

## CHARACTER BUILDING OF STUDENTS THROUGH HISTORY LEARNING IN THE INDEPENDENT CURRICULUM

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### Abstract

This research is based on character education is a vital aspect in the education system because it plays a role in shaping students' behaviour and moral attitudes. Given the many moral challenges faced by Indonesia's young generation today, character education has become a very important issue. This research applies a Qualitative approach with a Desk Study, given the need for theoretical analysis and the use of various sources of scientific literature. The desk research process consisted of four main steps: preparation of tools, preparation of a working bibliography, timing, and reading and note-taking activities. The research data sources included relevant literature such as books, journals and scientific articles on the topic. This study found that history learning in the Independent Curriculum has an important role in shaping students' character. With a more flexible, contextual, and learner-centred learning approach, the Independent Curriculum allows history to be more than just a lesson about the past. History becomes a means of learning moral, social, and national values that can shape critical attitudes, responsibility, and empathy. Learners are invited to understand various historical events from diverse perspectives, so that they can develop mutual respect, tolerance, and love for the country. The Independent Curriculum encourages teachers to integrate history learning with character development through interactive methods, such as discussions, case studies, and simulations. This method provides a more meaningful and relevant learning experience, so that students not only understand historical events, but also internalise the values contained in them.

Keywords: character education; history learning; independent curriculum

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### 1. Introduction

Character education is a vital aspect of the education system because it plays a role in shaping learners' behaviour and moral attitudes (Agustina & Yohanes, 2022). Given the many moral challenges faced by Indonesia's young generation today, character education is a very important issue. Then in the midst of globalisation, the younger generation is faced with increasingly complicated problems, including the decline of ethical values and a crisis of identity. In order to give birth to a generation that is intellectually capable and has integrity, the cultivation of character through education is crucial. Developing a strong and noble character requires an integrated learning process in various fields of study, including history (Maulidan, Saripudin, et al., 2024). The subject of history has a strategic position in the formation of students' character, because it not only provides knowledge about past events, but also teaches moral and ethical values that can be used as guidelines (Maulidan & Tarunasena, 2024). Thus, teaching history plays a vital role in instilling character principles in the next generation.



The Independent Curriculum in Indonesia is implemented to provide flexibility in the teaching and learning process to students and teachers, aiming to create more relevant and meaningful learning (Alamsyah & Labib, 2022). The main focus of the Independent Curriculum is to develop learners who are autonomous, innovative, and have strong character. This approach opens up opportunities for educators to design educational programmes that integrate moral aspects in the context of history learning. In the history subject area, the Independent Curriculum allows for a more adaptive and inventive learning approach (Maulidan, et al., 2024). It encourages the active involvement of learners through various learning strategies, such as history projects, discussion forums, and case analysis. These methods are expected to help learners internalise historical values more comprehensively and relate them to their daily lives.

In the Independent Curriculum, history learning is expected to provide space for character development such as tolerance, diversity, and respect for differences. Through history learning, students can learn about the diversity of the nation's culture and history which is full of noble values, so that it can form an attitude of mutual respect and strengthen unity. History learning in the Independent Curriculum also plays a role in building awareness of the importance of learning from the past to create a better future (Maulidan & Darmawan, 2024). Learners are invited to analyse mistakes and successes in history, which can then be a reflection for better decision-making in their lives. This awareness is one of the important aspects in the formation of critical and wise characters.

The Independent Curriculum encourages inquiry-based learning, where students are active in exploring and understanding the subject matter (Birsyada & Siswanta, 2021). In history learning, this approach can be utilised to integrate character education, for example through analysing the roles of historical figures and reflecting on their actions. Thus, students not only understand historical facts but also learn to appreciate the values shown by these figures. Teachers have a central role in implementing character education through history learning. In Independent Curriculum, teachers are expected to be facilitators who direct learners to explore moral values from historical events (Agustina & Yohanes, 2022). This character education study helps teachers design effective learning strategies, such as through discussion, reflection, and case studies, to instil positive values in students.

Historical sources, such as documents, artefacts and folklore, can be effective tools in character education (Maulidan & Darmawan, 2024). This study emphasises the importance of using authentic historical sources in learning, so that learners can feel emotional and intellectual closeness to the material being studied. By analysing historical sources, learners are invited to develop a critical attitude while appreciating the character values contained therein. To ensure the effectiveness of character education in history learning, evaluation and reflection are important steps. The Independent Curriculum encourages evaluation not only on cognitive aspects but also on students' character development (Maulidan & Tarunasena, 2024). Reflection on the values learnt from history is an important part of the learning process, which aims to form a deep understanding of the importance of character in personal and social life.



