

# North Sumatra Busedah to strengthen students' character and implementation through the fun school

Yudha Moningka<sup>a,1</sup>, Nani Aprilia<sup>b,2\*</sup>, Bekti Isnaeni<sup>c,3</sup>

<sup>a</sup> Vocational High School 3 Penajam Paser Utara, Penajam Paser Utara Labangka, Indonesia

<sup>b</sup> Department of Biology Education, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>c</sup> Department of Biology Education, Faculty of Education, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

<sup>1</sup> [yudhamoningka@gmail.com](mailto:yudhamoningka@gmail.com); <sup>2</sup> [aprilianani2024@gmail.com](mailto:aprilianani2024@gmail.com); <sup>3</sup> [bektiisnaeni.2023@student.uny.ac.id](mailto:bektiisnaeni.2023@student.uny.ac.id)

\* corresponding author

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## ABSTRACT

Strengthening character education still needs to be done because it has been found that student's behavior is not according to applicable norms and rules. History education is one of the subjects that can potentially strengthen character education. The formulation of this research is "How is the design of North Sumatra Busedah to strengthen the character education of students and its implementation through the fun school movement?" The purpose of this research is to analyze the design of North Sumatra Busedah to strengthen the character education of students and its implementation through the fun school movement. This type of research is descriptive research. The data collection techniques used are observation and documentation. The data collection instruments used were observation sheets and history books. The research procedure was carried out by analyzing the material content in the history book used by the teacher. Then, researchers designed a new history book, North Sumatra Busedah as a renewal of history books that contained material about the history of North Sumatra. Furthermore, researchers examined the challenges that would be faced in implementing North Sumatra Busedah through the fun school movement. The results showed that researchers designed the creation of North Sumatra Busedah as a history book renewal which was adjusted to the learning outcomes in phases E and F. Two possible challenges will be faced in implementing North Sumatra Busedah to strengthen the character education of students through the fun school movement.

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## 1. Introduction

Education is a process of instilling and developing in students about life, and attitudes within themselves so that in the future students can differentiate between right things and wrong things, so that their lives in society will be meaningful and function optimally. The hope is that after someone gets an education, they will have academic abilities be able to live and develop well in society, and be able to differentiate between the good and the bad (Arnold et al., 2020). Education was developed to prepare the young generation of the Indonesian nation to become active and productive citizens in developing the lives of individuals, communities and the nation and to shape the character and civilization of a nation with dignity (Hasan, 2019; Ningsih et al., 2023). The aim of education lies in universal and eternal truth, so that students will be helped to prepare and internalize the values of eternal truth in order to achieve wisdom and goodness in life (Putri, 2021). One of the efforts to realize the goals of education is through education that leads to the formation of human character or commonly referred to as character education (Dewi & Alam, 2020).

Strengthening character education is important to implement in schools because it is still found that the behavior of students is not by applicable norms and rules, such as the habit of brawling, bullying, abortion by students, and other negative phenomena. Character education is not taught as a subject in the cognitive aspect, but character education is grown during the learning process in the affective aspect to shape the character of students into better individuals (Maisaro et al., 2018). One of the subjects that plays an important role in efforts to strengthen character education is history education (Garcia, 2020; Gómez-Carrasco et al., 2022; Malazonia et al., 2021). The implementation of history education to strengthen character education can be done by introducing the values of the nation that were fought for in the past, instilling an exemplary attitude of wisdom through deepening historical events, strengthening knowledge, instilling awareness and practice of character education values such as religious, nationalist, independent, cooperation, and integrity so that students are more wise, empathetic, and have a high national spirit (Rulianto & Hartono, 2018; Suparjan, 2019).

Based on identification from researchers, it turns out that during the history learning process there were problems found, including internal problems originating from the material content or curriculum/syllabus and external problems originating from the teacher. The problem with material content, as we know, is that the material taught mostly discusses national history centered on the island of Java, which has a wider coverage, even though regional history also needs to be discussed but is often omitted (Sawitri et al., 2021; Tohri et al., 2022). As for external problems, teachers only focus on memorization and apply a lot of lecture methods so that students become bored and find history subjects boring (Isa et al., 2020; Opdal, 2022; Sanzana et al., 2022). Apart from the relatively monotonous methods used by teachers, the teacher's weakness in explaining the material and creating an interesting learning environment makes students think that history subjects are not useful in the real world and have nothing to do with the world of work (Febrianti & Rb, 2022; Lubis et al., 2023).

