

The Role of Teachers in Students Character Development Through History Learning

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Abstract - The purpose of this study is to determine the role of teachers in building the character of students through history learning in class X SMK Husada Prima Samarinda and to determine the obstacles they faced. The type of research used in this study was qualitative research that focused on the cultivation of character education through learning history and the obstacles that occurred. Data collection techniques used in this study were by observing the learning process between teachers and students, interview by interviewing five respondents, questionnaire by distributing questionnaires to students and documentation techniques by collecting school photos, took note of the learning processes and learning tools. In the analysis of data, the researchers carried out data collection, data reduction, then concluded. The data validity checking technique applied methods and source triangulation. Based on the results of the study, the teacher's role in building students' character through history learning in class X SMK Husada Prima Samarinda was not fully implemented due to the lack of conveying character values through history learning. The teachers were lack of planning to put character education in their lesson plan, whereas the implementation of said character values is lacking due to the lack of support from facilities and infrastructure. However, the teachers still delivered the motivation aspects and on evaluation attitudes were assessed based on facts. Obstacles faced by teachers and students were curriculum changes making annual, semester programs, lack of facilities and infrastructure.

Keywords - Teacher Role; Character Education; History Learning.

1. Introduction

Teachers have a very large part to play in educating a nation. Because teachers are seen as the frontlines of the education system. The teacher acts as a teacher, instructor, mentor, trainer, consultant, innovator and motivator. Teachers also play a major role in delivering information, as well as instruction on principles and morality. The instructor is thus the cutting-edge element for the creation of the nation's generation.

A case of a student's struggle in which a teacher intended to break them down. Yet the intention of the teacher said,

led to persecution [1]. The nature of this case ultimately posed a question which is why students in school no longer value the position of the teacher? Indonesian Law on the National Education System Number 20 of 2003 Article 3, which reads the National Education Feature, seeks to develop capacity and form the character and civilization of a dignified nation in the sense of educating the nation's life, to develop the ability of a student to become a person who carries faith and devotion to God, is noble, good, knowledgeable, capable, innovative, independent, and a democratic and accountable person.

When implementing character education, the teacher is required not only to deliver the content but also to develop the student's attitude. The teacher is solely responsible for the students during the teaching and learning process. This is where the role of the teacher is required to instill good character in the students, rather than being a teacher that the students hate. Taman Siswa college founder Ki Hajar Dewantara. Also known as the father of Indonesian education Ki Hajar Dewantara has the proverb of education in Indonesia which reads:

"Ing also sang, ing mayo mbangun karst, and tut wardens handayani" which translates: "(for those) in front should set an example, (for those) in the middle should elevate the spirit, and (for those) behind should give encouragement." Besides this proverb, history also plays an important role in education, in particular the students' character education.

History learning is one of the topics which can be used as a way of teaching students character education. Via pre-literacy content that has values of character, such as values of social care, imaginative values, values of hard work and discipline, values of duty and freedom, communicative values, values of equality, loyalty and collaboration, and religious values.

As for the character values in the material of the Hindu-Buddhist and Islamic times, such as; the value of hard work, the value of independence, the value of appreciation for

accomplishment, the value of discipline, integrity, and obligation, the value of obedience and religious values. Based on the above description, this analysis will examine the education of character in school that was combined with the subject of history. Researchers, therefore, conducted a study entitled "The Role of Teachers in Character Development of Students by History Training in class X SMK Husada Prima Samarinda"

2. Methodology

The type of research used in this study was qualitative research centered on the development of character education through the analysis of history and the challenges faced by teachers during the process.

Data collection techniques used were observation techniques by examining teachers and students during the teaching and learning process, interviewing techniques by interviewing five respondents, questionnaire techniques by providing questionnaires to students, and documentation techniques by recording photos of the school, learning processes, and learning instruments. The researchers performed data collection, data reduction, and drawing some conclusions in the review of the results. As for the technique of data validation, the methods triangulation and source triangulation were applied.

3. Findings and Discussion

The researchers presented the findings of the research on teachers' role in building student character through history learning in class X SMK Husada Prima Samarinda, based on the above explanation.

Cultivating education of characters by preparation of learning history. The findings of an interview at SMK Husada Prima Samarinda with Mr. Koko as Waka Curriculum are as follows:

"Nowadays, the essence of the instructor has been decided by the basic skills and the core skills, even by the lesson plan. Indeed, the arrangements, in my view have been carried out, they just need to be improved, let 's say that during the test, for example, you start with a critique, greetings first for a few minutes, and in fact, it has to be emphasized.

You start with a critique, first greetings for a few minutes, and in fact, it must be stressed that your scientific aspect must be carried out in certain points "(Interview with Mr. Koko, Curriculum Vice-Principal on 13 November 2019)

Mr. Koko went on to explain:

"See, will the instructor get to practice at home first? Yes, they shouldn't?

