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The Effectiveness of History Learning in Character Building of Grade 2A Students at SMA 2 Palu

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ABSTRACT

This study aims to analyze the role of history teachers in shaping the character of students in class 2A at SMA Negeri 2 Palu and to identify the obstacles encountered in the process. The study uses a qualitative approach with a phenomenological method to understand the experiences of teachers and students regarding the effectiveness of history learning in instilling character values. Data collection techniques included observation, in-depth interviews, and documentation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results showed that history learning was effective in shaping student character when the material was integrated with moral values such as discipline, responsibility, religiosity, nationalism, honesty, and social awareness. The strategies used by teachers included emphasizing discipline, setting an example, religious habits, group discussions, the use of visual media, and the proportional giving of rewards and punishments. The school's support through learning facilities also strengthened the process of internalizing values. Despite challenges in the form of environmental influences and the negative behavior of some students, history learning was proven to contribute significantly to shaping students' positive attitudes, responsibility, and national awareness.

1. Introduction

Effectiveness is a measure of the success of an activity in achieving its predetermined objectives through the optimal use of resources; the closer the results are to the target, the higher the level of effectiveness (Zein, 2021). In the context of education, the 1945 Constitution of the Republic of Indonesia affirms that education is the right of every citizen and plays an important role in human resource development. Education not only transfers knowledge but also shapes the character of students to be moral, responsible, and have a spirit of nationalism (Furqan, 2020).

Character is a collection of values, attitudes, and behaviors formed through education and the environment, with indicators such as discipline, responsibility, and honesty (Bakari et al., 2024). History learning has a strategic role in instilling the values of nationalism and time awareness, but it is often considered monotonous and boring by students (Fahmi, 2024). Therefore, innovative and contextual learning strategies and methods are needed to make learning more effective and capable of shaping students' character (Muadzin, 2021).

History education aims to provide a deep understanding of past events and their implications for present and future life. Through history learning, students not only acquire factual knowledge but also develop attitudes, values, and behaviors that are in line with the moral and social values of society. However, challenges still arise in optimizing the role of history education as a means of strengthening student character (Efendi et al., 2021). History learning does not merely serve as a transfer of knowledge about past events, but also as a process of character building so that students are able to recognize their identity and environment. Therefore, the integration of character values in learning is an important issue in education. Teachers are required to be creative in utilizing learning media, strategies, and policies so that moral messages can be conveyed effectively (Susanto et al., 2023).

Conceptually, history education has several main objectives, namely: providing a deep understanding of oneself and one's nation; training logical, critical, analytical, and creative thinking skills; presenting leadership and struggle role models; and helping students understand that every past event has consequences for present life (Susanto, et al., 2023). If these objectives are achieved, history education will contribute significantly to the achievement of national education goals (Susanto, 2021). The importance of history learning also lies in its role in building national identity and national awareness. History provides moral lessons from past experiences that can be used as guidelines in facing social, political, and national challenges today (Prasetyo et al., 2020). Through historical reflection, students can develop sensitivity, wisdom, and the ability to learn lessons for the future (Rusli, 2023). In fact, history can be a means of building critical awareness amid the challenges of modern culture, which tends to be materialistic (Latief, 2024).

The relationship between history and character building is very close. Character is the result of internalizing values that influence a person's way of thinking, behaving, and acting. History lessons provide many examples of figures and events that can be used as role models in students' lives (Lisnawati et al., 2022). By studying history, students not only understand what, when, and how an event occurred, but also its meaning and consequences for the life of the nation (Julfian et al., 2023). History provides motivation and lessons from the successes and failures of figures from the past as reflections on life (Kusumo, 2023). The role of teachers in history learning is crucial to the success of character building. Teachers not only deliver material but also serve as role models in their daily attitudes and behavior. Through appropriate teaching methods, teachers can instill national values, love for the country, and a spirit of struggle in students (Trisnawati, 2022). Historical material, such as the struggle for independence, can be used as a means of internalizing national character values (Amalia, 2023). At various levels of education, history

learning must be adapted to the level of student development in order to be effective in instilling moral and national values (Marbun, 2023).

