

RESEARCH-BASED HISTORY LEARNING MODEL AS THE EFFORT TO STRENGTHEN CHARACTER EDUCATION AND KNOWLEDGE IN SMAN 2 BANTUL

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Abstract

The purpose of research was to find out: (1) The implementation of research-based learning model in SMAN 2 Bantul as a learning innovation of Curriculum 2013, (2) The implementation of research-based learning model in History learning in SMAN 2 Bantul. This research was a qualitative descriptive research using the qualitative approach of case study in SMAN 2 Bantul. Research subjects were the principal, the curriculum coordinator, the History teachers, and the students. The data obtained in the research were in the form of direct information from the subject, the observation and facts documents in the field in accordance with the research focus. The process of testing the data validity done in this research included the triangulation and reference materials. The data analysis techniques used in this research was Miles and Huberman's model that were data reduction, data display, and conclusion drawing / verification. The results of the study are as follows: (1) Research-based learning model can be a role model for other senior high schools that implement Curriculum 2013. In its application in the school, this learning model was being regularized extracurricular for grade X students, as the introduction to research until the real practice in the field, hoping that when they become grade XI and XII students, this research-based learning can be applicable to each subject. Besides, this learning model can strengthen the character education and also deepen the knowledge of the students. (2) In History learning, this research-based learning model can improve students' thinking ability that can be seen from their ability in discussing and expressing opinion that was much better than before. The research-based learning model applied to the History learning created a new learning model that was named the Research-Based History Learning Model.

Keywords: research-based learning model, History, character education, knowledge

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Introduction

In the world of education, one of schools' keys to determine the quality of education is to use a learning program. Since this matter is important, each school has a variety of ways, strategies, and approaches of learning for it to be maximized and effective. Therefore, in the real practice, schools must adapt to the implemented curriculum. (Leo Agung, 2015: 4)

The curriculum is very important in fulfilling the mission of the school, since it is the primary medium to achieve the goals and objectives of the school. The focus on curriculum planning and development is certainly a top priority of educational reformation (Henson, 2010: 7). Therefore, the curriculum is mandatory to be evaluated and improved every year in order to achieve the desired goals.

In the academic year of 2013/2014, Curriculum 2013 was implemented even though it was limited. Only some schools that were ready to implement it were allowed to use Curriculum 2013 and in the same time they could also be the example for other schools that were still in the development stage from the KTSP 2006 curriculum towards Curriculum 2013. In Curriculum 2013, character education is the primary concern. Muhtar (2014) argues that until today, national education is still experiencing difficulties in producing qualified, capable, and creative graduates who can serve as a source of motivation in various fields of development. Hence, an effort is needed to make schools produce graduates with quality and character.

The addition of the character education into the school curriculum has become an increasingly popular response. This was because of their high emphasis on achieving high academic achievement, leaving small attention to the development of social-emotional competences (Doods, 2016). Idi (2014: 27) expresses his opinion that the main consideration of the curriculum changes from KTSP 2006 to Curriculum 2013 was because of the character reason. Some people argue that KTSP 2006 is too focused on cognitive, contains heavy students' obligations, contains less character values, and is less science-technology and faith-piety oriented.

The importance of character education for students is explained in Regulations No. 20 of 2003 on the National Education System in Article 3 that state that the function of national education is to develop the ability and form the character and civilization of dignified nation in order to educate the nation. Under the law, it is clear that character education is one of the goals of national education. This means that national education not only is focused on intellectual intelligence alone, but also leads to the formation of the character of students through character education. Education not only is the implementation of teaching and learning process to gain students' intelligence but development of other potentials owned by the students so that they could have positive characters.

As Arthur (2005) points out in Graff (2012), character education has recently regained importance in education. This is according to Lickona (1991: 6) in (Novianti,

2017: 126-132) where in some countries around the world, education has two big goals: (1) to help young people become intelligent; and (2) to help them to be good.

Lickona (2013) adds that character education is used to shape one's personality through character education, whose results are seen in one's actual actions, good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on. In accordance with Lickona (2013) Ki Hadjar Dewantara (2013: 485) reveals that character education, or the so-called character teaching, is used to support the development of the lives of children, physical and spiritual, from their natural characteristics towards good characters. He adds that character education questions and teaches all the properties and forms of goodness in human life, not only to be known and understood, but also permeated and desired until it is done by people.

