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The Values of Struggle Character Education K.H. Ahmad Hanafiah and its Implementation in Local History learning

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ABSTRACT

Local history has its point in providing information to local communities for the exemplary process. However, there are not many studies of local history to be implemented in history learning. Thus, the purpose of this study was to find the values of character education in the material for the struggle of K.H. Ahmad Hanafiah in defending Indonesian independence in the Lampung Residency and its implementation in learning local history. The method used is a qualitative research method with historical studies. This study uses primary and secondary sources and uses interviews as reinforcement. The results of the study are: (1) K.H. Ahmad Hanafiah as a local figure who fought to defend Indonesia's independence in Lampung Residency, (2) The values of character education contained in the material include: religious attitude, hard work, curiosity, love for the homeland, national spirit, and independence, (3) These character values can be implemented in local history learning through the Class XI lesson plans covering the stages of planning, implementation, and evaluation in high school. It is hoped that students can imitate the figure of a K.H. Ahmad Hanafiah, especially for those who live in the Lampung area, and apply it in their lives both now and in the future. History learning has a central role in instilling the values of national character because the scope of the material taught contains heroic, exemplary, patriotism, and nationalism values.

Keywords: Value of character, education, struggle, learning local history

INTRODUCTION

The phenomenon of deviant behavior, especially from students, is increasingly worrying. As is often expressed in the mass media, talks in seminars, discussions by educational and social observers. This moral deviation refers to behaviors such as brawls between students, free sex, drugs, cheating, and others (Panggabean, 2022). The incident of brawls between students that occurred in Lampung, Indonesia with sharp weapons was very sad if it resulted in casualties (Andala, 2022). This incident is unfortunate, as the nation's generation should have a noble soul instead of causing trouble and disturbing the welfare of the community (Delvira et al., 2021). This is a national problem because if no action is taken against this moral decline, it will affect the survival of the nation's life (Jhon et al., 2021).

One way to overcome the various problems above is through education because education is the most appropriate medium to overcome the problems that currently often occur because of its very large role in shaping character. The role of education in developing the character of the nation's generation has a very large contribution because education can put pressure on explicit values such as respect, responsibility, caring, and fairness (Dewi & Alam, 2020). In addition, education helps students to understand, pay attention to, and carry out these values in their own lives, this is the importance of education for human life (Effendi, 2022). One of the important parts in education to instill the concept of character is through Indonesian history subjects (Maulani et al., 2021).

Indonesian history is one of the subjects that influence the development of the nation's character education perspective.

Learning Indonesian history, which describes the collective events of a community or society is one aspect of the formation of a national personality (Adli & Fatimah, 2019; Pramono et al., 2021). Starting from a collective individual memory that leads to one goal, namely awareness of national identity through the history of the nation (Pramono et al., 2020; Fadli et al., 2022).

This is in line with the opinion of Aman (2011) that learning Indonesian history is not just answering what to teach, but how the learning process is carried out to capture and instill values and transform the message behind the reality of Indonesian history to students (Basri et al., 2022; Setiawan et al., 2020). In this learning process, students must master teaching materials, in helping the maturation of students' personalities so that they can respond and adapt to the increasingly complex

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development of national life and increasingly strong global demands (Lestari et al., 2020).

History Education as an educational program and field of knowledge does not only present knowledge but must also foster students to become citizens and citizens who have responsibility for society, love, and pride in the nation and state (Basri et al., 2022; Jaskuowski & Surmiak, 2015). Thus, the subject matter presented is not limited to material that is knowledge but also includes the values attached to it (Fadli et al., 2021).

The understanding of teachers who think that Indonesian history lessons are rote lessons that only rely on memory, so that in teaching teachers only need to transfer material to be conveyed to students (Pratama et al., 2022). Susanto (2015) argues that this is a major problem in Indonesian history education, which is the fact that teachers pay more attention to the material and discipline of Indonesian history than the interests of students.

Teachers must be creative in using learning resources, not just fixated on textbooks as the only learning resource in the learning process. Even though there are things that are more interesting if the teacher is sensitive to the environment around students related to local history (Fauzi & Kumalasari, 2020). Local history that discusses local historical events or influential figures in the community in an area and has historical and character values (Ufie et al., 2020).