There have been many studies on strengthening students' character education through history learning. For example, history education as a strengthener of character education (Rulianto & Hartono, 2018), strengthening character education through learning Islamic culture history in madrasah (Rusydi, 2021), and strengthening character education through history learning based on the book of Kuntara Raja Niti (Utami et al., 2018). Nevertheless, there has been no research on regional history books to strengthen students' character education and its application through the fun school movement. Therefore, researchers are interested in researching the title "Busedah (regional history book) to strengthen students' character education and its application through the fun school movement". The formulation of this research problem is "How is the implementation design of Busedah North Sumatra to strengthen the character education of students and its application through the fun school movement?". The purpose of this study is to analyze the implementation design of Busedah North Sumatra to strengthen the character education of students and its application through the fun school movement.

## **2. Method**

### **2.1. Research design**

This research falls under the category of descriptive research. The purpose of descriptive research is to describe, explain, and validate the phenomenon being studied (Ramdhan, 2021). Descriptive research does not involve any treatment, manipulation, or alteration of the variables studied; rather, it aims to present a condition as it exists.

### **2.2. Participants**

The research was conducted at State Vocational School 3 Penajem Paser Utara. The population and sample in this study are history books about the North Sumatra region. These history books are used by teachers as instructional materials in the classroom.

### **2.3. Data collection tools**

The data collection techniques employed in this research were documentation and observation. The instruments used for data collection included observation sheets and history books. The observation sheets were used to record data obtained during the observation process.

## 2.4. Research procedure

The research procedure involved analyzing the content of the history book materials used by the teachers. Subsequently, the researchers designed a new history book, "North Sumatra Busedah" as an updated version of the history books that include material about the history of the North Sumatra region. Furthermore, the researchers examined the challenges anticipated in implementing "North Sumatra Busedah" through the fun school movement.

## 2.5. Data analysis

The data analysis technique utilized in this research is descriptive analysis. This technique aims to provide a comprehensive overview of the observed phenomena based on the data collected. Through this method, the researchers can draw accurate conclusions regarding the conditions under study.

## 3. Results and Discussion

### 3.1 Design of North Sumatra Busedah as a Regional History Book Renewal

Busedah is an acronym for North Sumatera Regional History Book, this book will discuss in depth the history of North Sumatera Regional. This regional history book is here as an effort to mitigate the loss of regional history and provide more contextual history lessons for students, considering that currently, history subjects are subjects that Indonesian students do not like. History subjects are still often considered boring and not useful for students. This is because the material is full of memorization does not stimulate critical thinking, and is far from the reality of life (Santosa, 2017).

Researchers will highlight the regional history of North Sumatra Province. North Sumatra is a province in Indonesia founded in 1948, but in 1949 North Sumatra Province was abolished and replaced with the name Aceh and Tapanuli/East Sumatra Province. Then 1 year later in 1950 the provinces of Aceh and Tapanuli/East Sumatra were merged and returned to the name North Sumatra Province until now. During the Dutch era, North Sumatra was a Van Sumatra Government with an area covering the entire island of Sumatra, led by a Governor based in Medan. North Sumatra currently has 33 regencies/cities with an area of 72,987.23 km<sup>2</sup> and its capital city is Medan City. North Sumatra is a province with a million mysteries and history, from the Hindu-Buddhist era to the Reformation, North Sumatra continues to present its history which has had a huge impact on Indonesian civilization. The author designed the material content of the North Sumatra regional history book based on the learning outcomes of the national curriculum phase E and phase F as outlined in the North Sumatra regional history book as in table 1.

Based on the table above, there are 27 materials on the history of the North Sumatra region which should be packaged as attractively as possible to be given to all students in grades X to XII throughout North Sumatra, so that all students will get to know the history of their region first and then get to know the history of other regions in Indonesia. What will make it even more interesting is that when the historical material from the North Sumatra region is received directly by the descendants of one of the historical actors who become students, it will provide an opportunity for cross-level collaboration and provide direct information about historical events. The irony is that only some of the materials summarized in the table above are discussed in the national curriculum content, and much of the history is even omitted. Only 2 to 3 materials may be presented in the national curriculum and given to students in North Sumatra, so many students do not know the history of their region.

Furthermore, to provide a valuable understanding of meaning for students, the materials that have been collected through North Sumatra regional history books must be packaged as well and as attractively as possible so that students can carry out history learning contextually. This means that students must directly experience the events that occurred (Thamrin et al., 2024). The student can take the values or messages contained in the content of the material (Cataudella et al., 2024). This will have a direct influence on the realization of historical values and local wisdom in North Sumatra. Apart from that, if the learning process is carried out contextually, students will be carried away by historical events even though they are in a different time dimension (Al Hakim et al., 2018), this will affect the strengthening of the character of students in North Sumatra and Indonesia.