The implementation of character education through history learning can be done through systematic planning, integration of values in the Lesson Plan (RPP), and the use of methods that encourage active student participation (Solehat, 2021). Teachers not only assess cognitive aspects, but also affective and psychomotor aspects in accordance with curriculum requirements, so that learning becomes more holistic (Kurniawati & Amalia, 2022). Group discussion activities, for example, can train cooperation, responsibility, and tolerance among students (Mursyid et al., 2023). In addition, learning evaluation also needs to pay attention to the moral and attitudinal development of students so that character values are truly internalized (Fajri et al., 2023). Thus, history learning has a strategic role in shaping the character of the nation's generation. The success of this role greatly depends on the creativity and competence of teachers in integrating character values into the learning process in a contextual, interesting, and meaningful way.

This study aims to analyze the role of history teachers in shaping the character of students in class 2A, particularly in instilling values of discipline, responsibility, nationalism, and other positive attitudes through the learning process. In addition, this study also aims to identify and analyze various obstacles that arise in the process of shaping the character of students in class 2A, both those originating from internal factors within the students and from the learning process itself.

2. Methodology

This study uses a qualitative method, which is an approach that aims to understand social phenomena in depth, particularly those related to the attitudes, behaviors, motivations, and experiences of research subjects. Qualitative research emphasizes the interpretation of individual meanings and experiences through techniques such as in-depth interviews, observation, and documentation (Rifa'i, 2023). The approach used is phenomenology. Etymologically, phenomenology comes from the Greek word *phainomenon*, which means phenomenon or something that appears. This approach seeks to understand individuals' conscious experiences of a phenomenon comprehensively, in sensory, moral, and social aspects. Through the phenomenological approach, researchers seek to explore the experiences of teachers and students regarding the effectiveness of history learning in character building (Sutisna, 2021).

This study was conducted at SMA Negeri 2 Palu, located at Jl. Tanjung Dako No. 9, Lolu Selatan, Kecamatan Palu Timur, Kota Palu, Central Sulawesi. This location was chosen because it was relevant to the focus of the study on the effectiveness of history learning in shaping the character of students in class 2A. The timing of the study played an important role in obtaining optimal results. This research began with preliminary observations in April 2025. Subsequently, the research activities continued with data collection through interviews, further observations, and

documentation to examine issues related to the effectiveness of history learning in shaping the character of students at SMA Negeri 2 Palu.

Data sources are all information obtained from respondents and documents for research purposes. Data sources are divided into two, namely primary data and secondary data (Ratnaningtyas et al., 2023). Primary data is data obtained directly from the first source without an intermediary, such as through observation and interviews with research subjects (Amin, 2022). Secondary data is data obtained indirectly through official documents, books, journals, theses, research reports, laws and regulations, and internet sources relevant to the research (Musrifah, 2022).

Data Collection Techniques

Data collection techniques are a key step in field research to obtain accurate data (Ibrahim, 2023). The techniques used include: Observation, which is the collection of data through systematic observation of the research object. Types of observation in qualitative research include participant observation, unstructured observation, and unstructured group observation (Pahleviannur et al., 2022). Interviews, which are direct question and answer techniques to obtain in-depth and reliable information. This study uses in-depth interviews to explore data comprehensively. Documentation, which is the collection of data through notes, archives, or official documents related to the research problem so that the data obtained is complete and valid (Pahleviannur et al., 2022).

Data Analysis Techniques

Data analysis is the process of compiling and processing data obtained so that it is easy to understand and conclude. The stages of analysis include data reduction, data presentation, and drawing conclusions or verification (Amane et al., 2023). Data reduction is the process of sorting, simplifying, and organizing relevant data so that conclusions can be drawn. Data presentation is carried out by systematically compiling information to find patterns and meanings. Drawing conclusions is the final stage of formulating research findings from the analyzed data.