Local history is present as a forum for teachers to develop materials about local wisdom, be it figures, or local historical events. Local history becomes a discussion for alternatives to the realities of national history written in textbooks (Ernst, 2022). Local history has a discussion that includes events about small communities, places, institutions, and communities and usually, local historical objects are very close to people's lives in a particular arena or area (Priamantono et al., 2020). Local history can be used as a learning resource in history learning for teachers so that local historical events can be understood because they are close to the student environment (Imbar et al., 2019).

In the local history of Lampung, various historical events can be developed by the teacher as a source of learning history (Sulistyo et al., 2019). The local history of Lampung has a very heroic role in defending Indonesian independence in Lampung, namely K.H. Ahmad Hanafiah. The biography and struggles of K.H. Ahmad Hanafiah are very interesting to implement in history learning as a learning resource because studying these figures will certainly provide valuable education for students. The use of biographies of local figures in learning local history will be able to introduce these local figures and the character values of local figures can be imitated by students. Biography subject matter can be used as material or media to develop cultural values and national (Bahri et al., 2021).

Students are expected to be able to dive into space and time when K.H. Ahmad Hanafiah's life started from the journey

of his life since childhood until the end of his life, starting to study at several Islamic boarding schools until continuing to the city of Mecca (Wan, 2019). Upon his return from Mecca, he became the leader of the Al-Ikhlas Islamic Boarding School and participated in the struggle to defend Indonesian independence in the Lampung residency (Kristian, 2019). During his journey and struggle, he gave rise to characters that should be imitated by the younger generation, especially students who live in Lampung.

The event contained the values of character education, this is in line with the 2013 curriculum which emphasizes character education (Chairunnisa & Istaryatinigtias, 2022). There are 18 values contained in character education, these values include religious values, tolerance, honesty, discipline, hard work, creativity, independence, curiosity, democracy, love for the homeland, nationality, respect for achievement, friendly, peace-loving, fondness of reading, care for the environment, social, and responsibility (Hidayati et al., 2020).

Various studies have been carried out on the values of character education from a historical figure, but previous research has only focused on exploring the values of character education or only at the theoretical stage (Wibowo et al., 2020; Ihsan et al., 2020). This study aims to develop local history materials based on character values because this research has reached the stage of implementing K.H. Ahmad Hanafiah in defending Indonesia's independence in Lampung Residency into the process of learning local history. This material can instill character education values in students. It is hoped that this writing can contribute knowledge, especially in learning local history regarding the importance of the educational process in transforming the values of character education.

The role of K.H. Ahmad Hanafiah in Lampung was chosen as historical material because the nation's generation needs to learn about local figures. K.H. Ahmad Hanafiah is a charismatic cleric and fighter who is proven to have dedicated his whole soul and body to defending Indonesia's independence in Lampung from 1945-1947. He has sociocultural capital, as a member of a respected family in Sukadana, so he is easily accepted by the community as a carrier of change and Islamic civilization (Setiawan & Aman, 2018). This is also reinforced by his intellectual ability, which is very sensitive to community problems whose explanations and solutions are set out in the books of *Sirr al-Dahr* and *Alhujjah* (1936) (Effendi, 2016). In addition, he is also active in various fields such as education, religion, and politics. These things are considered important to imitate the role of K.H. Ahmad Hanafiah in Lampung, to instill character values in students.

LITERATURE REVIEW

Character education concept

Character is a basic value that builds a person's personality, is formed due to the influence of heredity and environmental

influences, which distinguishes him from others, and is manifested in his attitudes and behavior in everyday life (Nucci et al., 2014). According to Berkowitz (Berkowitz, 2021) character is identical with morals, so a character is universal human behavioral values that include all human activities, which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs (Subaidi, 2020).

According to Muthohar (Muthohar, 2021), character education is a provision of guidance to students to become fully human beings with character in the dimensions of heart, mind, taste, and intention. According to Bates (Bates, 2021), character education is an effort to educate children so that they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment.

According to Hart (Hart, 2021) to the experts above, it can be concluded that character education is an effort given by a teacher in a school to his students which includes moral education, character education and so on which is expected to be used by a student in his life in daily interactions to always do things. good things and he knows bad behavior so he can choose which is not good in his daily life.