**Table 1.** Learning outcomes and content

Phase and Class	Learning Outcomes	Content of the North Sumatra Regional History Book
Phase E (Class X)	At the end of Phase E, students can understand basic human concepts, space, diachronic time (chronology), synchronic history, history from social theory, historical research methods, and local history. Through literacy, discussions, direct visits to historical places, and research based on collaborative projects, students can analyze and evaluate various historical events that occurred in Indonesia, including the concept of ancestral origins and spice routes in Indonesia, Hindu-Buddhist kingdoms, and Islamic kingdoms.	<ol style="list-style-type: none"> <li>1. Rantang City Site</li> <li>2. Chinese Fur Site</li> <li>3. Spread of Barus Limestone in North Sumatra</li> <li>4. Batak Pepper (Andaliman) Fruit Endemic to North Sumatra</li> <li>5. History of Tjong Afie</li> <li>6. The entry of palm oil in Indonesia</li> <li>7. Kingdom of Portibi</li> <li>8. Aru Kingdom of North Sumatra</li> <li>9. History of the Langkat Sultanate</li> <li>10. History of the Sultanate of Deli</li> <li>11. History of Putri Hijau and Meriam Buttung</li> <li>12. Serdang Sultanate</li> <li>13. Datuk Lima Puluh Sultanate</li> <li>14. Asahan Sultanate</li> <li>15. KM Zero Indonesian Islamic Civilization in Central Tapanuli</li> <li>16. Nomensen's entry into North Sumatra</li> </ol>
Phase F (Class XI and XII)	<p>In Phase F, students in classes XI and XII can develop basic historical concepts to study historical events in local, national, and global trajectories. Through literacy, discussions, direct visits to historical places.</p> <ol style="list-style-type: none"> <li>1. VOC in North Sumatra, the PT London Sumatra Building in the Heart of Medan City became a Witness</li> <li>2. Mentadabburi of the struggle of the Batak people and King Sisingamangaraja IX in Resisting Dutch Colonization</li> <li>3. The Journey of Guru Patimpus in Splitting the City Medan 9 collaborative project-based research students can analyze and evaluate various historical events that occurred in Indonesia which can be linked or linked to various other events that occurred in the world in the same period including Colonialism and Indonesian National Resistance, the Indonesian National Movement, the Japanese Occupation in Indonesia, the Proclamation of Indonesian Independence, the Struggle to Maintain Independence, the Liberal Democracy and Guided Democracy Government, the New Order Government, and the Reformation Government. Students in class oral, written, and/or other media. Apart from that, they are also able to use historical skills to explain, analyze, and evaluate historical events, as well as interpret the values contained therein. Students in class Apart from that, they are also able to use historical skills to explain, analyze, and evaluate historical events from various perspectives and actualize their interests in the field of history through further studies or historical activities outside of school.</li> </ol>	<ol style="list-style-type: none"> <li>1. VOC in North Sumatra, the PT London Sumatra Building in the Heart of Medan City is a Witness</li> <li>2. Mentadabburi The struggle of the Batak people and King Sisingamangaraja IX in resisting Dutch colonialism</li> <li>3. Guru Patimpus' Journey to Split the City of Medan</li> <li>4. Jong Batak, is the Batak Youth Movement for Indonesia and its Relevance for the Young Generation</li> <li>5. Rebellion of Pangkalan Berandan and Pangkalan Susu Lautan Api</li> <li>6. Dissemination of Proclamation News in East Sumatra</li> <li>7. Mentadabburi Heroes Djamin Ginting, Djaga Depari, T. Amir Hamzah. Defending Independence through Weapons and Literature</li> <li>8. PKI in North Sumatra, Movement, Rebellion and Suppression</li> <li>9. The Love Story of Pier Tendeau in Medan City</li> <li>10. The 1998 rebellion in Medan City and the Reformation Period in North Sumatra</li> <li>11. The 2004 elections in North Sumatra led to SBY and JK becoming RI 1 and RI 2</li> </ol>

### 3.2 Implementation of the North Sumatra Busedah

In Indonesia, there is a fun school movement, namely a movement that campaigns for the implementation of social-emotional learning based on Goleman's emotional intelligence (Hanabella & Candra, 2021). A school is fun if there is an atmosphere that is free from pressure, safe,

interesting, relaxed, there is full involvement of students, attention is paid to students, the learning environment is interesting, students are enthusiastic, students have feelings of joy, students have high concentration and so on (Ghasya, 2018). The Fun School Movement (GSM) is a 'free learning' movement to create a critical, creative, independent, and fun learning culture in schools. It is hoped that GSM can be a solution for building a fun and effective learning environment (Nudin et al., 2020).

The positive impact of the fun school movement for students is that learning becomes fun and makes students addicted to learning like people are addicted to playing games or social media, apart from that, GSM also has an impact on eliminating stress when studying (Saihu, 2021). This fun school movement campaigns and builds awareness of teachers, school principals, and education policymakers to create schools as fun places to learn knowledge and life skills to become successful learners (Widyaningrum & Mahmudah, 2019). In the teaching and learning process, many factors influence the achievement of learning objectives including educators, students, environment, methods/techniques, and learning media (Damanik et al., 2023).

