Self-Esteem Orientation in History Learning

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Abstract

Historical education in the context of learning must offer value solutions in overcoming character problems. This urgency should be understood by all history educators as the mandate of history is a heritage of values, it is necessary to absorb values, so that the goal of history to make people wise will be achieved. Self-esteem is one aspect of personality that has an important role and has a major influence on individual attitudes and behavior. This value is very important to support the national identity and character of students. The dynamics of modernization requires a container of values in cultural transformation, so that students who are citizens have filters to sort out the impact of the current modernization. The method used in this scientific paper is a qualitative paradigm (qualitative description). The results of the discussion 1. Explanation of self-esteem in character building 2. The position of history learning in growing self-esteem. Conclusions 1. Self-esteem has a major influence in the formation of students' character 2. History learning is a bridge for students' character growth. 3. Character building is very difficult in national education if learning is not oriented towards certain values.

I. Introduction

Building character for the current generation is one of the goals of national education. Students actively develop their potential so that they have basic character that is based on religious spiritual strength, self-control, personality, intelligence, noble character, and social skills for themselves, society, nation and state. The macro objective of National Education Integration is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is based on religious values, Indonesian national culture and is sensitive to the demands of changing times. Students in this case have the task of developing their potential through the learning process that is available at certain paths, levels, and types of education. This polemic has become a contemporary problem in the millennial era and has even become a common demand in educational goals. This is the government's response in dealing with it. The government has reissued the Presidential Regulation of the Republic of Indonesia No. 87 of 2017, confirming that the purpose of strengthening character formation is to shape students into good, moral and virtuous characters. Presidential Decree No. 87 of 2017 has been issued by the President of the Republic of Indonesia regarding Strengthening Character Education in the hope of being able to overcome the problems faced by the current generation. This apprehensive condition requires solutions both at the internal and external levels regarding character formation, so special support is needed for the community and educators in developing the character of students (Hadisi, 2015).

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The Ministry of National Education (2011) describes the matter of character building through educational institutions that in the process of implementing it design students to have a caring and responsible mind." This opinion shows that character building is related to innate, heart, soul, personality, character, behavior, personality, character, temperament, character. Another opinion was expressed by that character formation is "a system of inculcating character values to school members which includes components of knowledge, awareness or willingness and action to implement these values." so that the formation of character in schools, must involve all components (educational stakeholders) including the components of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementation of extracurricular activities or activities, empowerment of infrastructure, financing and the work ethos of all school/environmental residents (Royzah, 2016).

Personality and character development patterns must be carried out systematically and continuously by involving aspects of knowledge, feelings, and actions. Character education can also be instilled, both in the family, community, and school. The most ideal foundation in character education is the values of faith and piety (Siregar et al, 2020). According to Sembiring et al (2019) Character is the attitude and way of thinking, behaving and interacting as a characteristic of an individual in life, acting and working together, both within the scope of the family, community and nation.

Another meaning is that the formation of character is a unity of personality goals. The essence of this opinion is that character formation refers to a series of attitudes, behaviors, motivations, and skills. Sudarajat (2010) argues that "character formation has the same essence and meaning as moral education and moral education which aims to shape children's personalities, so that they become good human beings, citizens, and good citizens." Both of these opinions show that the notion of character refers to a series of attitudes. Based on this opinion, it can be emphasized that character building is an effort that is designed and implemented systematically to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs in the nation and state (Wening, 2012).

National character is an important aspect of the quality of human resources because the quality of the nation's character determines the progress of a nation. Quality characters need to be formed and nurtured from an early age. Early age is a critical period for the formation of one's character. Without avoiding the possibility of other factors that can influence the next generation of the nation to carry out various types of actions that deviate and are very far from the values that develop in Indonesian society in general, one of which is globalization. The factor of globalization that brings the flow of information so that it is difficult to contain it is felt to have a very large contribution to the various cases that befell the next generation of the nation. Erikson (1968) according to Freud, failure to cultivate a good personality at an early age will form a person who has problems in later adulthood. The success of parents in guiding their children in overcoming personal conflicts at an early age will determine the success of children in social life in later adulthood (Wening, 2012b). Efforts to stem or minimize the development of the flow of globalization can be done through education channels whose learning is oriented towards self-esteem for the purpose of fostering character formally and informally to instill values that can become the inspiration of the nation's next generation without having to be immersed in the flow of globalization which has an negative impact for their lives.