At home the planning like I'm going to teach this theme in the next meeting, right? Is this theme for you? Oh, the subject is about the Kutai Kingdom, what does the Kutai Kingdom mean? Where is the kingdom of Kutai? What is the media source, which the teacher must provide? It is a must that the teacher sequentially teaches the content. By jurisdiction. And this must be the way it is. The teacher has to study and, in my opinion learning beforehand is necessary."

Mr. Koko continued his explanation again:

"Okay, like what I've said in the beginning, number one in which media we should use, and if the teacher wants to, the media can be developed, right?

On the day before the meeting, the teacher must study and they must learn the material beforehand so the content is correct. To my mind, it's best to know beforehand. Mr. Koko has echoed his explanation: "Okay, like what I said in the beginning, number one we should use media in, and if the teacher wants to, the media can be developed, right? Now, if we want to visit the kingdom of Kutai, we have to go to Tenggarong. When would you be going to Tenggarong? It's because there's the core of the kingdom and they're trying to discover it... oh, it goes like that.

Next, what kind of media to have. Second, the language's expression and language itself must be authentically extracted from where it is from.

History is full of stories hence storytelling and other history-related things are done according to the original plot. "(Interview with Mr. Koko Marjoyo, Curriculum Vice-Principal, November 13, 2019). The findings of an interview with Mr. Rahman as a history teacher at SMK Husada Prima Samarinda on the preparation of learning events, meanwhile, are as follows:

"Yes, everything has to be prepared, prepare everything beforehand, we will proceed with the learning process, usually two weeks before the meeting, once we have finished the preparation." Also, Mr. Rahman said:

"Usually we already have the lesson plan we have drawn up and it will be supported by textbooks, we will teach it later in the class through our lesson plan."

"The sources are: first, of course, the textbook, second, from the media, whether it's social media, from the internet or a video. "The teaching model is usually like a lecture, a discussion, as it's best to just watch it for a demo." (Interview with Rahmansyah, a history teacher on November 20, 2019).

Next, the findings of an interview with Syahrul, Syirin, Amel, Cindy as class X students at SMK Husada Prima Samarinda whose opinion is almost the same, so the researchers will take as follows one representative namely Amel, who is a class X student of SMK Husada Prima Samarinda:

"The teacher once said he was practicing every night before teaching it, and during the learning process he 'd memorized everything." As for adding Syahrul to SMK Husada Prima Samarinda's Grade X student, he said, "Okay, mostly just chat," "yes, build a party." (Amel and Syahrul interview, 18 December 2019, with students and Class X students).

Activities Implementation

The results of an interview with Mr. Koko as Curriculum Vice-Principal at SMK Husada Prima Samarinda concerning the implementation of learning activities in historical topics are as follows:

"For example, if what we want to know is the Kingdom of Kutai, the process of teaching and learning could not be

done in Samarinda alone since it will be just storytelling, so let's just go to Tenggarong, there is literacy, they can also learn about the visuals of the Kingdom. And if they know the official source rather than the untrustworthy sources and that's what the series-connected to the core competency or basic competency in the K13 lesson plan is like that, well, that's just what I think.

After that, how can student feel good about our ancestors' lessons or artifacts from ancient times. Ya we've got to introduce them to these, yes, play the video so we're closer to that subject, ask questions, offer one inspiration to inspire students to know about historical relics.

Collaborative learning will occur when we do outside of school teaching and learning activities (KBM).

Mr. Koko kept the conversation going:

"You go to Tenggarong for example. Tenggarong is famous for its cultural city and is known for being the king's city.

This promotes tourism immediately, their students can learn the art and culture, English, go to the planetarium and learn about astronomy and even biology, and so on. And the students will... well, this is a direct education that shows everything from the sources. So, students may understand what they learn like oh, so it's like this.

Must the students still learn to speak English? Obviously. Since this is the tourism city, they will learn English, like it or not. If you come across an American how to explain Kutai in English? What if you have no understanding of the language waaaaa ya. Yeah, that's how I feel, Ms. Utami, yaaa. "(Interview with Mr. Koko, Curriculum Vice-Principal on 13 November 2019).

He further added:

"So, in line with history and character education, you must provide an example of the continuity that the Eastern tradition and culture are like this and that it will be instilled directly into the students, the character, the culture, the courtesy too.

There's no way someone learns about culture... aa... that person learns the character of the Americans who are brought here and assimilated with the culture of the local people, well it's going to turn out bad. That's why we have to start, it depends on every teacher for that consistency.

Yeah, I'm like this, you're going to know history first give the trick, and the steps they're going to take, and you're going to teach them, the best illustration is to wear a uniform community. I've got the details, the nurse's history will be all white shoes, white suits, white tops, right? Now, what if they do not force them to wear them? The nurse, for instance, wears a pair of black shoes, they need to be constantly reminded of the all-white uniform rule and they recognize this history. If you want to look at the hospital, there will still be an all-white link with a nurse, right?