Character education values

According to Pala (Pala, 2011) value is the ability that is believed to exist in an object to satisfy humans. The nature of an object that causes it to attract a person or group, what is meant by an object or object here is the value of character education. The character values that will be transformed in the learning process of Indonesian history, especially local history, include: Religious, Honesty, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, Spirit of Nationalism and Nationalism, Love for the Homeland, Respect achievement, communicative, love peace, love to read, care for the environment, care about social, responsibility (Pratiwi et al., 2021), (Hidayat et al., 2022).

Thus the eighteen character values must be internalized in schools into all subjects, one of which is through learning Indonesian history which is designed to be active and fun (Hanifah et al., 2020), (Setiawan & Kumalasari, 2018). It is hoped that through one of the materials in local history lessons regarding the values of character education in the struggle of K.H. Ahmad Hanafiah in defending Indonesia's independence in Lampung Residency which contains character values so that they can be actualized and transformed to students in a learning process, especially in local history lessons in class XI semester 1.

Potential materials for Indonesian history and local history in character education

Indonesian history subjects taught in schools have a strategic purpose in shaping the character and dignity of the nation be-

cause it has a sense of nationality and love for the homeland (Rulianto & Hartono, 2018). The material in learning Indonesian history that is unique and full of value will have the potential to be introduced to students about the nation and its aspirations in the past (Inayatillah, 2022). This will be able to develop the potential that exists within students to be able to recognize the values of the nation that are fought for, maintained, and even developed for present and future life (Hasan, 2012).

Indonesian History materials provide information about the nation's successes and failures in responding to the challenges of the times. These successes and failures are important lessons to understand (Suparjan, 2019). With the nature of such material, in developing the function of history education as a bank of examples for solving present problems and chartering future action (Sirnayatin, 2017). Eroded by the atmosphere of the nation and the limitations of educational policies to place knowledge above all else. In learning local history that is integrated into Indonesian history lessons, it is an important function to study it so that we can know our identity as Indonesians (Syarifah & Tanjung, 2020). Losing identity means losing the existence of the nation. Indonesian History Materials will be able to build students' collective memory if there is a strong identification process for the historical events being studied.

Local history is very important to be taught in Indonesian history learning, this is to introduce local history in every student living. A local history is a form of historical writing in a limited scope covering a particular locality (Sopacua et al., 2020). In this case, it is about local history in the Sukadana area, East Lampung Regency, Lampung Province. A fighter figure who once dedicated himself to the Lampung Residency during the Dutch colonialism, Japanese occupation, and until the end of his life in defending Indonesia's independence. It is K.H. Ahmad Hanafiah, a prominent fighter, and cleric from Lampung. Through this local history learning, his heroic values become role models for the people of Lampung, especially students in class XI high school. These values are to be transformed into local history learning to form good student character.

METHOD

Design of research

This study uses a qualitative research method with a historical approach (historical research) (Fadli, 2021). According to Sugiyono (Sugiyono, 2020), descriptive qualitative research is used because researchers want to dig deeper into the research topic. This research is related to the values of K.H. Ahmad Hanafiah (past study) and its implementation in local history learning (present study) (Faire, 2011). According to Lange (Lange, 2014), the steps of the historical approach are (1) heuristics, (2) verification, (3), interpretation, and (4), historiography.

Participants

The study was conducted in senior high schools in Lampung (SMAN 1 Metro). In addition, interviews were conducted with the vice principal in the field of curriculum, history teachers, and several students.

Data sources and data collection techniques

Sources Data were collected through primary and secondary sources. Data collection techniques use documentation, interviews, literature, and observation.

Data validity and data analysis techniques

The validity of the data includes tests of credibility, transferability, and dependability (Chesnay, 2014). While the analysis technique consists of (1) Data Collection (2) Data Reduction, (3) Data Presentation, (4) Conclusion Drawing.

FINDINGS

K.H. Ahmad Hanafiah in defending Indonesian Independence in Lampung

Biography of K.H. Ahmad Hanafiah

Apart from Lampung National Hero Radin Inten II, there is a warrior figure and at the same time a scholar who was born and lives in Lampung, namely K.H. Ahmad Hanafiah. His full name is K.H. Ahmad Hanafiah and his father named K.H. Muhammad Nur is a religious figure from the Kewedanan Sukadana area. He was born in 1905 in Sukadana District and currently belongs to the East Lampung Regency (Setiawan & Aman, 2018).