On the other hand, there are still quite a lot of challenges in implementing the Independent Curriculum in history learning, such as limited resources, uneven teacher understanding, and lack of supporting facilities (Firmansyah & Chalimi, 2021). Therefore, various efforts are needed to optimise history learning in the context of the Independent Curriculum so that the goal of building students' character can be achieved optimally.

Research on character building through history learning in Independent Curriculum is important to provide a clear picture of how the implementation of this curriculum can affect students' character building. The results of this study are expected to be a reference for educators and policy makers in developing effective learning strategies that are centred on character development. Thus, history learning in the Independent Curriculum has great potential in shaping students' character. This research aims to identify and analyse how history learning can be used as a way for effective character building, as well as what factors support and hinder the process. The results are expected to make a real contribution to the development of character education in Indonesia.

## 2. Methods

This research applied a Qualitative approach with a Desk Study, given the need for theoretical analysis and the use of various sources of scientific literature. The literature research process consists of four main steps: preparation of tools, preparation of a working bibliography, timing, and reading and note-taking (Zed, 2018). Research data sources includes related literature such as books, journals, and scientific articles on the topic. Data collection involved various written documents including notes, books, papers, articles and journals. In organising the research materials, researchers used checklists based on the research focus, writing schemes, and recording formats (Martono, 2010).

In this literature-based research, the content analysis method was used as a way of processing data. This method not only aims to ensure the continuity of the research process, but also to minimise and eliminate misinformation. To prevent misinformation, which may arise due to the limited knowledge of the researcher or author of the sources, cross-verification between sources and review of the literature was conducted. This research was designed with the principles of simplicity and accessibility in mind, given the researcher's limitations in conducting an in-depth literature review. In addition, this research aims to facilitate readers' understanding of the role of history education in the character building of senior high school students through the use of easy-to-apply principles.

## 3. Results and Discussion

### 3.1 Character Education

Character education is a learning process that aims to shape students' personalities through the development of moral, ethical and social values (Dewi & Ningsih, 2022). This education focuses not only on cognitive aspects, but also emotional and behavioural aspects that are in accordance with the prevailing norms in society. The study of character education is very important in shaping a generation



that is not only intellectually intelligent, but also has a good and responsible personality. Character education plays an important role in shaping learners' personal integrity, honesty, and discipline (Maulidan & Tarunasena, 2024). Through an integrated learning process, learners are taught to understand and apply moral values in everyday life. Character education helps learners to develop attitudes of responsibility, empathy, and the ability to work together which are needed in social life.

Character education has various approaches, including direct and indirect approaches. The direct approach involves explicit teaching of moral values, such as through specialised subjects or extracurricular activities (Hasan, 2012). The indirect approach, on the other hand, is done through the habituation of daily behaviour and role models from teachers and the school environment. This approach emphasises the importance of a conducive learning environment that supports character development. Some of the main values developed in character education include honesty, responsibility, discipline, hard work, empathy and caring. These values serve as the basis for building positive behaviour in learners. Each of these values is not only taught theoretically, but also applied in various activities, both inside and outside the classroom, to strengthen the internalisation of these values.

In the school environment, character education is implemented through a curriculum that is integrated with moral and ethical values (Kumalasari & Wibowo, 2021). Teachers have an important role as facilitators who not only teach, but also serve as role models for students. Schools can also support character education through routine activities, such as flag ceremonies, gotong royong and social programmes that involve all school members. Apart from schools, character education also needs support from parents and the community. Parents act as the first educators who provide examples of good behaviour to their children. Society, as an external environment, also contributes to shaping individual character through prevailing social norms. Synergy between school, family and community is needed for character education to run effectively (Maulidan & Yulifar, 2025).

The implementation of character education often faces various challenges, such as a lack of awareness of the importance of character education, limited time in the curriculum, and different values in society (Karmedhi & Firman, 2021). Another challenge is the inconsistency between what is taught at school and the reality outside the school environment, such as exposure to social media that can influence negative behaviour. To overcome these challenges, comprehensive strategies are needed, such as teacher training on character education, improving communication between schools and parents, and creating a learning environment that supports character development. In addition, periodic evaluation of the implementation of character education is also important to ensure that the objectives of character education can be achieved optimally.

### 3.2 Independent Curriculum

Independent Curriculum is the latest curriculum introduced by the Indonesian Ministry of Education, Culture, Research and Technology (Maulidan & Tarunasena, 2024). This curriculum aims to give schools, teachers and learners greater freedom



in the teaching-learning process. Unlike the previous curriculum, which was more rigid and stuck to certain standards, the Independent Curriculum offers flexibility in the application of learning methods and materials, so that it can be adjusted to the needs and potential of each learner. The formation of the Independent Curriculum is based on the need to reform the Indonesian education system, which is considered less adaptive to changing times, especially in the digital era and globalisation. In addition, the COVID-19 pandemic has accelerated the urgency of curriculum changes to create an educational model that is more relevant, inclusive, and responsive to today's challenges. This curriculum is expected to be able to answer the need for more flexible, personalised and competency-based learning.