Yeah, if you're a nurse, then the nurse itself in the past that should be learned, it should be that way. Now, all that remains is the nurse's character "(Interview with Mr. Koko, Curriculum Vice-Principal on November 13, 2019). Another comment supportive of Mr. Koko is:

"Okay... that's a general and natural response because not every person or student has the same degree of intellect. So, how do we respond to it, well, if it's handled like this, it'll heal instantly, even if the clarification needs to be repeated two or three times to make them understand, just do it? Well, once the slow learner students have to have the question, yes, yes, the answer is almost right, the smarter ones will add more to perfect it. That's to get the students primed and excited to learn. Oh, so that's the sense of education is like that. "(Interview with Mr. Koko, Curriculum Vice-Principal on 13 November 2019).

In addition, the results of the interview with Mr. Rahman as a history teacher at SMK Husada Prima Samarinda regarding the implementation process of learning activities are as follows:

"I typically do it, yes. Firstly, I provide an overview of the main topic of the subject. Secondly, they will check for the main idea or read it for themselves after it is addressed or we will ask and session answer a question."

"The one that is sometimes used is like that, we endorse it by having a video to help them understand the content quickly. "I typically give the character education to those who already know about it. I usually invite them to take part in visits to historic sites to further the growth of their character."

"Motivation-we have to inspire students before closing the teaching process, what I love to share is typically reminding their parents, and if they remember their parents, they're going to concentrate on teaching and learning activities, that's the motivation.

More to yourself and consider the sacrifice of their parents to send them to school. "(Interview with Mr. Rahman, a history teacher on 20 November 2019).

The learning process employed the form of discussion (Source: Personal Filing)

Next, the results of two students interviews as their friends' representative, with Syahrul as SMK Husada Prima Samarinda's class X student, as follows:

"Crowded is good, as long as we're not out of college."

"And flexible."

"That's not easy to understand personally."

"Oh, mainly debate."

"I've never used PPT for the instructor."

"Nothing, just group together to solve a problem,

After that, it was being asked at the front right now.

"Well, the teacher told me to prep for the exam, to know what you have not yet learned" (Syahrul interview, grade X student, December 18, 2019)

As for the outcome of an interview with Syirin as an SMK Husada Prima Samarinda student in class X, that is:

"Not bad, Ma'am, the incentive is... like constantly working, working hard to make the grades decent."

(Syirin interview, class X, 18 December 2019)

Assessment

The findings of an interview with Mr. Koko as Curriculum Vice-Principal at SMK Husada Prima

Samarinda about the assessment of learning in the subjects of history are as follows:

"Okay... attitude evaluation, basically, it's done through religious education and civic education, they learn character from these topics, as far as character education in history is concerned, it's about how to respond when this child seems sleepy or sleepy while I'm teaching, how to respond to the character of such a student and how to wake them up, The student must be encouraged and inspired so that he doesn't need to be sleepy. For instance, first, you should freshen up, wash your face, seek fresh air, and then come back. It's fine. It's impossible to expect students to understand and memorize what they're studying directly in the classroom, only 5 percent are considered decent to be instilled in their head, right? Form of reading. Really much... No-one can answer when the teacher asks questions... When does the teacher ask if they comprehend or not? They're going to say they get that anyway, it's just like that. The teacher needs to consider the student's character.

Mr. Koko further added:

So, you're not going to be confused when you're teaching, not to feel frustrated, there's a method that's also good, there are lectures, there are discussions, especially if there are presentations, that's very good. In the topic of literature, it has many presentations and debates. Why? For what?

Mr. Koko added:

So that when you are teaching, you will not be confused, not to feel frustrated, there is a method which is also good, there are lectures, there are discussions, especially if there are presentations, that is very good. In the history subject, it has many presentations and discussions. Why? Since this is the way our education is, history is taken from something we didn't learn before. If it weren't posted, then we'd never know, right? Okay, this is what we talked about. For what reason? The brainstorming is done yet Google can't do it for the students. They depend on tutorials,

From anywhere there's his '(Interview with Mr. Koko Marjoyo, Curriculum Vice-Principal, 13 November 2019). the topical background that gives the impression that's what history is. This is my opinion, yes.

In addition, the results of an interview with SMK Husada Prima Samarinda on learning evaluation activities on historical topics by Mr. Rahman as a history subject teacher are as follows: "What we test generally begins with the attitude, the skill, and the information, the three most important ones, the rating format is also accessible from all three, And there are minimum criteria for completeness or KKM, so the KKM is different between attitudes, knowledge, and skills, that's it "(Interview with Mr. Rahman, a history teacher on 20 November 2019).

Obstacles that teacher faces when planting character education for historical subjects

Internal Hurdle

The Builder

Here are some findings from interviews with class X SMK students Husada Prima Samarinda: The outcome of an

interview with Syahrul as a Grade X student of SMK Husada Prima Samarinda is, "The teacher is humorist, ma'am, what's important is that the teacher allows us to be a little loud in class as long as we don't get out. Well, not really, we may cheat, but we shouldn't be loud and bother other classes" (Syahrul interview, grade X student on December 18, 2019).