As a child, K.H. Ahmad Hanafiah studied in formal and informal schools. Educational history taken by K.H. Ahmad Hanafiah are: (1) Graduated from Government school in Sukadana in 1916, (2) Studying Islamic Religion with his parents (K. H. Muhammad Nur), and at the age of 5 years, he has finished reading the holy book Al-Qur'an, (3) Studying at the Jamiatul Chair Islamic Boarding School in Jakarta 1916-1919, (4) Studying at the Malaysian Kelantan Islamic Boarding School in 1925-1930, and (5) Studying at the Grand Mosque, Mecca Saudi Arabia in 1930-1936 (Effendi, 2016).

Upon his return to study abroad, he became an active missionary in Lampung. His expertise in managing organizations which includes very neat organizational management made him trusted as the chairman of the Sarekat Islam in the Kewedanan Sukadana area in 1937-1942. Apart from being the chairman of the Sarekat Islam K.H. Ahmad Hanafiah also manages a boarding school educational institution that continues his father. Entering the Japanese colonial era, he was appointed a member of the *Sa-ing-kai* or some kind of council member during the Japanese period at the Lampung Residency. He proved himself to be a national

intellectual figure by actively leading the Al-Ikhlas Sukadana Islamic Boarding School from 1942-to 1945 (Wardoyo, 2008).

The experience of K.H. Ahmad Hanafiah in the fields of education and politics, among others: (1) Teaching religion in Sukadana from 1920-1925, (2) Becoming the Chair of the Lampung Islamic Student Association when he was studying in Mecca in 1934-1936, (3) Chairman of the Islamic Trade Union in the area of Kawedanan Sukadana, (4) Leader of the Al-Ikhlas Sukadana Islamic Boarding School from 1942-1945, (5) became a Member of the *Sa-nyi-kai* of Lampung Residency in 1943, (6) Chairman of the Indonesian National Committee of Kawedanan Sukadana in 1945-1946, (7) Chairman of the Masjumi Party and Leader/Commander of the Laskar Hizbullah Kawedanan Sukadana, (8) Wedana of the Regional Head of Kewedanan Sukadana in 1945-1946, (9) Member of the Lampung Residency DPRD (Regional People's Representative Assembly) from 1946-1947, and (10) Deputy Head concurrently Head of the Islamic Section in Lampung Residency Office when he lived in Tanjung Karang in 1946-1947 (Amboro, n.d.), (Amboro et al., 2018).

Traces of the struggle of K.H. Ahmad Hanafiah in Indonesian Independence from Lampung Residency

During the Dutch colonial period, K.H. Ahmad Hanafiah is very much involved in the field of education because some of his experiences have helped the surrounding community to be able to take education. The education he received from various Islamic boarding schools in Indonesia or abroad made him ready to lead the Al-Ikhlas Sukadana Islamic Boarding School from 1942-1945 and had made himself a fugitive when the Dutch considered the Sarekat Dagang Islam which he chaired in his area as a dangerous organization for the government. Holland at that time (Gonggong et al., 2000).

During World War II and the Dutch handed over their government officials to Japan. Seeing the abilities possessed by K.H Ahmad Hanafiah made Japan appoint him a member of the *Sa-nyi-kai* or a kind of member of the Japanese people's representative council in charge of the Lampung Residency area. This is where his career in politics began, which led him to fight for the interests of Indonesia (Putri, 2017).

Indonesia's independence on August 17, 1945, was proclaimed by Ir. Soekarno and Moh. Hatta in Jakarta. However, the newly established independence of Indonesia got interference from the Dutch. Precisely at the time of the First Dutch Military Aggression, Lampung was part of the Province of South Sumatra. Various battles took place in South Sumatra, the Dutch military aggression 1 occurred on July 21, 1947, until December 1948 (Pertiwi et al., 2015).

In the field of government, the Lampung Residency did not make any important changes. This is because the Dutch army attacked by land from Palembang to the South-West.

After fighting for three days and getting persistent resistance from units of the Republic of Indonesia army, so on July 25, 1947, the Dutch succeeded in occupying Baturaja. However, in the event of the subsequent battle, the Dutch did not succeed in entering the Lampung Residency area (Fernanda & Samsuri, 2020).