Character education that becomes the main focus in Curriculum 2013 makes every school demanded to be creative and innovative related to learning models so that the character values can be implemented. Schools must provide character education facilities for the students. School is one of the important parts of the development of the students, as expressed by Cooper et al (2012) in Kinkopf (2016) who reveals that the teaching of characters or morality is still a concern in our ever-changing world. Since morality is largely an unwritten interaction between people of the same culture, creating an area where students can share and discuss is considered important. Morality and social responsibility relate well to the teacher and to the students' home environment because

teaching is an important part of moral development.

In the Curriculum 2013, character implementation has actually been tucked into every subject that will be taught in school, for example the History subject. In learning History, students are required to think critically, therefore it requires learning strategies, methods, or learning approaches that can be packed into a model of learning in order to help students in learning, being creative, and to help them to think critically while also implementing character education on the learning process.

As Suyanto explained in the History Seminar in Yogyakarta State University (2016), the History subject gives an understanding of the very simple things in life in cultivating the attitude of tolerance, being empathic, and appreciating the history of his life. Suyanto added that the History subject placed in the curriculum has an important role and should be at the heart of other subjects. While Sardiman (2015) argues that through learning History, it is expected that learners are able to develop historical intelligence through critical, creative, and imaginative thinking. With a historical intelligence, one can understand every phenomenon and socio-national events carefully, clearly and comprehensively so it could give birth to a wisdom and history in depth.

To maximize the role of learning History in Curriculum 2013, it is necessary that learning models should be used as the reference for other schools in order to maximize the implementation of Curriculum 2013. Furthermore, Curriculum 2013 is still dynamic and can change, the reference can be

proposed as an effort to improve the curriculum.

One innovative effort to maximize Curriculum 2013 and History learning is the application of research-based learning. Achmadi et al (2010: 4) argue that research-based learning or Pembelajaran Berbasis Riset (PBR) is one of Student Centered Learning (SCL) methods that integrates research into the learning process. PBR is multifaceted referring to various learning methods. Furthermore, Roach (2000) in Diah, et al (2010) adds that research-based learning (PBR) is a learning method that uses authentic learning, problem-solving, cooperative learning, contextual (hands on & minds on) and inquiry discovery approach guided by the philosophy of constructivism.

Furthermore, Diah et al. (2010) in Hironimus (2016) add that research-based learning is based on a constructivism philosophy that includes 4 (four) aspects: learning that builds learners' understanding, learning by developing prior knowledge, learning which is a process of social interaction, and meaningful learning that is achieved through a real experience. Meanwhile, according to Rohayati et al. (2015) in Hironimus (2016) research-based learning model is a type of learning that is based on research with three stages: the first stage is the exposure stage, this is a stage to find out the ability of the students; the second stage is the experiment stage that is the provision of experience with research; and the third stage is the capstone stage that presents research results, oral and written.

Diah et al. (2010: 4) in Hironimus (2016) suggest that research-based learning

(PBR) is one of Student Centered Learning (SCL) methods that integrates research in the learning process. PBR provides opportunities or chances for students to seek information, develop hypotheses, collect data, analyze data, and make conclusions on the data that has been arranged. The approach of "learning by doing" is applied in this activity. The implementation of this research-based learning model will provide benefits for the students, teachers, and school.

This research-based learning model requires learners to discover their own knowledge, attitudes, and skills as a manifestation of behavioral change. Therefore, learning by using this model requires the maximum involvement of learners throughout the ability of learners to seek and investigate systematically, critically, and logically against a phenomenon to find what is desired. In other words, learners will develop their ability in the learning activities. Learners are more independent to learn and more creative in learning activities in class. (Hanafiah in Sigit 2013: 31).

In line with any new approach, implementation problems can always be identified, but if it is innovation, students will struggle with ideas that are randomly driven. Such conditions are often difficult for individuals to start and tolerate because students do not yet know the purpose of the goal. Therefore, orienting a wider idea in a critical thinking system is important, because it gives students the metacognitive "anchor" of that increase their tolerance to ambiguity. This is done by demonstrating how critical thinking can be used to increase generative capacity (creative) and how they can be used

more "traditional" to increase evaluative capacity during the future feasibility analysis linked to ideas. (Kevin 2014)

To facilitate research-based learning applied to the learning of History subject in school, the method needs to be modified into a model of learning, for example the research-based learning model implemented by SMAN 2 Bantul as a form of innovation to maximize character education and knowledge in Curriculum 2013. Moreover, SMAN 2 Bantul is considered as a top level senior high school that is a favorite school for learners in Bantul. Furthermore, in the regency, SMAN 2 Bantul is one good example of schools in the implementation of Curriculum 2013 for senior high schools. SMAN 2 Bantul is the only senior high school in Bantul that uses a research-based learning model in its learning process. Research-based learning model is considered effective in strengthening the character and knowledge of students, with the hope that their characters and knowledge will be more enhanced so that in addition to having the character values of Curriculum 2013, the students also begin to form the soul of scientists. Especially in learning History subject, character values such as the value of tolerance, the spirit of nationalism, and love of the homeland can be maximized. Besides, this research-based learning model can be a reference for other schools in Bantul district that will implement Curriculum 2013 but still find difficulties in maximizing the learning process.