Cindy as a class X student of SMK Husada Prima Samarinda, who was the representative of Syria and Amel because their answers were almost identical, added, "Excellent, nice, can be humorous, is different from other teachers who cannot tolerate joke."

Cindy as a class X student of SMK Husada Prima Samarinda, who was the representative of Syria and Amel because their answers were almost identical, added, "Excellent, nice, can be humorous, is different from other teachers who cannot tolerate joke." (Cindy interview, class X, on 18 December 2019)

a. External Restrictions

Scheduling

The results of a joint interview with Mr. Koko as Curriculum Vice-Principal at SMK Husada Prima Samarinda regarding the obstacles to the planning of learning in the subject of history are as follows:

"Hurdles planning? Oh yeah, there are so many here.

The planning is like this, the school has two plans according to the annual program or semester program. The semi-annual program is for the first semester, right? First is an introduction and then what it is called with a quick exercise to demonstrate that at this SMK, the learning cycle is like this then another semester program will be taking part in a festival, for example, and so on to boost the quality of the students. Well, losing or winning doesn't matter, the important thing is to encourage them to participate, to develop their confidence, yeah, I took part in this, even though I lost, right?

Mr. Koko went on to explain the obstacles a teacher faces: "Ok, that's the semester program. What about the annual program? There's some fun character education like the National Independence Day celebration on August 17 with various styles of competition requiring them to plan anything including their spirit, etc. Second, oh then there's yeah, the school's birthday. Hey, participate in the promotion and commemoration so that they help the school organize an event that needs to be well organized. If it's an annual program, preparation will take place because they have a short- and long-term program and it's my responsibility to track all the teachers... oh, so it's going to be like that later... And, according to the program, it does. As long as we're making the matrix.

You're all here as an example but you have no matrix, do you? What is your plan of work you guys haven't yet made? Oh, it's going to be about social for the Community Service System and about the Field Introduction to Kindergarten, it's going to be about education, sir. Then, all of these examples we direct.

Yeah, the vertical garden, yeah, which material is going to be used, and so on, you've built it, so, you're doing it, well, like this, I'm not going to tell you how, the vertical garden should be made like this, the technique is like this, the protection level should be like that.

So, we have two-semester programs, and more or less an annual program. "(Interview with Mr. Koko, Curriculum Vice-Principal, 13 November 2019).

Next, the results of an interview with Mr. Rahman as a historical subject teacher at SMK Husada Prima Samarinda on the obstacles to a learning plan, as follows: "The obstacles usually arise when we begin to draw up lesson plans, first we have to adjust them to the current curriculum, second we have to keep the relevant materials of what is being taught now, This is a little bit of an obstacle. "(Interview with Mr. Rahman, 20 November 2019 history teacher).

Activities Implementation

The findings of an interview with Mr. Koko as Curriculum Vice-Principal at SMK Husada Prima Samarinda concerning the barriers to the application of the learning process in historical subjects are as follows:

"The obstacles to implementation are internal and external. Internally, the possibility of these students being on schedule is different from the teacher because of their ability to think. Don't they? So, they have to repeat a lot of lessons, they have to be completed but not finished yet. Why does this class sometimes have homework? Because they haven't finished the material yet, do they?"

What kind of external obstacle is that? Oh, all of a sudden, the government-held what is it called study in... what is it called? This and so on, a ceremony, well, that's an external obstacle. And three hundred and sixty-five days or a year is not just for the teaching and learning cycle, in my view, there are days off and so on, so if what is being asked is the teacher's challenge well these are the barriers "(Interview with Mr. Koko, Education Vice-Principal, 13 November 2019).

Furthermore, the outcome of an interview with Mr. Rahman as a history subject teacher at SMK Husada Prima Samarinda on obstacles in the process of implementing the learning process is, "The obstacle in carrying out its activities is usually only insufficient equipment, indeed" (Interview with Mr. Rahman, a history teacher on November 20, 2019).

Assessment

The results of the interview with Mr. Koko as Curriculum Vice-Principal at SMK Husada Prima Samarinda on obstacles to learning assessment activities on the subject of history are as follows:

"Evaluation, each pupil, each teacher has their own way of assessing, even though there is a... ee..."

type of evaluation in the lesson plan or syllabus, etc., We definitely have their own and that will be used to assess students, and what will be assessed is not only their subject matter but their attitude as well. Maybe the score of the

students will be poor but their attitude is good, and that good attitude will improve their performance. We ought to be taking a cure. They're going to take a remedy to relearn that and fix their bad score. The cure is part of the evaluation.

Mr. Koko went on to add:

"Only once evaluated then claim that there has been an increase, it can't go like that. Teachers need to teach them until they understand the material. But if we wait until the students understand, the evaluation will be postponed yet, we can't teach them until the holiday season, they can't possibly think of the lesson anymore. When everyone else is on holiday, they'll wonder that they should know. That's why there are so many challenges and tests that we need to address, there are so many issues, especially... e.g. about instructional material at that time, including what kind of successful learning exercises we should apply to allow students to evaluate, for example, the vital organ as a doctor? Which are the hallmarks of a vital organ? Their blood pressure has to be checked first, their body circumference has to be assessed, then how much stress the student has, it has to be calculated first, so before any student can do that, I'm sure some will apply the lesson directly and some have to relearn it all twice three times. (Interview with Mr. Koko, Education Vice-Principal, 13 November 2019).