During the First Dutch Military Aggression in 1947, K.H. Ahmad Hanafiah and his soldiers who were members of Laskar Hezbollah were called to assist the TNI (Indonesian national army) struggle which gave fierce resistance to Dutch troops in the South Sumatra Region, especially in Baturaja City. When K.H. Ahmad Hanafiah's troops arrived there and immediately joined the TNI unit, they carried out a counterattack near Baturaja City, namely towards the Martapura area.

This is where the great battle between Laskar Hezbollah under the leadership of K.H. Ahmad Hanafiah with the TNI against the Dutch at the Kemarung Battle Front. The kemarung area is still an area that grows thickets of forest which is used as an ideal battle base for the troops of K.H. Ahmad Hanafiah with the TNI which is still relatively undeveloped in weapons compared to the Dutch (Setiawan & Aman, 2018: 135).

Because the Laskar Hezbollah were armed with machetes, also known as Laskar Golok, they fought as much as they could, and they were also believed to be soldiers who were immune to Dutch bullets. With this provision, they dared to fight the Dutch troops who used firearms. While in the forest, the Hezbollah troops together with the TNI arranged a strategy to attack the Dutch defenses in Baturaja City (Setiawan & Aman, 2018).

But before being able to attack this strategy, the Dutch first knew about it because there were fighters who betrayed and leaked information to the Dutch. Finally, the TNI withdrew when this information was known to the Dutch, but the Laskar Hezbollah troops who were resting in Kemerung were suddenly ambushed by Dutch troops and a fierce battle erupted between the two (Abidin et al., 2020).

Many members of the Hezbollah army died and were taken prisoner, including K.H. Ahmad Hanafiah was found alive, then put in a sack and drowned in the Ogan River. "The Netherlands treats K.H. Ahmad Hanafiah is so because he knows the greatness of K.H. Ahmad Hanafiah who is immune to sharp weapons and firearms. Finally doing it cunningly and cruelly. It was in this place that the Hero died, martyred to defend Indonesia's independence, especially in Lampung (Effendi, 2016).

Character Education Values in the Struggle Materials of K.H. Ahmad Hanafiah in defending Indonesian Independence in Lampung

Referring to the material for the struggle of K.H. Ahmad Hanafiah in defending Indonesian Independence in Lampung and associated with eighteen values of character education.

So, the character values contained in the material are religion, hard work, curiosity, love for the homeland, national spirit, and independence (Amboro, 2020), (Amboro et al., 2022).

The character values contained in the material for the struggle of K.H. Ahmad Hanafiah in defending Indonesian Independence in Lampung can be described as follows:

Religious

The religious attitude shown by K.H. Ahmad Hanafiah since he was a child, studied religion at Islamic boarding schools in Sukadana and several other areas until he finally studied in Mecca. He has a strong desire to become a religious person and wants to preach to the community to invite doing good.

Hard work

Becoming a leader of an Al-Ikhlâs Islamic Boarding School and leading a struggle organization, namely Laskar Hezbollah, requires a hard work effort to achieve the goal. A hard worker has behavior that shows a serious effort in completing various tasks, problems, work, and others as well as possible.

Curiosity

Curiosity K.H. The great Ahmad Hanafiah has led him to study from various Islamic boarding schools in Indonesia and to the city of Mecca. This shows that he has great curiosity in exploring and learning science. Until finally he managed to write a book that became a reference in several Islamic boarding schools, namely the *Kitab Al Hujjah* and the Book of *Tafsir Ad-Dohri*.

Love the homeland

K.H. Ahmad Hanafiah we can see in his struggle to defend Indonesia's independence in the Lampung Residency. When the first Dutch military aggression occurred in 1947, he led the resistance against the Dutch army with his troops, namely Laskar Hezbollah until finally, he died in the war. This shows that he loves his homeland, namely Indonesia. He was not willing to re-colonize his homeland by a foreign nation.

Spirit of nationality

As a scholar who has a high position, he may not defend the interests of the Sukadana community, and the Lampung people are free from the shackles of colonialism. However, the attitude of the national spirit possessed by K.H. We can see Ahmad Hanafiah by his attitude and actions who are willing to sacrifice himself in prioritizing his homeland.

Independent

As chairman of the Sarekat Islam, in the Kawedanan Sukadana area in 1937-1942 and the leader of a boarding school. As chairman, he implemented furniture businesses, soap home

industries, and kretek cigarettes to assist the expertise of the community and its students. This shows that he is very independent, not asking for help from the colonialists.