The chairman of the MPR, Mr. Zulkifli Hasan, is of the opinion that the era of globalization does not all bring positive effects, but there are also negative ones. Therefore, character building is very important to counteract the negative impacts of globalization in Indonesia. "In the midst of unstoppable global influence, of course, there are also many negative impacts," this was conveyed at the event The Third International Conference-Thusts on Human Sciences in Islam (IC-Thusi) at the Parliament Complex, Senayan, Jakarta, Wednesday (16 /11/2016). The development of the nation's character, among others, building social ethics, is important to build this negative impact," character building will enlighten the concept of free will by balancing the concept of determinism, in practical education. Education must provide a wide space for students as the nation's next generation to choose. Education emphasizes that freedom is a package with responsibilities that must be borne. If there is an error in making a choice. When contrary to ethics and universal norms. Responsibilities and witnesses that must be accepted gracefully. So that the next generation of the nation can recognize and be responsible for choosing and willing. Theoretically, character education provides fresh air for the future of the nation's future generations. With the formation of character, all things caused by globalization that lead to a negative direction can be minimized. The formation of learning characters will instill the values of national character which have been the identity of the Indonesian nation (Rudiana, 2017).

The values of national character that are meant include religious values. Honest. Tolerance. Discipline. Hard work. creative. Independent. Democratic. Curiosity. Spirit of nationality. Motherland love. Appreciate achievements. Friendship. Love peace. Love to read. Environmental care. social care and responsibility (Ministry of National Education. 2012) the implementation of the values of character education can be carried out through a process of empowerment and civilizing as outlined as one of the principles of organizing national education. This process takes place in three pillars of education, namely: in 1) schools. The implementation of learning in schools is developed through learning experiences and learning processes that lead to the formation of character in students. Character formation in teaching and learning activities in the classroom. Implemented using an integrated approach in all subjects. 2) family. Family is the most important thing in the formation of children's character. Because the family is like the root that determines what and how an individual will become if the family carries out its functions properly. Then the individuals who are born will have good morals and character. So that it can form quality human resources. 3) community. Cultivation in the community can be done through the example of community leaders. Habituation of values in the community. Fostering the development of a relationship with God Almighty. Enforcement of applicable rules (Darsiharjo, 2013). Thus the role of character formation is very important in an effort to stem the flow of information in the era of globalization which has an impact on the erosion of the nation's character which is marked by various cases that are stored in social life, especially cases carried out by the next generation of the nation. Learning character building will educate the next generation of the nation either directly or indirectly from the previous three pillars, namely in the school environment, community and in the family to know their identity as the next generation of the Indonesian nation which has a national character as mandated by the government. So that various deviant cases committed by the younger generation in the family, school and community environment can be minimized.

II. Research Methods

This writing method is descriptive. Descriptive method according to Sugiono (2009) is a method that aims to describe or provide an overview of the object under study through data or samples that have been collected as they are without analyzing and making conclusions that apply to the public. In other words, analytical descriptive research takes problems or focuses on problems as they are when the research is carried out, the results of the research are then processed and analyzed to draw conclusions.

III. Results and Discussion

3.1 Self-Esteem In Character Formation

The definition of self-esteem etymologically comes from the Latin word Aestumare which means "to estimate or to appraise". Several figures define self-esteem including: Rosenberg in Burns, 1993, Self-Esteem is a positive or negative attitude towards a specific object, namely self-assessment (self). Rosenberg in Blascovich and Tomaka, 1991. Self-esteem can clearly be defined as a component of the evaluation of one's own personality, which involves affect (feelings), attitude (attitude), and appraisal or personal judgment. This is clearly related to the importance of character formation. Steinberg, 2002 gives a picture of self-esteem, which is how positively or negatively individuals judge themselves. Coopersmith in Brehm and Kassin 1996, Self-esteem is an individual's self-assessment and appreciation of himself. According to (Branden 1994), the definition of self-esteem: "it is an integrated sum of self-confidence and self-respect. It is the disposition to experience one self as competent to cope with the basic challenges of life and as worthy of happiness." Self-esteem is the integrated sum of self-confidence and self-respect. Self-esteem is an individual's disposition to experience himself as a person who is competent in facing the basic challenges of life and feels worthy to be happy. From this understanding, it can be seen that the formation of a person's character is influenced by self-esteem in personal mental organization and control balanced self-identity.