Mr. Koko added answers that help the Teacher's challenges, such as: "Ah, just get ready, you guys, just come and find out what's lacking in their potential, then we're going to stimulate the potential, honestly, Miss Utami, yeah, there's one or two students whose score is dropping behind, I'm going to ask how the teacher's teaching is?"

If the scores of the students are very good, I'm going to ask how does the teacher teach too? Does the teacher teach just C3? Never be teaching C2 or C1? Or is it that the teacher never analyzes C4 or C6? The U.S. You can understand that from there. Oh, you've used the question of C2 and C1, yeah, 10 minutes have been done. Why does C4 come to a close in 10 minutes?"

It turns out that not everything is done in the classroom, well, this is what needs to be measured. Every school in this regard has similarities. I once asked the teacher and students, why did each subject get a bad score in the national exam? I figured out it was because the questions were all-new at the national test, aren't they?"

There's no doubt about C3, maybe one or two for C6, C4, C5, it's 60 percent, so their score was poor if you evaluate from the current problem, they should be smart so observant, so they can't just read the questions once. "(Interview with Mr. Koko, Curriculum Vice-Principal on November 13, 2019).

Meanwhile, the results of interviews with Mr. Rahman as a history subject teacher at SMK Husada Prima Samarinda on learning barriers said, "There seems to be no hindrance, the score reflects their performance" (Interview with Mr. Rahman, a history teacher on November 20, 2019).

4. Discussion

Cultivating knowledge of characters by studying backgrounds History of learning has three dimensions of

time; past, present, and future. We can make decisions regarding our present and future by studying the past. Character values are very useful with this growth when certain students have graduated from the school.

As [2] clarified, character education is "a method of cultivating character values for the school community, which includes knowledge, awareness or willingness, and behavior to enforce those values, both for the sake of God, you, others, the world, and nationality, so that we may become good people." SMK Husada Prima Samarinda is a vocational health school, students are expected to have a strong character and attitude as when these students do an internship or graduate later (if they continue to work/continue their studies in the same field) they may meet patients or sick people who need good nursing behavior.

The positive characters can be instilled into their students via the education level at SMK Husada Prima. The aim is that the influence of habituations of character formation occurs automatically in the daily life of the students when they are in the field and encounter the patient. Therefore, the teacher's role in developing student character is very large so that students can execute good values, particularly towards God Almighty, self, others, environment, and nationality. Execution of character values (disciplined attitude, loyalty, and honesty) into a learning process (especially history learning) begins with the drawing up of a plan or lesson plan (RPP), then the execution of the RPP that has been made and the last is assessment. As [3] said, the character education process in schools is performed as follows in several steps: Incorporating moral qualities into the abilities of subjects in the syllabus of social science. It is the instructor in the topic of history who integrates the principles of the characters that are suitable or that the instructor wants to build but the competence should be accountable. By incorporating them in the RPP (Lesson Plan), the teacher builds the character values. The teacher can use the format of the unit of education but the teacher can add other values to the column. The lesson plans that were made with a focus on skills and the delivery of values to the students are carried out in the implementation of learning.

Perform an assessment at the conclusion of the learning cycle. This situation indicates that the implementation of character values contained in the syllabus is the duty of individual teachers, but the syllabus used at SMK Husada Prima by history teachers has no description of the character education they want to create.

The instructor does not have any character education to be taught or planned for each student to be created. But, in the closing section, the teacher will offer encouraging words or words of encouragement in describing the lessons, throughout the learning methods and models in the lesson were planned in two meetings, each meeting taking the same method and model was 3 x 45 minutes process. The method used was the method of lecture, and the model was talking stone.

Based on the findings of the evaluation of history teachers, using the discussion approach except for the layout, the teacher used problem-based learning where the

teacher presents a theme, and then the students discuss, then the students came to the front to show the group discussion findings.

However, based on the results of the interview with Syahrul, the grade X students representing three students interviewed because the results were more or less the same, said that "mostly debate, only form a group to solve a question, after that, we were asked at the front right now." The findings of the questionnaires concerning the use of the approaches and models used are:

Photo 2. Questionnaire Diagram for a percentage (Source: Privacy Policy)

Based on the above findings, it can be inferred that the history teacher used repetitive or commonly used methods and models, such as the discussion process and the problem-oriented learning models. Teachers are also referred to as teachers who are one of the positions of teachers who have the job of assisting or motivating, supervising, and even nurturing students as well as disciplining students so that students can comply with the rules and learn more.

