a theory. Therefore, the method used in teaching the students is by understanding the meaning and then implement that and practice the good deeds in daily life. KH. Ahmad Dahlan based his moral education on the teachings of Islam which consist of three cases, such as faith, knowledge, and charity as the initial basis, which then goes along with the science to support the existing beliefs.

So much progress in the education sector and the struggle in general that has been carried out by KH. Ahmad Dahlan. This means that this figure has a role in instilling strong and noble characters in the school environment especially at the high school level. Given the positive influence of KH. Ahmad Dahlan's biography towards the learning process, it needs serious attention from the educators regarding the implementation in schools.

Character Education within the History Course

According to Thomas Lickona (1992: 12), character education is a sincere attempt to help someone understanding, aware, and act according to ethics. Character education is an important substance to control the human side in this all-digital and global period (Alexandra, 2013:2). This research is appreciating the character values of hard-working, nationalism spirit, responsibility, unity, cooperation, loyalty, sincerity, tolerance, social spirit, empathy, and humbleness.

Character education aims to improve the quality of the implementation and educational outcomes that leads to the succession of developing the noble character of the students as a whole, integrated

and balanced according to the graduate competency standards. Through character education, students are expected to be able to improve independently and use their knowledge, to study and internalize as well as personalize the character values and noble personality so that it can be manifested in daily behavior.

The implementation of character education cannot be separated from the national education's functions and objectives, which is to develop capabilities and shape the character and civilization to a dignified nation in the context of educating the nation. Also aiming to develop students' potential to become faithful and devoted human beings of God Almighty, noble morality, healthy, smart, capable, creative, independent, and become a democratic and responsible citizens.

A study that is oriented on creativity, innovative, independent, honest, discipline, hard work, tolerance and mutual respect (character-oriented learning) has not been widely applied. Until now, it is still commonly believed that the succession of a student is only determined by the capability of their cognitive aspect. According to Rais (2012), this is not true. He stated that actually, the emotional maturity that is formed is the one aspect that determines the success of children. Therefore, the one aspect that can be used as the spearhead is by providing reinforcement for the character education at every level and education unit, starting from early childhood until the college.

Mulyana (2004) stated about the implementation of character-based holistic education that consists of nine character pillars, as follows: (1) love God and all of His creations, (2) Responsibility, discipline, and independence, (3) honesty/dignity and wisdom, (4) respect and politeness, (5) generous, helpful and cooperation/teamwork, (6) confidence, creative, and hard-working, (7) leadership and justice, (8) kind and humble, (9) tolerance, peace, and unity.

The character values that were expected by the government has already contained in Regulation No. 20 of 2003, Article 3 concerning the National Education System. Eight elements need to be realized in each student, such as (1) faithful and devoted to the God Almighty, (2) noble morality, (3) healthy, (4) keen-witted, (5) dependable, (6) creative, (7) independent, and (8) being a democratic and responsible citizen. According to Lickona (2012: 74), the school should be teaching moral values like hard work, nationalism, love for the motherland, responsibility, togetherness, cooperation, solidarity, sincerity, tolerance, social conscience, empathy, and humbleness.

History course possesses a strategic meaning towards the character development of the citizens as a part of a dignified nation and in the formation of Indonesian citizens who have a sense of nationalism and love for the motherland (Aman, 2011: 57). According to Kuntowijoyo (1999), a person who studies history will not be seeing things as monocausal but with Pluribus perspective. Thinking historically meaning that the thinking process is based on development. According to Kochar (2008: 54-64), the values contained in history are (1) scientific, (2) informative, (3) ethical values, and (4) nationalism values.

Based on this opinion, it is clear that history courses not only support students' knowledge but contain other aspects that are needed by students in their lives.

History course provides knowledge, values of life, and a developing manner. Past knowledge contains wisdom values that can be used to exercise intelligence, develop the attitude, character, and personality. Historical values such as nationalism, patriotism, heroism, unity, tenacity, responsible, etc. are commonly found by studying and reading history. Learners know how the heroes and leaders devote themselves to the nation and state. This kind of historical awareness can guide humans in understanding themselves as a nation (Soejatmoko, 1976: 8). Learning history is required to form a generation of people who are aware and proud of their people.

When viewed from a cognitive perspective, history course at the high school level does not emphasize themselves in memorize about years and past events, but more focused on processing knowledge so that students can think critically. Furthermore, in terms of the affective aspect, learning Indonesian history could direct the students to have a good attitude following what is exemplified by history course.

History tells many examples of figures who can be set as good examples by the students. While in terms of psychomotor learning, Indonesian history hone the skills of students in implementing the values that they already know in the real world. Viewed from this aspect, historical learning (Suswandari, 2010: 32) has advantages in the process of transforming values and moral precepts that bind the behavior of students and society in general.

CONCLUSION

The endeavor values of KH. Ahmad Dahlan provides lessons about values that must be acquired by the students. The values of biographical knowledge of a figure can be used in history learning as a medium to develop character education, especially for the students at the high school level. Students who receive instruction from the teacher must also have good character and attitude because the attitude of the students towards the teacher has a big role in regulating patterns of interaction in the respectable principle so that the knowledge that was given by the teacher can be received well and can be applied in daily life.

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