Seeing the facts that have occurred in the field that the behaviors that arise are: unable to measure themselves well, low self-esteem, do not have good self-regulation, feel they have no potential, low learning motivation, lack of self-confidence, easily despair, and likes to criticize themselves so that students will respond to everything with a bad view. Therefore, it is necessary to follow up in terms of improving student achievement. The task of educators when teaching in class is not only to present teaching materials, but also to create positive learning conditions which can be in the form of providing explanations, instructions, encouragement, and stimulation as well as increasing the positive competitive attitude of each student (Nurafni & Pujiastuti, 2019). By creating a good competitive climate in the classroom, each student can develop himself to be better (Friskilia & Winata, 2018).

The ability of self-regulation, self-esteem and self-concept of students are psychological factors that can improve student learning achievement. Woolfolk said that the ability to self-regulate is one of the personal factors that can affect a person's achievement (Friskilia & Winata, 2018). That is in the form of the ability to generate feelings, thoughts, actions and plan and adapt them continuously in order to achieve goals (Zimmerman, 2000).

Self-regulation in psychology is known as self-regulation. In social cognition theory, self-regulation is widely seen as a systematic process consisting of human thought and behavior that involves self-regulation and self-direction towards the achievement of a goal

(Bryant, 2007). Zimmerman & Cleary (2004: 12) argues that self-regulation generally involves individuals who are proactive in directing their behavior or strategies in achieving the goals they set. They also rely on affective, cognitive, motivational, as well as behavioral feedback to change or adjust strategies and attitudes to achieve their goals (Zamnah, 2019).

According to Zimmerman and Williamson (2015) there are 3 aspects of self-regulation, namely self-motivation, meta-cognition, and behavior. Metacognition is the human ability to plan, order, monitor, organize, evaluate and organize their activities (Zulfikar & Tamrin, 2019). Motivation is the overall driving force from within by creating a sense of wanting to learn, ensuring the continuity of learning activities, and giving direction to learning activities. One aspect of self-regulation is behavior. Behavior provides feedback that is oriented towards the individual in the form of evaluating the behavior that has been carried out by the individual, and the extent to which the individual regulates himself towards the goals that have been set.

Psychological factors that also affect learning achievement is self-esteem. Self-esteem has a maximum influence on expectations, behavior, as well as individual judgments related to themselves and others. Self-esteem which is an affective, cognitive, and evaluative component is not only a personal or psychological problem but also in the form of social interaction. So it can be said that self-esteem is an attitude, either positive or negative towards someone (Mruk, Christopher J., 2006).

Rosenberg Self Esteem Scale is a measuring tool that has been developed for a long time and is the most frequently used self-esteem measurement tool until now. The measuring tool emphasizes Rosenberg's feelings or feelings in Emler (2001: 11-12). The ten items described in the measuring instrument consist of: 1) feeling as someone who is useful or at least the same as others, 2) feeling of being someone who has good qualities, 3) tends to feel like someone who has failed, 4) ability to do something. do as many things as possible as most people do, 5) feel like they don't have much to be proud of 6) have a positive attitude towards themselves, 7) in general, feel good about themselves, 8) wish to value themselves more 9) often feel useless, 10) often think that I am not a good person.

This also happens to self-concept in influencing learning achievement. Self concept is defined as the perspective of an individual towards himself by looking at his weaknesses as well as his strengths, including in planning the vision and mission of life (Sumartini, 2014). One of the important parts in the development of a person's personality is the self concept, as Rogers said that self is the most dominant concept of personality. The self contains various ideas, perceptions, and values that include awareness about oneself (Desmita, 2009).

Based on the explanation above, individuals will evaluate themselves according to the totality of interactions and experiences that occur to them, and environmental acceptance of individuals will affect the formation of self-esteem, itself, especially in adolescents. Self-esteem is formed because of the experiences they have and their acceptance of the environment towards themselves is very positive. Vice versa. This can be interpreted that individuals will seek to find symbols that can provide positive experiences and acceptance of a good environment.