The history teacher has to exhibit his role as a teacher in its implementation. This is consistent with the teacher's functions outlined as follows: The teacher serves as a source of instruction, which means that the instructor must have the opportunity to teach by demonstrating mastery of the content to build an environment of successful and efficient instruction, both mentally and professionally.

An effective time established a transfer of knowledge between teachers and students. For example, when students ask, the teacher responds directly with a response that the students can easily understand. The instructor is very closely linked to the subject's mastery as a means of learning. We may determine whether a teacher's mastery of the subject is good or not. It's said that a good instructor serves as a source of learning for their students when they can master the subject well. Whatever the student asks about the subject they are being taught; they will be able to respond with confidence.

Alternatively, it's said the instructor isn't successful because they don't understand the instructional content. Some habits such as the presentation technique of monotonous subject matter typically indicate a lack of comprehension about the subject, they sit more often when reading, their voice is low, they don't want to make eye contact with students, they are bad with illustrations and so on.

Some habits such as the presentation technique of monotonous subject matter typically indicate a lack of comprehension about the subject, they sit more often when reading, their voice is low, they do not want to make eye contact with students, they are bad with illustrations and so on.

Such teacher actions will cause students to lose trust and the teacher may find it hard to manage the class. The teacher should do the following, as a source of learning in the learning process: The teacher shall have more material of reference than the students. It is to ensure the teacher knows the content that will be learned with the students better.

It can happen that students are "smarter" than teachers in terms of information mastery when developing information technology which is very fast. Therefore, teachers should have more reference materials than students to ensure teachers don't miss any details. For example, web tracking or printed content, the latest issue, Or different Mass Media information.

Teachers are able to display learning opportunities that students who normally have a processing level above average can understand. Special care needs to be provided to these students, for example through the provision of enrichment materials through showing learning resources about the subject.

The teacher has to do a mapping of the subject by, for example, determining which core material the students need to learn, which additional material they need to remember since it was discussed, and so on. With this kind of visualization, teachers would be made easier to perform their duties as a learning resource.

The teacher works as a facilitator to create an efficient and desirable learning environment in the classroom; a teacher must act as a facilitator. If so, it would make learners happier to access the teacher's learning material. The teacher plays a role as a facilitator in delivering resources to promote learning opportunities for the students. The teacher sometimes asks himself before the learning process begins: How can it be easy for them to view the lesson material? At first glance, the question is true indeed.

The teacher needs it to be easy to properly present the lesson material with a real effort. The problem however indicates that the cycle of learning is teacher-oriented. Therefore, it would be easier for the problem to be answered to students, for example, what needs to be learned so that students can effectively learn the lesson material in order to meet the learning goals optimally. The question means that the teaching purpose is to facilitate learning for the students. That is the nature of the facilitator's role in the process of learning. That is the nature of the facilitator's role in the process of learning. To order to be able to perform the role of facilitator to the learning process, many aspects need to be clarified, in particular issues relating to the use of various media and learning tools, such as:

Teachers need to consider the various types of media and learning opportunities and the roles of each of those media. It is very necessary to understand the function of the media, not necessarily an appropriate medium for teaching all the learning material. Every media has its own different characteristics. It will promote the learning process by creating media that is deemed suitable, so that, in effect, the learning goals are optimally achieved. It will promote the learning process by creating media that is deemed suitable, so that, in effect, the learning goals are optimally achieved.

Teachers are expected to coordinate various media styles and to be able to use different learning tools. In order to improve information technology, every teacher needs to be able to follow the latest technical developments. Various advances in information technology allow each instructor to make use of a variety of media choices deemed necessary.

The instructor is expected as a facilitator to have the ability to communicate and engage with the students. It is very important, the ability to communicate efficiently will make the processing of messages easier for students and they can improve their desire to learn.

The teacher acts as a manager, the intention is to become the holder of learning control which is fun and happy for students who are strongly influenced by the teacher's control in the class. Therefore, if the teacher can manage a class well and have the ability to create a learning atmosphere in class in accordance with standard classroom management, an instructive learning atmosphere will be created.

Teachers play a role as a tutorial; this often means a teacher needs to be able to incorporate and illustrate all the everyday acts that can set an example in front of the students. Thus, if the teacher exhibits an action or attitude, then students will easily mimic it. Teachers, therefore, deserve to be called up as an example to their students. Thus, if the teacher exhibits an action or attitude, then students will easily mimic it. Teachers, therefore, deserve to be called up as an example to their students. This applies to the teacher's interpretation that came from the word "gush," which means outstanding.

This aspect of attitude can set a real example that is more effective than the theoretical or abstract material supplied to students by the teacher. In the process of providing this knowledge, an example must be followed up which the teacher must provide as a basis of prior knowledge. That is explained as follows in the Qur'an: Indeed, in Allah's messenger, you have a good example to him who looks to Allah and to the Last Day and remembers Allah greatly [4].