Implementation character education values of the struggle K.H. Ahmad Hanafiah in local history learning

The Figure 1 of K.H.'s Ahmad Hanafiah's struggle character education values can be imitated by students.

Implementation character education values of the struggle K.H. Ahmad Hanafiah in local history learning consists of stages of planning, implementation, and evaluation, including:

Planning stage

The results of interviews with the vice principal in the field of curriculum explained that learning planning consists of (1) learning objectives, (2) content (learning materials), (3) learning activities (teaching and learning activities, including planning, implementation, evaluation stages), (4) media and learning resources, and (5) evaluation. The syllabus and lesson plans are designed so that the content and learning activities facilitate the integration of character values. While the results of interviews with history teachers, that the values of character education in the struggle of K.H. Ahmad Hanafiah is integrated into the local history syllabus for class XI as follows in Table 1.

Local History subjects that are integrated into learning Indonesian History which is full of Character Education

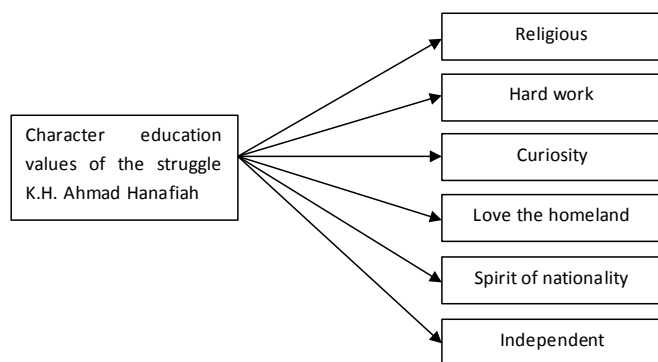


Fig. 1: Character education values of the struggle K.H. Ahmad Hanafiah

values can be done through the following steps: First, include selected values from Character Education in the syllabus of Indonesian History lessons. Second, include the value of Character Education in the Lesson Plan (RPP) developed by the history teacher. The format that has been used by the education unit can be used but is enriched by adding a column of values. With the added value then: (1) Learning objectives and learning materials must be enriched with mastery of values, (2) The learning process (methods and steps) selected must be appropriate to develop values through an active student learning process with an indirect learning approach. teaching). Third, carry out learning under the lesson plans by paying attention to the learning process for mastering skills and internalizing values (Abdi, 2020).

Implementation stage

The results of observations made by researchers in the classroom, the values of K.H. Ahmad Hanafiah have implemented and is under what is in the syllabus and lesson plans for local history subjects. The integration of the values of K.H. Ahmad Hanafiah in learning local history is more emphasized in the learning process (Bandarsyah, 2014), (Inayatillah, 2022). To see an overview of the implementation of history learning by integrating the values of character education in the struggle of K.H. Ahmad Hanafiah in class XI state senior high school in Lampung can be explained include:

Preliminary activities, based on the results of interviews with history teachers, planting character values in preliminary activities, which teachers need to prepare to include: (a) creating a friendly learning atmosphere, (b) asking questions related to the previous material and the material being taught, and (c) convey the scope of material that students need to master (forms of responsibility) and explain the description of activities according to the syllabus and lesson plans that have been integrated with the values character education of struggle K.H.'s Ahmad Hanafiah.

Core activities, in this activity using: (a) Stimulation Activities (Giving Stimuli). The teacher gives an example of a national or regional figure that will be discussed together, it can be by showing pictures/videos through PPT (power point). This stage instills character education values such as (curiosity, love for the homeland, national spirit, independence), (b)

Table 1.: Basic Competencies of Indonesian History with Local History Materials

Basic Competencies	Indicator
Analyzing the role of national and regional figures in fighting for Indonesian independence	Identify national and regional figures through image observation Describe biographies of national and regional figures in the struggle for independence Describe the role of national and regional leaders in fighting for independence Analyze characters based on their struggle period Summarizing the role of national and regional figures in fighting for Indonesian independence
4.6 Write a history about a national figure and a figure from his area who fought against colonialism	Making analysis results in the form of historical writings about national figures and figures from their regions who fought against the invaders