3. Result and Discussion

Based on an interview with Mr. Fahrul, S.Pd., a history teacher at SMA Negeri 2 Palu, history lessons play an important role in shaping the character of students in class 2A. The teacher explained that effective learning is achieved when historical material is integrated with moral values and positive character traits. For example, in discussing the Cold War, students are encouraged to understand that ambition is necessary, but excessive ambition has negative consequences. Meanwhile, material on Portuguese exploration is used as an example to instill anti-greed values through the concept of monopoly, which the teacher refers to as “nagoa” or greed (interview, October 6, 2025). The character-building process is carried out continuously through role modeling and habit formation, including prayers before and after

lessons, reinforcement of class rules, and the teacher's actual behavior in the classroom. The teacher stated:

“The effectiveness of history learning is achieved when the subject matter is integrated with character building... every teaching and learning activity begins and ends with prayer, and class rules are used to train students in responsibility” (interview, October 6, 2025).

The character values instilled include discipline, politeness, respect for elders, religiosity, and social awareness. The Friday Alms program serves as a means of instilling empathy and social responsibility:

“Every Friday is charity collection day, which is a character trait instilled in students... character values include several key aspects: religiousness, discipline, and responsibility” (interview, October 6, 2025).

Student response to these efforts has been positive, although some require further coaching. Teachers use interactive methods, including writing material on the board, writing summaries, and group discussions to improve understanding:

“One of my efforts is to have them write and then I check their notes... students also increasingly appreciate the values contained in historical events and figures... in general, students accept and respond well to character-based history learning” (interview, October 6, 2025).

The teaching methods emphasize discipline, lectures, writing on the board, discussions, and group work to foster cooperation, tolerance, and responsibility. Teachers emphasize:

“The methods... emphasizing discipline, lectures with writing on the board, discussions and group work to foster cooperation, tolerance, and mutual respect for opinions” (interview, October 6, 2025).

Teachers' involvement is not limited to the classroom, but also extends to mentoring activities, including as religious mentors, instilling the values of diligent worship and discipline. The main challenges faced include dishonest behavior, negative environmental influences, and gang involvement. Teachers emphasize the enforcement of discipline and the provision of deterrents to overcome these challenges:

“Challenges... hypocrisy, lying, outside influences... one way to eliminate lies is to make people regret their actions by punishing them” (interview, October 6, 2025).

The school supports teachers by providing learning facilities, such as projectors and trade route maps, to ensure that the learning process is effective and interactive:

“The role of schools is to support history teachers... by providing the necessary facilities for optimal learning” (interview, October 8, 2025).



Figure 1. Interview with students in Class 2A

Overall, history education at SMA Negeri 2 Palu serves as a means of character education. The integration of historical material with moral values fosters discipline, responsibility, religiosity, empathy, and nationalism, enabling students to apply positive attitudes in their daily lives. The methods and strategies used by history teachers in their teaching emphasize discipline and character building. Mr. Fahrul S.Pd explained that in the learning process, he more often uses the lecture method by writing material on the blackboard, accompanied by discussion and group work methods. In addition, teachers also apply proportional appreciation and sanctions as a form of reinforcement for student behavior. Through these strategies, learning is directed at fostering the values of discipline, responsibility, cooperation, and tolerance.

In practice, teachers not only play a role as instructors in the classroom, but are also active in various school activities, including as religious activity advisors. Through these activities, teachers instill religious values such as the habit of worship, which indirectly also shapes students' attitudes of discipline and responsibility in their daily lives. However, in the process of character education, teachers also face various challenges. Some of these challenges include students' dishonesty, lying, and the influence of external factors such as bad company. To overcome these challenges, teachers enforce discipline, provide deterrents, and take firm action against student violations.

These efforts were supported by the school through the provision of various learning facilities such as projectors and maps of trade routes and historical areas. This support helped teachers deliver material in a more interactive way and made it easier for students to understand the lessons. Teachers also observed changes in student behavior after the implementation of discipline in learning. Students who were previously undisciplined or tended to be lazy began to show more obedience to teachers and parents, carried out the tasks assigned to them, and appreciated the learning process.