The attitude demonstrated by the teacher in the school environment and then directly witnessed by the students can provide positive energy for the students to imitate the highest value (attitude negative). In this case, the value that is consistently embedded in a person is the student, it will be more effective in controlling the owner 's behavior, and it can influence the owner. Cultivation of good conduct in students must be trained to develop healthy behaviors. Then, it becomes habituations in the students after the habit is created. The teacher acts as a guide, the teacher's intention to act as a guide is that the teacher must be able to position himself as an adult who can direct his students and realize the future potentials of the students. Guiding students need the patience to measure the success of counseling by a teacher. hey, must also be in keeping with the school's vision and mission.

Before being guided and after being directed, change can be seen from the action of whether a change is taking place or not. [5], said a change in a person is triggered by a process of change encountered by students in terms of ability to modify student behavior by using the interaction between stimulus and response. The shift is known as learning. Ivan P. Pavlov's theory also warrants supporting views. Through experimental research, he measured improvements in behavior. When he's done canine tests. When the dog sees or tastes food, the dog is salivated, and given a reward until the dog salivates when the bell rings.

Then, before the dog was given food, Pavlov rang the bell, and so on until the dog hears the bell, the dog's saliva will immediately come out, even though he hasn't seen food.

Thus, behavior can be created by learning to condition an action or reaction to something with effort. From the above description, it can be seen that the creation of behavior must be consistently carried out with a provocation that can promote the desired behavior. Hence, Pavlov's theory is known as conditioning response or classical conditioning theory. The conditioning performed on these dogs can also be extended to humans according to Pavlov. Since human beings are the most perfect creatures and ranked first then animals and plants are the last levels. The teacher acts as a motivator, even when students are frustrated and continue to inspire students to fulfill their goals, the teacher also gives motivation, and students are supposed to be able to go through the process of achieving their vision [6]. The motivating type is external as it comes from outside but the effects of the motivating of the instructor will build up the internal motivation of the students. The learning process is efficient when the incentive of students to learn rises to create an effective learning pattern for the students. Consequently, a teacher's role is not simply to transfer knowledge to students, but the teacher is also a motivator for students to have a learning orientation. Teachers must be able to cultivate and activate all of their students' potential and direct them so that they can make good use of their ability so that students can learn intensely to achieve the desired objectives. This condition causes a shift from teacher-oriented learning to student-oriented learning in the meaning of learning.

Student-oriented learning aims at giving students intrinsic motivation. It means the motivation of students will emerge without the need for external stimulus since there is already a desire to do something inside themselves. Students who have a reading interest, for example. The emergence of interest in reading comes from their recognition among students. They are persistent in looking for books that they want to read. The urge to learn comes from inside because of motivation and knowledge, so students are not continually stuffed with directions about how to learn [7].

Another example of intrinsic motivation, a student doing learning tasks because they have a sense of the intent of learning themselves. They want to learn information, and constructively improve their behavior. It is this passion for needs that drives them into learning experiences to fulfill their goals, that they must be trained and informed.

As a student feeling tired, bored, and any other reasons that can arise whenever possible. This is where the role of the teacher is very important in inspiring, encouraging, and providing positive reactions to restore the excitement of the students who started to lose focus. Teachers should do the following as a motivating instrument (motivator) for learners:

Being transparent means a teacher must be willing to allow students to express their thoughts and respond in a positive manner. The instructor also needs to be able to recognize every student's shortcomings and strengths.

Helping the students to realize and make full use of the capacity that exists in themselves. This means that often it is not as easy as we would imagine in the process of talent discovery. This has to be tailored to the default character of every student. Talent is equated with a plant.

"Fertilizer" is required in cultivating the talent of students just like growing plants that need to be carefully, patiently, and attentively handled. In this situation, each student needs encouragement to grow their talents so that they can achieve an accomplishment of which they can be proud of. This is useful to help the students trust and have the confidence to make decisions. Creation of harmonious partnerships in classroom teaching and learning experiences. It can be shown by coping favorably with inappropriate student behavior, displaying an interest in teaching, laughing, being able to regulate feelings, and being able to be proportionate so that the teacher's different personal problems can be controlled throughout the teaching and learning process.

Based on the findings of observations at the study site, the learning process is performed using the form of discussion in which the students will be divided into multiple groups directly assigned by the history teacher. In addition, students were given a subject for discussion, and students would search for information according to the subject using Internet sources or textbook history [8].

When the material was collected then students came forward to present the material. One of the students questioned the history teacher during the question-and-answer process but the history teacher told the students to check the Internet for answers. From the teacher's position as a learning aid, it can be seen that he was still lacking in that dimension. But, based on the results of the interview provided by Amel, a class X student stated that "the teacher once said that he practiced every night before teaching it, so he memorized everything during the learning process," and as for the outcome of the questionnaire that supports this argument, the following is presented:

Illustration 3. The proportion of the questionnaire results (Source: Privacy Policy)

It can then be inferred that the history teacher has learned all in advance. Still, why couldn't the history teacher answer questions from the students? The answer was because the history teacher was an economics teacher with an educational background. The teacher was new to teach the subjects of history, and he had to learn further. The instructor may not be able to answer the question with confidence when the student asks so the history teacher told them to search it out on the internet to get the answers.