Research Method

This research uses qualitative approach of case study in SMAN 2 Bantul on learning History subject. At first, the researcher did a

deep examination of a situation or event by using systematic ways in doing observation, data collection, information analysis, and reporting result. According to Gumilang (2016), qualitative research has two main characteristics: first, the data is not in the form of numbers, more in the form of narrative, description, story, written and unwritten documents; second, qualitative research has no absolute formula or rule for processing and analyzing data.

Qualitative research method according to Sugiyono (2016: 15) is a research method based on postpositivism philosophy. It is used to examine the natural object conditions where the researcher is the key instrument. The data collection technique is done by triangulation (combination). The data analysis is inductive/qualitative. The results of this research method emphasize the meaning of generalization.

This research entitled "Research-Based History Learning Model as the Effort to Strengthen Character Education and Knowledge in SMAN 2 Bantul". The reason for the use of this type of qualitative research case study is because this study aimed to reveal the data in depth about a phenomenon. Qualitative research does not aim to examine the truth of a theory but develop an existing theory. In addition, qualitative approaches were used because the researcher wanted to directly see the reality that occurred in the field. Based on this approach, it is expected that Research-Based History Learning Model as the Effort to Strengthen Character Education and Knowledge in SMAN 2 Bantul can be described more thoroughly and deeply. The data obtained in the research are direct information from the subject and the

observation and facts documents in the field in accordance with the focus of the research. The researcher used purposive sampling technique where the informants were the sample criteria desired by the researcher. The informants as the data source of the research are the principal, the curriculum coordinator, the History teacher, and students of SMAN 2 Bantul.

The data collection technique is the most important step in research. Without knowing the techniques of data collection, the researcher will not get the data that meet the standard data set. According to Sugiyono (2016: 309), in qualitative research, collecting data is done on natural settings (natural conditions), primary data source, and the data collection techniques are derived more on observation, interviews, and documentation. The process of collecting data in this research location is described as follows:

1. Conducting initial observation with an informal approach by meeting the history teacher. The researcher firstly introduced himself and expressed his purpose and goals.
2. Doing a formal approach with legal permission letter. After formally submitting the permission letter, the next step was approaching the respondents who will be the informants with prior consultation with the History teacher.
3. Conducting research activities.
4. Data collection techniques used by researchers are described as follows:

a. Observation

Observation or direct observation is a research activity conducted directly to observe the social phenomena that occur in

the field. In this observation, the researcher directly observed the location of the school as well as the predetermined model of the research-based learning model. According to Patilima (2005: 69) in Romi Suganda (2013) observation is a data collection technique that requires the researcher to go to the field to observe things related to space, place, people, things, time, events, goals and feelings. In this research, objects that were being observed are the location of schools, facilities and infrastructure that support the implementation of research-based schools, as well as the tools or media of History subject learning in SMAN 2 Bantul.

b. Interview

Moleong (2000: 135) in Romi Suganda (2013) suggests that interview is a conversation with a specific purpose. The conversation is conducted by two parties: the interviewer who asks questions, and the interviewee who is being interviewed or who provides answers to the questions asked.

In this interview technique, the first step was verbal question and answer stage with the informants in the form of systematic questions related to the problem and it became the objectives in this research with the guidelines of interviews that have been arranged and formulated properly.

c. Documentation

According to Sugiyono (2016:240) document is a record of events that have occurred. Documents may be in the form of writing, drawing, or monumental works of someone. Written documents might be in the form of diaries, life histories, stories,

biographies, rules, and policies. Documents in the form of pictures might be photographs, live drawings, sketches and many more. Documents in the form of works might be artwork that can be images, sculptures, films and others. The research document is a complement of the use of observation and interview methods in qualitative research. In this research, the complementary documents are RPP (lesson plans), syllabus, product of assessments of the students (scientific research), Design of Research-Based Schools, and photographs of the facilities and infrastructure that support research-based learning.