Problem Statement (Question/Problem Identification). Based on the results of interviews with students, "The teacher presents material about the role of K.H. Ahmad Hanafiah in fighting for Indonesian independence in Lampung Residency, this material contains character values that students need to discuss through groups". This stage instills character education values such as (hard work, curiosity, love for the homeland, national spirit, independence), (c) Data Collection, the teacher divides students into several groups to discuss the material that the teacher has given. (d) Data processing, in this activity the teacher gives group assignments to discuss the material given, the teacher divides several groups to be given tasks to do. (e) Verification, at this stage, students discuss observations and verify the results of their observations related to the material "The Role of K.H. Ahmad Hanafiah in fighting for Indonesian independence in the Lampung Residency". This stage instills character education values such as (religion, hard work, curiosity, love for the homeland, national spirit, independence), (f) Generalization (concluding). K.H. Ahmad Hanafiah in fighting for Indonesian independence in Lampung Residency.

Closing activity, the teacher concludes the subject matter that has been delivered so that students can understand the important concepts of the material presented. Then the teacher gives the task of summarizing the students to make it easier to understand the material. The teacher gives written test questions in the form of multiple-choice and descriptions contained in the LKPD (student worksheet), to be worked on for students. The next step is the teacher giving initials to students who have finished working on project assignments.

Evaluation stage

Implementation character education values of the struggle K.H. Ahmad Hanafiah in local history learning class XI senior high school in Lampung, especially at the evaluation stage, it can be concluded that the history teacher has carried out learning well, marked by carrying out an assessment referring to the purpose of the assessment by conducting cognitive, affective, and psychomotor assessments (Aman, 2013).

DISCUSSION

K.H. Ahmad Hanafiah is a religious teacher, cleric, and fighter at the beginning of Indonesian independence in the Lampung Residency. Born in the Kewedanan Sukadana area in 1905. His father's name was K.H. Muhammad Nur as a leader of the Istishodiyah Islamic Boarding School which is the first Islamic boarding school to be established in the Lampung Residency. At the beginning of independence, he held several positions in education as well as in politics. When he devoted himself to education, he succeeded in writing *Kitab Al Hujjad* and *Kitab Tafsir Al Dohri* which were used as references in the field of religion. During the Japanese period, K.H. Ahmad

Hanafiah became a member of the *Sa-ngi-kai* or some kind of member of the Japanese People's Representative Council which oversees the Lampung Residency area (Setiawan & Aman, 2018). K.H. Ahmad Hanafiah also serves as Chairman of the Islamic Trade Union in Sukadana. After independence, he joined Laskar Hezbollah as its leader in Sukadana. During early Indonesian independence, K.H. Ahmad Hanafiah held important positions in the Indonesian government, namely as Head of the Sukadana Kewedanan Region and Member of the Lampung Residency House of Representatives (DPR) from 1946-1947 (Effendi, 2016). In the First Dutch Military Aggression in 1947, K.H. Ahmad Hanafiah who was a member of Laskar Hizbullah was called to help the TNI struggle which gave fierce resistance to Dutch troops in South Sumatra Province, especially in Baturaja City (Wan, 2019). This is where the great battle between Laskar Hizbullah under the leadership of K.H. Ahmad Hanafiah with the TNI against the Dutch at the Kemarung Battle Front until he died.

Referring to the material Struggle K.H. Ahmad Hanafiah in defending Indonesian Independence in Lampung has character values that can be imitated by students. These character values are religious character, hard work, curiosity, love for the homeland, national spirit, and independence. These character values can be instilled in students by manifesting such as: (1) The value of religious characters can be seen when students pray before starting local history learning. (2) Character values of hard work, students do not give up on understanding history subject matter, and students can exert their abilities in completing historical assignments. (3) The value of the character of curiosity can be seen when students have a curiosity about local history lessons, regional history, and the history of local figures. (4) The value of the character of love for the homeland can be realized to students by loving Indonesian history lessons and local history. (5) The value of the character of the national spirit can be seen when students proudly take part in the historical LCT (contest of wits) competition by making the name of going to school proud. (6) The value of independent character can be seen when students have the will, perseverance, tenacity and have their initiative in following and mastering history subject matter (Jamaluddin et al., 2020).

Implementation of the Character Values of the struggle of K.H. Ahmad Hanafiah in the local history learning process consists of several stages, namely the first stage of planning, the character values of the struggle of K.H. Ahmad Hanafiah have been integrated into the local history syllabus and lesson plans for class XI at SMAN in Lampung. These character values are integrated into competency standards and KD 3.6 on analyzing the role of national and regional figures in fighting for Indonesian independence. The values of K.H. Ahmad Hanafiah instilled by a history teacher in class XI SMAN in Lampung is a creative thought and innovation from the teacher

to improve students' critical thinking that learning history has material values of exemplary national warrior figures.