Learning that applies the concept of fun school movement can be conditioned and the class is in a pleasant atmosphere so students will tend to be more creative and innovative (Kalyani & Rajasekaran, 2018). This will be related to students' learning achievements which are aimed at cognitive values. Fun learning can arouse students' curiosity about something (Fandakova & Gruber, 2021). This curiosity makes students more active and feel that the knowledge they are learning can be useful for them. The learning process with the GSM concept has principles attached to teaching materials and teaching strategies, namely the principles of similar teaching materials and variations in services to students.

The application of Busedah using the GSM concept can be carried out by history teachers using several methods. This method of implementing GSM also requires support from all elements in the school, including the principal, deputy principal, teachers, education personnel, students, and even the surrounding community must be connected because the principles implemented by GSM are change, share, and collaborate (Marzuki, 2019). The implementation of GSM in schools cannot be done alone without help from all parties, the most important thing that history teachers must do is change, change all conventional learning processes into enjoyable learning processes. Some GSM programs that can be applied during the history learning process are as follows.

Creating a fun and engaging classroom environment is crucial for the effective implementation of the GSM program. In this approach, the classroom is designed with a historical theme chosen by the students to make it more visually appealing and educational (Martin & Matruglio, 2019). Various zones are created on the walls to reflect the students' interests and understanding of history, such as a regional history zone that allows insight into their knowledge and curiosity about local history. Additionally, the seating arrangement is flexible, allowing students to choose a setup that feels most comfortable to them, often preferring U-shaped or small group squares. The process of designing the classroom is collaborative, involving the students, the homeroom teacher, and the history teacher, who provides creative ideas to enhance the historical theme of the classroom (Nokes, 2022).

Next, the GSM program aims to foster a positive psychological environment within the school by promoting strong relationships between students and history teachers, akin to those between parents and children, and among students, who are encouraged to view each other as friends or even siblings. This approach helps create a more harmonious and conducive classroom atmosphere, making the school environment more comfortable for everyone. To build a positive learning environment and strong relationships with students, history teachers often employ activities such as ice-breaking, morning sharing, circle time, game role-play, and using a class emotional zone before beginning the history lesson.

Project-Based Learning (PjBL) is the next integral component of the GSM program, emphasizing a creative, innovative, and contextual approach to teaching, especially for history teachers who are encouraged to adopt more dynamic methods. PjBL is a suitable method for GSM because it allows assignments to be comprehensive, covering multiple materials and even integrating several subjects, thus promoting collaborative learning and reducing the burden on students (Haryanti et al., 2024). Additionally, PjBL provides opportunities for students to explore their potential and creativity by engaging in comprehensive projects that connect them with their

surrounding community, fostering collaboration across age levels and generating valuable ideas (de Oliveira Biazus & Mahtari, 2022; Lesman et al., 2023).

The lasting concept of GSM emphasizes the importance of reflection for both teachers and students, encouraging them to share their thoughts, feelings, observations, and plans. Teachers who adhere to GSM principles do not consider themselves beyond critique, fostering an environment where open communication and feedback are valued. This reflective practice helps cultivate good character, humility, improved communication skills, empathy, and a visionary mindset among both teachers and students. Additionally, the "Goodness Star" program rewards students not only for their hard skills but also for their soft skills, recognizing each student's unique qualities. This inclusive approach ensures that every student, not just the academically gifted, is acknowledged and celebrated for their contributions.

There are at least 2 challenges that are likely to arise if implementing history learning using Busedah Sumut through fun school movements. The first challenge will come from the government as a policyholder, whether the government as a policy and interest stakeholder is willing to adopt a regional curriculum as the main pillar of Indonesian history education in accordance with what is offered. The second challenge will come from history teachers in Indonesia, whether history teachers in Indonesia want to change their mindset from fix mindset to growth mindset so that the image of history subjects changes to become subjects that are loved and liked by students because the author believes that history subjects are basic subjects like mathematics subjects because they can never be eliminated from any group of scientific disciplines. So, to provide modern history learning to students and change conventional history learning practices, the concept of the fun school movement is the right choice for history teachers in Indonesia to adopt.

#### 4. Conclusion

Based on the results and discussion, it can be concluded that the researcher designed Busedah Sumut as a history book renewal to Strengthen the Character Education of Learners through the Fun School Movement which is adjusted to the learning outcomes of phases E and F. Possible challenges will be faced in implementing Busedah Sumut to Strengthen the Character Education of Learners through the Fun School Movement. The limitation of this research is that the implementation of Busedah Sumut has not been carried out in schools, so the recommendation for future researchers is to implement Busedah Sumut and study it more deeply so that the results are maximized.

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