Data collection technique used in the research were: interview with principal, teachers, and students in SMAN 2 Bantul; observation to obtain various concrete data directly in the field or research place; a literature study or often referred as a methodology documentation that is a process considered important in conducting a study where in finding for source, study results or studies related to the collection of data related to the research that will be conducted by the researcher. Besides, a questionnaire was also used to find accurate information and relevant data from students to compare with the other data. After the data were obtained, they will be described and analyzed.

The data analysis in this research was done at the same time of the data collection, and after it has finished. In this case, Nasution (Sugiyono: 2016) says that "Analysis has started since formulating and explaining the problem, before going into the field, and lasting until the writing of the research results". However, in this research, the process of data analysis was more focused

during the data collection process in the field. The next step was verifying the validity of the data through data authentication techniques.

The data and information obtained from the data collection process using several data collection techniques that have been selected were then being analyzed by using the appropriate procedure according to the types of the data and design that had been formulated in the research design used.

In qualitative research, data are obtained from various sources by using data collection techniques that vary (triangulation). Bogdan in Sugiyono (2016: 334) states that the data analysis is the systematical process of searching and compiling data obtained from interviews, field notes, and other materials, so that they can be easily understood, and their findings can be informed to others.

This research used qualitative data analysis techniques. The data were processed so that conclusion or valid meaning can be derived. According to Sugiyono (2016: 365), in qualitative research, findings or data can be declared valid if there is no difference between what the researcher reported and what actually happened to the object being researched. The process of testing the validity of the data conducted in this study include the data triangulation techniques and reference materials i.e. supporting evidence from the data obtained by researchers in the form of interview summary, photographs, field notes from observations, and documents from schools such as educational curriculum, event notes, research format, and many other. The stages of data analysis used in this research include:

1. Pre-field analysis, that is the data obtained from preliminary studies, or secondary

data that will be used to determine the focus of the research although this focus is temporary.

2. Analysis during the field according to Miles and Huberman model, that is the analysis performed during the data collection process and after the it has finished within a certain period. At the time of the interview, the researcher has done an analysis of the answers from the interviewees. If the researcher feels unsatisfied with the answers after being analysed, the researcher will continue the ask questions again, until ocredible data can be obtained. Miles and Huberman in Sugiyono (2016: 337) state that the activity in qualitative data analysis is done interactively and lasts continuously until the end, hence the data is saturated. The activities in data analysis are data reduction, data display, and conclusion drawing/verification.

Results and Discussion

1) Research-Based Learning Model at SMAN 2 Bantul

Currently, the national education faces various challenges, especially in preparing the quality of human resources to be not only productive but also having characters. To be productive, people should not only be given expertise skills, but also character education as the guide in work ethic. (Marlina, 2013: 34)

The implementation of Curriculum 2013 is an effort from the government effort to shape students who have the skills and the characters in response to the challenges of the world situation right now. Hidayat

(2013: 121) states that the reasons for the development of Curriculum 2013 are: First, future challenges include the flow of globalization, environmental issues, advances in information technology, convergence of science and technology, and knowledge-based economy. Second, the future competencies that include communication skills, the ability to think clearly and critically, the ability to consider the moral side of certain problem, and the ability to try to understand and be tolerant to different views. Third, social phenomena that surfaced such as student brawls, drugs, corruption, and social unrest. Lastly, it is public perception that education is overly concerned with cognitive aspects, students obligations that are too heavy, and the lack of characters.

Character education of Curriculum 2013 must be well received by students. In order to be well received, each school is suggested to have some learning methods that can stimulate the ability and creativity of the students and make them have the characters as desired by Curriculum 2013 (Gunawan, 2014: 4)

The research-based learning model implemented in SMAN 2 Bantul is an answer to the challenges given by the curriculum that demands that schools have creative and innovative learning as well as character education implementation to the students. This learning model was implemented in 2013. As the school that became the role model of the Curriculum 2013 implementation, SMAN 2 Bantul should have learning models that can stimulate students'

activeness as well as implement the 18 character values desired by Curriculum 2013. To support the implementation of this research-based learning model, SMAN 2 Bantul designed the design of "Research-Based School" which is the rule and guidance for both the teachers and the students. Explained are the efforts of SMAN 2 Bantul in applying the research-based learning model.