Independent curriculum is based on three main principles: flexibility, relevance, and personalisation (Lionar & Fithriah, 2023). Flexibility means that schools can adapt the curriculum to local contexts and characteristics. Relevance emphasises the importance of the material being taught in accordance with the development of science and the needs of the world of work. Meanwhile, personalisation means that students can learn according to their interests, talents, and learning speed, so that the learning process becomes more meaningful. In the Independent Curriculum, the teacher's role is more than just a material deliverer (Udiyani & Pramarta, 2022). Teachers become facilitators and mentors who assist students in the learning process. Teachers have the freedom to choose learning methods and strategies that best suit the characteristics of students, and can design more diverse and contextualised evaluations. This allows teachers to be more creative and innovative in teaching, so that learning becomes more dynamic and interactive.

Project-based learning is one of the approaches favoured in the Independent Curriculum (Maulidan, Ahmad, et al., 2024). This learning model encourages learners to learn through real-life experiences by working on projects that are relevant to everyday life. Project-based learning not only improves critical and creative thinking skills, but also trains learners to work in teams, manage time, and solve problems independently (Maulidan, 2023). Assessment in the Independent Curriculum focuses on the process and development of learners, not just the end result. Evaluation is carried out on an ongoing basis by considering cognitive, affective, and psychomotor aspects (Umam, 2021). In addition to written exams, assessments can take the form of portfolios, projects, presentations, and observations, which allow teachers to see learners' abilities more holistically. These assessments help teachers and learners to understand strengths and areas for improvement.

The Independent Curriculum strongly supports the utilisation of technology in learning. Technology is used as a tool to expand access to learning resources, support distance learning, and increase interaction between teachers and learners (Meldawati & Ersi, 2020). With technology, learners can learn independently and collaboratively through digital platforms that are rich in educational resources. Technology also enables learning that is more interactive, engaging, and relevant to today's digital world. Although Independent Curriculum offers many advantages, its implementation is not without challenges. Some of the challenges faced include the readiness of teachers to understand and implement the curriculum, the availability of adequate facilities and infrastructure, and differences in the quality of education in





various regions. In addition, adaptation to changes in teaching and learning culture also requires time and support from various parties, including the government, schools and the community.

The Independent Curriculum is expected to create a younger generation of Indonesians who are more creative, critical and ready to face global challenges. With a more flexible and relevant approach, this curriculum is expected to reduce pressure on learners, so that they can learn more enjoyably and meaningfully. The positive impact of the Independent Curriculum is the creation of an educational climate that is more inclusive and responsive to the needs of learners, which will ultimately improve the quality of education in Indonesia.

### 3.3 History Learning

History learning is one of the important disciplines in education because it provides insight into the past, and how these events shape the world we live in today (Maulidan, 2023). History teaches us about events, figures, and social, political, economic, and cultural developments over time. Understanding history helps students to develop the ability to think critically and analytically in assessing information, as well as foster a sense of nationality and awareness of the values on which society is based. History learning topics often cover a wide range of time periods and geographical areas, from local, national, to international history. In the Indonesian context, history learning often focuses on important periods such as the royal era, the colonial period, the struggle for independence, and the development of modern Indonesia. Through these topics, students are invited to see how the nation's identity was shaped through struggle, sacrifice and collaboration between communities.

The importance of studying history also lies in its ability to provide perspective on the present and the future (Alamsyah & Labib, 2022). By studying the mistakes and successes of the past, students can understand how past decisions and actions affect the development of the times and make better plans for the future (Syaputra & Selvianti, 2021). History learning encourages students not only to take information for granted, but also to dig deeper into the reasons behind an event and its impact. In the history learning process, teachers have a crucial role as facilitators who direct students to think critically and independently. Teachers must be able to present historical material in an interesting and relevant way, for example through stories, discussions, or analysis of historical sources such as documents, maps and artefacts. The use of technology, such as documentary films or digital simulations, can also help bring history lessons to life and make them more interesting for students (Maulidan, 2023).

History learning also helps shape students' character and personality. Values such as resilience, justice, tolerance and respect for diversity are often reflected in historical stories (Maulidan, et al., 2024). By understanding the struggles of figures and communities in the past, students can learn to appreciate the noble values that have been passed down, and emulate the fighting spirit in their daily lives. History learning topics also provide space for students to understand the relationships between countries and global events that affect the dynamics of world politics and



economics. The history of war, diplomacy, international treaties and technological development provides a broader view of the interactions between nations and how global events affect the development of a country.