The two stages of implementation, implementation of local history learning in integrating the values of character education for the struggle of K.H. Ahmad Hanafiah in class XI MA SMAN in Lampung can be described as including preliminary, core, and closing activities. In the preliminary activity, the history teacher attempts to instill the value of character education before starting the learning process. This can be seen when the teacher: (1) explains the learning objectives or KD to be achieved, and (2) conveys a description of the activities according to the syllabus and lesson plans that have been integrated with character values. In the core activity, the teacher uses a learning model that has been adapted to student characteristics, namely stimulation (providing stimulation), problem statements (questions/problem identification), data collection (data collection), data processing (data processing), verification (proof), and generalization (concluding). Closing Activities In the learning process, at the end of each lesson, the history teacher reviews whether the subject matter being taught is easily understood and mastered by students. A teacher summarizes the essence of the lesson and invites students to make a summary, then the teacher invites students to submit a summary at the meeting, if the delivery of students is not perfect the teacher can improve it.

Third, in the stage of Assessment/Evaluation, Implementation of the character values of K.H. Ahmad Hanafiah in learning history in class XI SMA in Lampung, especially at the evaluation stage, it can be said that the history teacher has carried out assessments in the history learning process well, this is marked by carrying out cognitive, affective, and psychomotor assessments.

Local history material on the role of K.H. Ahmad Hanafiah in Lampung has been integrated into history learning at SMA Lampung. This material must be integrated with the historical material in the textbook so that it can be used as a learning resource. The way to integrate it is through three stages, namely planning, implementation, and evaluation, which have been described above. This method will be very effective if the teacher can design it well so that the objectives of learning history can be achieved maximally and meaningfully.

CONCLUSION

Character education is a process of giving guidance that refers to the character values given by the teacher to students so that they become fully human beings marked by good character. The values contained in character education are religion, tolerance, honesty, disciplined, hard work, creativity, independence, curiosity, democratic, love for the homeland, nationality, respect for achievement, friendly, love peace, love to read, care for the environment, social, and responsibility. Thus, the value of character education is internalized in schools into subjects,

one of which is through learning local history that is integrated into Indonesian history. Indonesian history subjects taught in schools have the aim of shaping the character and dignity of the nation because they have a sense of nationality and love for the homeland. It is also through learning local history that his heroic values become role models for the Lampung community, especially students in class XI high school. These values are to be transformed into local history learning to form good student character.

Struggle Material K.H. Ahmad Hanafiah in defending Indonesian independence at the Lampung Residency in class XI semester 1 local history lessons, consisting of a biography of his life and his struggles against the Dutch until he died in 1947. Referring to the material on the struggle of K.H. Ahmad Hanafiah in defending Indonesia's independence in Lampung Residency and associated with the eighteen character values that have been set by the Ministry of National Education through the Curriculum Center Research and Development Agency. So the character values contained in the material for the struggle of K.H. Ahmad Hanafiah in defending Indonesia's independence in Lampung Residency, among others: religious, hard work, curiosity, love for the homeland, national spirit, and independence. Local Subjects on the Struggle of K.H. Ahmad Hanafiah in defending Indonesia's independence at the Lampung Residency which is integrated into learning Indonesian History can be done through the following steps: First, incorporating selected values from Character Education in the syllabus of Indonesian History lessons. Second, include the value of Character Education in the Learning Implementation Plan (RPP), and Third, carry out learning under the RPP by paying attention to the learning process for mastering skills and internalizing values.

This research has implications for local history learning, which can be implemented by history teachers in the local history learning process by developing the syllabus and lesson plans for class XI high school at KD (basic competencies) 3.6 about analyzing the role of national and regional figures in fighting for Indonesian independence. In addition, history teachers can develop a module/teaching material/history learning model based on the values of the struggling character of K.H. Ahmad Hanafiah where this is still very rarely done by history teachers at the high school level

SUGGESTION

Can be used as reference material to develop a module/teaching material/learning model based on the values of the struggle character of K.H. Ahmad Hanafiah in learning local history in future research.

LIMITATION

This research is only limited to one school.

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