a. Teacher research training

SMAN 2 Bantul teachers are suggested by the principal to apply creative learning models that can attract students and stimulate their curiosity so that the character education will be easily embedded in them. Hence, research-based learning model is applied. Before implementing this learning model, teachers were given a research training by the cooperation between SMAN 2 Bantul and the lecturers from Islamic University of Indonesia (UII). The training was conducted to train the teachers of SMAN 2 Bantul in teaching the students to conduct research that can then be justified.

b. Research teachers

There were 22 teachers who were given the responsibility to teach the subject of research at SMAN 2 Bantul. The duty of research teachers was to guide students from the stage of introduction to research, conducting research, writing reports, to being responsible for its findings.

c. Research extracurricular activity that is being regularized

Regularized research extracurricular activities were developed following the Teaching and Learning Activities (KBM) with

2 lesson hours per week and allocated for grade X students. This regularized research extracurricular activity became something unique in SMAN 2 Bantul since it is the only school in Bantul that has research learning. As expressed by Curriculum Coordinator of SMAN 2 Bantul, this research learning was formed as the school's effort to introduce research to students, ranging from the introduction of research, writing research proposals, going into the field, until finally presenting the results of their research.

This regular activity was available only for grade X students, as the introduction to research until the real practice in the field, hoping that when they become grade XI and XII students, this research-based learning can be applicable to each subject so that students will no longer find difficulties when the teachers apply the research-based learning.

d. Research extracurricular (Research Club)

To support the students' interest in research, SMAN 2 Bantul formed a Research Group or Research Club where learners can submit their research findings to be later submitted in scientific writing competitions. The result is quite a pride for the school. SMAN 2 Bantul got the third place winner in national level.

e. Facilities and infrastructure that support the research-based learning

To support the research-based learning, SMAN 2 Bantul provides facilities and infrastructure that can be utilized by the students. Described are the facilities and infrastructure that support the research-based learning in SMAN 2 Bantul:

1) Laboratory

There is a representative laboratory to support the teaching and learning process. The laboratory is used both in learning activities and research development for the students of SMAN 2 Bantul. There are physics laboratory, chemistry laboratory, biology laboratory, language laboratory, social sciences laboratory, computer laboratory and multimedia laboratory.

2) Prapanca Library

The library of SMAN 2 Bantul is located in Dewi Sartika building and has a collection of thousands of books. Equipped with air conditioners and internet, SMAN 2 Bantul's library has been using digital system until now. There is also one reviewer room with the capacity of 40 people equipped with a LCD projector, air conditioners, and computers, so it can also be used for learning.

The books include textbooks, general and popular knowledge books, reference books, books that support science olympiad, storybooks, literary novels, and so on. Visitors can borrow 2 books a week and can extend borrowing by contacting the librarians.

3) Reading Corner

There are many places to read in SMAN 2 Bantul. These corners are made as comfortable as possible to make it easier for students to read and look for references.

4) Research Club Room

This research room is established for the activities of students who are the members of the research club. Beside their main duty in making scientific research, they can also have discussions and submission of

the results of other students' research to be later registered in the scientific research competition. The committee members of the research club are the students of SMAN 2 Bantul itself.

5) Scientific Research Competition

SMAN 2 Bantul has always been a participant in the of scientific research competitions. There are many achievements of the students who successfully won the scientific research competition in the national level. For students, this is a very valuable experience whose research can be continued in their the university level one day. In addition, the ability in critical thinking of the students will be much better, they can also strengthen the values of the character in Curriculum 2013 and deepen its science.

2) Research-Based History Learning Model in SMAN 2 Bantul

From the observation of the lesson plan-syllabus documents and the results of interview with the teacher of History subject, a new learning model resulting from a research-based learning model that is implemented in History subject learning was found. The discovery was named Research-Based History Learning Model.

In its application in History learning, this learning model has indirectly enhanced the ability of the students affectively and cognitively. Through the tasks of History research, students have actually strengthened the character education of Curriculum 2013 and deepen their knowlegde.

Research-Based History Learning Model is one of student-centered learning

(SCL) methods that integrate research in History learning activities. This model is multifaceted in reference to various methods of learning. This model provides opportunities or chances for students to seek information, develop hypotheses, collect data, analyze data, and make conclusions on the data that have been compiled. This activity applies the learning approach of "Learning By Doing". The implementation of the Research-Based History Learning Model will provide benefits for History learning, the students, History teachers, and school.