The success of learning is not only seen from academic results, but also from changes in students' attitudes in their daily lives. Teachers assess that students who have begun to show polite behavior, such as greeting others, asking permission when passing by, and remembering and carrying out assigned tasks, have shown the expected character development. This is also reinforced by the students' perception that history lessons are quite effective in shaping character. Students stated that school programs that instill moral values in daily activities help build discipline, responsibility, and foster a love for the country through an understanding of the struggles of heroes.

Students' Favorite Learning Methods

The learning method most preferred by students in history lessons is the group discussion method because it provides an opportunity to exchange opinions and understand historical events in greater depth. Natasya Mamonto stated that through group discussions, she was able to share her views with her friends, making it easier to understand the meaning of historical events and discover moral values such as cooperation and tolerance. This was also reinforced by Aditya Dewa Uttara, who said that group discussions helped students analyze historical events and compare perspectives between groups.

In addition to group discussions, students also enjoy more interactive and varied learning methods, such as the use of educational videos, illustrations, quizzes, and educational games. Joel Prasetyo Warani revealed that the use of educational videos and quizzes makes the learning process more interesting. Rendi Reza echoed this sentiment, stating that showing historical videos helps students understand the material more clearly. Overall, group discussions have been proven to help students develop critical thinking, cooperation, and tolerance skills. Meanwhile, the use of visual media such as educational videos can make it easier for students to understand complex historical material, making the learning process more interesting and effective.

Comparison of Student Characteristics with Other Schools

A comparison of student characteristics with other schools shows differences influenced by teacher education patterns and the school environment. Salsabila said that students in private schools tend to be more disciplined, while in public schools there are still many students who break the rules, although this greatly depends on how teachers educate and guide students (interview, October 8, 2025). Aditya Dewa Uttara expressed a similar view, stating that at his school, students are encouraged to maintain good manners and discipline so that they develop a character that respects teachers and friends (interview, October 8, 2025). Thus, it can be concluded that the formation of student character is greatly influenced by the educational approach applied by teachers and the school environment, so that most students are able to demonstrate politeness, discipline, and cooperation in school life.

The Influence of Peer Interaction

Peer interactions have a significant influence on the character development of students. Salsabila stated that associating with friends who are well-spoken and not pretentious can have a positive influence on daily life at school (interview, October 8, 2025). Aditya Dewa Uttara expressed a similar view, explaining that associating with good friends can encourage positive behavior, but if students are not careful, they can also be influenced by negative things (interview, October 8, 2025). In addition, Joel Prasetyo Warani added that negative influences from peers can arise, such as invitations to skip school (interview, October 8, 2025). Thus, social interactions in the school environment have a dual impact: they can encourage positive attitudes such as cooperation and courage in expressing opinions, but they also have the potential to lead to negative behavior if not accompanied by proper supervision and guidance.

Students' Suggestions to Make History Interesting

Students provided several suggestions to make history lessons less boring and more interesting. Salsabila suggested that teachers introduce games related to historical material so that the learning process becomes more exciting (interview, October 8, 2025). Natasya Mamonto also said that the use of interesting learning media and actively involving students through discussions, role plays, or quizzes can make learning more lively and easier to understand (interview, October 8, 2025). Meanwhile, Joel Prasetyo Warani suggested that history material be presented in video form and combined with games relevant to the learning material (interview, October 8, 2025). Based on these opinions, it can be concluded that history learning will be more effective if it uses an interactive approach, utilizes visual media, and involves educational games so that it can increase students' interest in learning while helping them understand the values contained in historical events.

Schools' Efforts to Increase Historical Awareness

Schools' efforts to increase students' awareness of history are carried out through various educational and creative activities. Salsabila stated that schools can remind students of the importance of history by creating posters or displays with historical themes in the school environment (interview, October 8, 2025). Natasya Mamonto also revealed that activities such as visits to museums, history quizzes, and national holiday celebrations can increase students' understanding and interest in history (interview, October 8, 2025). In addition, Joel Prasetyo Warani added that research activities or direct visits to historical sites can provide a more realistic learning experience for students (interview, October 8, 2025). Based on this, it can be concluded that activities outside the classroom and the use of visual media are effective ways to foster students' concern for history while helping them understand the meaning of historical events more deeply.