In the classroom, the teacher has the responsibility of training and teaching students. In the classroom, the teacher has the responsibility of training and teaching students. In the classroom, the teacher has the responsibility of training and teaching students. It is difficult to distinguish the execution of the learning process from the position of teacher as manager. The students were expected to concentrate on their tasks at the time of the discussion group. It was often noisy during the discussion process and

some students used the internet for other purposes that had little connection to the task provided.

Based on the results of an interview with Syahrul, grade X students, he stated that "it is okay as long as we don't go out of the class." Then it can be concluded that the teacher is required to be firm to the students. Based on the results of the questionnaire, it also showed that the teacher was less assertive towards students:

Photo 4. The proportion of the questionnaire results (Source: Privacy Policy)

Based on the above findings, it can be inferred that the teacher is less assertive when it comes to coping with late students. A teacher's assertiveness can impact upon students. When the teacher has a positive attitude so students will understand that there is a teacher who supervises them and they can respect him as a teacher. When this assertiveness is genuinely shown, the students' attitude about being able to accept or admire others will reveal itself. Building students' character through education is an activity that cannot be delayed in which building these students' character cannot be separated by the help of the family, school, and community. Motivating students or becoming a motivator is a teacher's primary role in conveying the values of character they want to instill. The history teacher at SMK Husada Prima Samarinda offered many reasons in the form of reminding students to study hard, not to be too late, and so on. Evaluation is a method of evaluating mindset, awareness, and evaluation of competencies. The above tests were used by a history teacher at SMK Husada Prima Samarinda in determining the topic of history, the instructor measured the attitude by measuring the accountability, discipline, cooperation, etc. of the students. Skills testing was performed using written assessments or assignments and also using regular tests or course exams. The scores the students received will be determined directly by the history teacher. Therefore, it can be assumed that knowledge evaluation was derived solely from the knowledge of the students.

The researcher has not found anything for the assessment of skills because the evaluation of skills was performed in the last part of the study. Obstacles that teacher faces when planting character education for historical subjects. The building up of these students' character can be constrained by a teacher's attitude. Teachers must be strong so that these students' character can be properly formed. The instructor is less strict with his students, including allowing students to make noise during the learning process in class. Another challenge is the lack of mastering the curriculum, the instructor does not yet have enough experience to instill principles of character in the historical subject matter. Another impediment is the making of lesson plans. Mr. Rahman reported that the obstacles are as follows, based on the results of the interview:

"The challenges generally occur when we begin to draw up lesson plans, first, we have to adapt them to the current curriculum, second, we have to retain the appropriate materials to what is being taught now, which is a bit of an obstacle."

The development of this lesson plan would be a challenge for the teacher as the curriculum that is regularly updated and the teacher is forced to change it since the 2013 curriculum was developed in 2006, where until now it still uses the 2013 curriculum, although it has some revisions that are not too important in terms of preparation and lack of relevant sources, Very many relevant online sources or books are available. There are several relevant sources from the internet or Boothe implementation of learning exercises that give the teacher another challenge that is the students' ability to think that the instructor should always repeat the material so that all the students understand the material being taught. "And the obstacle faced by the teacher is the lack of equipment to support the learning process, based on the results of Mr. Rahman 's interview,"

The obstacle in carrying out his activities is usually only insufficient equipment, in fact. There are many challenges in assessing students based on Mr. Koko 's words; "What's been learned is that C3, C2, and C1 have never been learned by the instructor, and C4 and C6 have never been tested. From there you realize that you're using C1 and C2 problems, they've finished in 10 minutes." This challenge is seen in the School Exam where the learners are not going to learn how to interpret, the understanding of the students is only going to know or you might tell the students only understand aspects of C1 through C3. But it is inversely proportional to Mr. Rahman 's statement that there are no barriers in the student assessment process faced by the history teacher.

Based on the results some of the obstacles faced by schools in building the character of students are the character values that want to be developed by the school have not been realized in the indicators of learning causing teachers to find it difficult to measure the achievement of each indicator and Here too, the teacher was unable to pick and arrange the principles of characters by the subjects of history. In addition to the general character values which need to be developed, the teacher himself also needs to develop the existence of character values in the historical subject. In addition to the general character values which need to be developed, the teacher himself also needs to develop the existence of character values in the historical subject [9].

5. Conclusion

A teacher is a career that prepares human capital which will develop the nation as part of the independence of Indonesia. The researchers conclude, on the basis of the above results: The teacher's role in building the character of students through the learning of history in class X SMK Husada Prima Samarinda is not optimally implemented. It lacks the conveying of character principles by studying history, lacks the education of character in the lesson plan, although there is a lack of execution of these character principles due to the lack of facilities and infrastructure resources, reasons are given and behaviors are measured on the basis of evidence. The challenges that teachers face in building the character of students through history subject matter in class X SMK Husada Prima Samarinda are as follows: Switch the training;

Make semester programs and annual plans; Lack of services and amenities.

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