In the application of Curriculum 2013 that focuses on character education, this research-based History learning will be effectively applied. This is reinforced by a statement from Hanafiah in Sigit (2013: 31) who reveals that this research-based learning requires learners to be able to find their own knowledge, attitudes, and skills as a manifestation of behavioral changes. Therefore learning by using this model requires the maximum involvement of learners throughout their abilities to seek and investigate systematically, critically, and logically against a phenomenon to find what is desired. In other words, students will develop their ability in the learning process. Students will be more independent to learn and be more creative in learning process in the classroom.

The research method used in this model was historical research method. The method of historical research is the method used in the research process of past sources that is used critically, analytically, and systematically and presented in written form. Historical research method is divided into 4 stages, they are:

a) Heuristics (data collection)

Heuristics is the activity of finding and collecting the necessary resources.

1. Primary source
2. Secondary sources

b) Verification

Verification is a source-criticism activity to test the accuracy/authenticity and credibility of the source.

1. Internal criticism
2. External criticism

c) Interpretation

Interpretation is an activity to interpret or find the meaning of facts and the relationship between one fact and another.

d) Historiography

Historiography is the process of arranging facts and their meanings chronologically/diachronically and systematically into historical writing as a story.

As a learning strategy, Research-Based History Learning Model shares the same principles as Discovery Learning, Inquiry and Problem Solving models. There is no principled difference in these three terms. In the Research-Based History Learning Model, the emphasis is on the historical research specifically on historical learning.

By applying the Research-Based History Learning Model repeatedly, the character education in Curriculum 2013 can be strengthened and its knowledge can be learned deeply by the students. The use of this model can actually change the learning conditions from being passive to become active and creative, and from teacher-oriented learning to student-oriented learning. In applying the model, the teacher acted as a

mentor by giving the students the opportunity to actively learn, as how the teacher's opinion should be able to guide and direct students' learning activities.

The teacher started the learning process with several stages such as beginning with the preparation process, either from the program development such as lesson plan in which its preparation is already done before the learning process is implemented. The lesson plan itself can be used as the guide for the teacher in carrying out the learning activities that lead to a scientific approach, including observing, questioning, gathering information, associating and communicating.

The learning activities of History subject arranged in the lesson plan were divided into two points, namely: (1) The initial activity, where the teacher started from starting the learning process, providing motivation to students; (2) The core activities, in which in the teacher was no longer the only source of learning but he/she guided the students to be able to actively seek, collect, and develop the materials they obtain.

Ultimately, the goal in the Research-Based History Learning Model was to strengthen the character education of Curriculum 2013 and to deepen its knowledge. Then, in its application in school, this model can be the example of effective History learning activities.

This learning model can be applied to the History learning in every school as an effort to strengthen the character education of Curriculum 2013 and to deepen its science. In addition, this research-based History learning model can be an alternative learning for History teachers who want a learning activity

that demands the students to be independent and creative.

Conclusion

In its application in school, in addition to have the character education of Curriculum 2013, this research-based learning model can deepen the knowledge of the students as well. It was because this model has indirectly enhance the ability of the students affectively and cognitively. Through research tasks, students have actually strengthened the character education as well as deepened their knowledge. The character values of Curriculum 2013 that students can obtain through this research-based learning model include being religious, honest, discipline, hard working, creative, self-democratic, knowledgeable, achievement appreciative, communicative, love to read, environmental care, social care, and responsible.

In the process of learning History, this research-based learning model can improve students' critical thinking skills that were visible from the learner's ability to discuss and express opinions much better than before. In addition, students' interest in history has increased with the strengthening of the characteristic values of the spirit of nationalism, the love of the homeland, and the love of peace and tolerance.

The research-based learning model that is implemented in this History learning created a new learning model named Research-Based History Learning Model. Based on the results of the research, the 18 character values in Curriculum 2013 can be maximized in this model. This is indirectly experienced by the students through the tasks

of historical research from the beginning that was determining the title of the research until presenting the research findings. In addition, in the learning process, students have also deepened their knowledge by sharpening their critical thinking skills.

Suggestions

Based on the results of the research, suggestions that can be proposed are as follows:

1. SMAN 2 Bantul can be a good role model in the implementation of Curriculum 2013 and can be the example for other schools in Bantul that apply Curriculum 2013 but still finds difficulties in maximizing the character education.
2. This research-based learning model should be developed further so that the implementing and strengthening of character education and knowledge can be maximized.
3. History learning can be done by applying research-based learning model as an effort to strengthen the character education of Curriculum 2013 and deepen the knowledge of the students.
4. The Research-Based History Learning Model can be an alternative learning for History teachers who want a learning activity that requires learners to be independent and creative in emphasizing the character education of Curriculum 2013 and knowledge.

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