Several indicators in achieving the formation of self-esteem are part of the values in character building, that's why character formation requires increasing students' self-esteem in the learning process. So that this will be a synergy of common goals in history learning that carries the mission of building student character. The solution is that history learning must be oriented towards the value of self-esteem in character building.

3.2 Historical Learning Position in Character Growing

There are many current and future challenges related to history learning. The challenges referred to by the problem include the weak use of theory, lack of imagination, textbook and curriculum references, as well as the tendency to not pay attention to global phenomena, lack of reviewing the historical background related to historical phenomena.

It is not justified in the study of history, the lack of and not even using theory as an analytical knife or a tool to solve a problem, even though the discipline of history does not have its own theory. It is different from other social science groups which have their own theories. Therefore, the discipline of history borrows theories from other social science disciplines in each of its studies. For example, theories of sociology, anthropology, psychology, politics, and so on. Through these theories, historical studies will be richer in meaning. Only the ability of history teachers in concocting historical presentations is felt to be lacking in integrating other social disciplines in historical studies. Teachers are felt to be lacking in using an interdisciplinary approach in historical studies (Subakti, 2010).

The lack of theory results in the emergence of a number of examples of statements in textbooks that are too general and difficult to verify. Learning history is also not accompanied by a spark of imagination that makes the review of past events more lively and interesting. In the process of learning history, many teachers still use the conventional paradigm, namely the 'teacher explains students listen' paradigm. This kind of history learning method has made history lessons boring (Munirah Husna, Abdul Razaq, 2015). Then do not give an emotional touch because students feel they are not actively involved in the learning process. Meanwhile, the paradigm of 'active students construct meaning the teacher helps' are two paradigms in the teaching and learning process of history that are very different from each other.

This paradigm is considered difficult to implement and confuses teachers and students. In addition, rigorous learning methods can have disastrous consequences over time and create a generation that experiences "memory loss (forgetting or forgetting history) of the country itself." The method used should be historical "To build memory". In fact, Students can also create and further investigate History just as memorized facts without any interest or interest in interpreting it. Historical memories alone will not last long. So that historical memory alone will not last long, it needs to be accompanied by "emotional memory". This type of memory is a memory that is formed by including emotions so that students can be more aware of exploring and interpreting various historical events. Therefore, the learning process does not just stop at rote memorization, but students feel that they are part of a meaningful learning process from the start, so they are actively involved in two-way communication with teachers and historically learn. Opinion on the topic. In order for "emotional memory" to emerge and survive, the paradigm of history learning needs to be changed (Subakti, 2010).

It is important to understand that the curriculum created has its own purpose in practice. Therefore, each curriculum lives in its own spirit. Fear of the end of the nation's morality and the importance of personality formation became the basis for the preparation of the 2013 curriculum (Ali, 2013). In the context of character education, history is seen as one of the subjects with great potential to instill national character in students. History lessons don't just talk about past events in which students need to memorize a large amount of material. By referring to Historia Magistra Vitae during Cicero's time, the story must be able to convey values, historical perceptions and national life to the younger generation.

Recognizing that history education plays an important role for the younger generation, we need to ensure that the 2013 curriculum is far from the traditional pattern that focuses on teachers and teaching materials. A new approach in history education is

needed to maintain the importance of the 2013 curriculum. The most appropriate approach to not turn off the spirit of the 2013 curriculum is constructive history learning. This constructivist learning requires a values orientation, which encourages self-esteem. Constructivist learning provides opportunities for students to gain various kinds of learning experiences. From there, it is hoped that students will be able to dig deeper into the character values they receive from their learning activities (Kurniawan, 2013). Learning history in the polarization of character education rarely mentions historical values. The purpose of learning values in education should be an accentuation of history learning. The value obtained from the analysis of events, stories, and historical stories is used to form the character of students (Kurniawan, 2013).

IV. Conclusion

Because self-esteem has a great influence on the formation of student character, it is necessary to study the value of self-esteem in order to achieve the formation of student character. Learning history is one way for the development of students' personality. If one of the history lessons has historical considerations that can build self-esteem students', then the process of personality formation will be much easier. It is felt that it is very difficult to shape personality improvement in Indonesian education if learning is not directed at certain values.

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