History provides opportunities for learners to appreciate the cultural heritage and traditions that exist in society (Maulidan & Darmawan, 2024). Through the study of art, architecture, literature, and customs, students can get to know more about the existing cultural wealth and the importance of preserving this heritage as part of the nation's identity. So it can be concluded that learning history is not just about studying the past, but also honing critical thinking skills, understanding the social and political context, and fostering a sense of responsibility to build a better future. By understanding and appreciating history, students can become wiser individuals in addressing the challenges of the times and contribute positively to society (Maulidan & Yulifar, 2025).

### *3.4 The Relevance of History Learning to Foster Learner Character in the Independent Curriculum*

History learning has an important role in education, especially in the context of the Independent Curriculum. This curriculum emphasises holistic and relevant learning with the needs of learners and the challenges of the times. In this curriculum, learning history is not just about studying the past, but also aims to shape the character of learners to become individuals who are critical, have integrity, and are able to contribute to society (Mindarto & Marta, 2023). Through understanding history, learners are expected to understand national, humanitarian and ethical values that are very relevant in everyday life.

The relevance of history learning in fostering students' character is reflected in the ability of history to teach moral and social values (Muhammad & Suhaimi, 2021). History learning allows students to learn from various past events, both successes and failures. By understanding the historical context, learners can develop a critical attitude towards information, have empathy towards events that have occurred, and learn to appreciate different cultures and views. These attitudes are important foundations in building learners' character with integrity and a sense of responsibility.

The flexible Independent curriculum provides space for teachers to integrate history learning with the development of students' characters. Through contextual and interactive learning approaches, such as discussions, case studies, and historical simulations, students can more easily absorb the values contained in historical material (Nurwataniah & Hasan, 2023). For example, through the study of historical figures who have leadership and courage, learners can learn to develop self-confidence, leadership, and courage in facing challenges. Furthermore, relevant history learning can also build learners' awareness of the importance of unity and tolerance (Maulidan & Darmawan, 2024). By learning the history of the nation's struggle, for example, learners can understand how important co-operation, unity and mutual respect are in achieving common goals. This is very relevant in the context of life in a multicultural society like Indonesia, where the characters of mutual respect and tolerance are key to maintaining social harmony.



History learning also teaches learners to think reflectively and critically. By examining various perspectives in history, learners are invited not only to accept information, but also to analyse the cause and effect of an event. This critical attitude is important to form a character that is not easily influenced by misleading information or fake news. In the Independent Curriculum, this critical thinking skill is considered as one of the essential competencies that must be developed (Pramartha & Parwati, 2020). The importance of history learning in fostering character is also seen in its ability to teach the values of patriotism and nationalism. By understanding the nation's journey and the contributions of heroes, students can foster a sense of love for the country and the spirit to maintain the country's sovereignty. The Independent Curriculum supports this effort by emphasising relevant and meaningful history learning, so that learners can internalise national values more deeply (Shary, 2022).

History learning in the Independent Curriculum also emphasises aspects of sustainability and change (Sumargono & Aswandi, 2023). Learners are invited to see history as a dynamic and evolving process, so that they can understand the importance of innovation and adaptation in facing future challenges. Thus, students not only learn from the past but also prepare themselves to become agents of positive change in the future. Overall, history learning in the Independent Curriculum has a strong relevance in fostering students' character. Through a contextual, interactive, and relevant approach, history learning can form learners who are critical, reflective, empathetic, and have integrity. With these characters, learners are expected to play an active role as responsible citizens and contribute positively to society.

#### 4. Conclusions

History learning in the Independent Curriculum has an important role in shaping students' character. With a more flexible, contextual and learner-centred learning approach, the Independent Curriculum allows history to be more than just a lesson about the past. History becomes a means of learning values moral, social, and nationality that can shape critical, responsible, and empathetic attitudes. Learners are invited to understand various historical events from diverse perspectives, so that they can develop mutual respect, tolerance, and love for the country. The Independent Curriculum encourages teachers to integrate history learning with character development through interactive methods, such as discussions, case studies, and simulations. This method provides a more meaningful and relevant learning experience, so that students not only understand historical events, but also internalise the values contained in them. History learning helps learners to learn from historical figures with leadership, patriotism and integrity, which are very relevant in shaping positive character in learners.

Overall, history learning in the Independent Curriculum is very relevant and effective in shaping learners' characters. By emphasising moral, national and social values, history learning not only teaches learners about past events, but also prepares them to become critical, responsible individuals who are able to contribute positively to society. The Independent Curriculum makes history learning one of the important pillars in character building, which is not only useful for learners, but also for the nation and state as a whole.





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