Students' Views on "History is Just Memorization"

Students' views on the assumption that history is limited to memorization show differences of opinion. Salsabila agrees that history learning is often synonymous with memorization (interview, October 8, 2025). However, Natasya Mamonto does not entirely agree because, according to her, history is not only about memorization, but also contains values, meanings, and life lessons that can be learned from various events in the past (interview, October 8, 2025). Aditya Dewa Uttara expressed a similar opinion, stating that schools should create more realistic learning experiences so that students can feel closer to history and not just memorize material (interview, October 8, 2025). Thus, it can be concluded that although history learning still involves memorization, students expect a more creative, contextual, and experience-based learning process so that they can understand the meaning of history more deeply.

Group Work Experience

Group work experience provides students with various lessons in developing a sense of responsibility and cooperation. Salsabila stated that in their group work, they reminded each other and divided tasks so that all members could work together (interview, October 8, 2025). Natasya Mamonto also revealed that these activities trained students to share tasks, take responsibility for their respective work, and support each other in completing group tasks (interview, October 8, 2025). Aditya Dewa Uttara conveyed a similar message, emphasizing that the success of a group is determined by the cooperation of all members, including respecting each other's ideas, dividing tasks fairly, and resolving differences of opinion through deliberation (interview, October 8, 2025). Thus, group work is considered effective in fostering values of responsibility, cooperation, and deliberation, even though there are still some challenges in its implementation, such as a lack of honesty or participation from some members.

Relevant Character Traits Taught Through History

History education is considered to play an important role in instilling various character values in students. Natasya Mamonto stated that through history, students can learn the values of struggle, nationalism, hard work, and a sense of unity that can be used as examples in everyday life (interview, October 8, 2025). Aditya Dewa Uttara expressed a similar view, explaining that history teaches about struggle, sacrifice, and moral values that can foster nationalism, love for the country, a spirit of unity, discipline, and an attitude of respect for differences (interview, October 8, 2025). Thus, history education not only serves as a means of understanding past events, but is also effective in shaping students' patriotic character, sense of responsibility, and moral values in everyday life.

Frequency of History Lessons

History lessons in class 2A at Palu State High School 2 are held twice a week. The majority of students stated that this frequency helps them understand historical

events gradually and in greater depth (interview, October 8, 2025). In general, history lessons are considered effective in shaping students' character through the application of discipline by teachers, group work activities, the use of visual media, and interactive learning methods. In addition, peer interaction and teaching patterns are also important factors in shaping students' positive character. The school supports this process by providing visual learning facilities and various creative activities related to history. However, students hope that history lessons can be presented in a more interesting, applicable, and relevant way to their daily lives so that moral values, nationalism, and positive character can be instilled to the fullest extent possible.

Discussion

Character Building of Students at Palu State High School 2

Character education plays an important role in shaping students who are qualified, have integrity, and are able to face life's challenges. One effective field in shaping character is history education, because through history lessons, students not only understand past events, but also instill moral, social, and spiritual values (Judrah et al., 2024; Martha et al., 2023). At SMA Negeri 2 Palu, character building is a major focus. History teachers emphasize that history lessons are not just about memorization, but a means to instill values such as discipline, responsibility, honesty, social awareness, and self-control. For example, when discussing the Cold War or Portuguese monopoly, students are encouraged to understand the values of ambition, justice, and anti-greed attitudes.

Some of the character values developed include discipline, politeness, religiosity, and social awareness. Discipline is reflected in compliance with school rules and punctuality, politeness through respect for teachers and friends, religiosity through regular worship and Friday charity activities, and social awareness through fundraising for the surrounding community. These values reflect a balance of spiritual, social, and moral character in line with national character education. History teachers apply active and interactive learning methods to increase student interest. Strategies such as lectures accompanied by writing on the board, note-taking and rewriting activities, group discussions, the use of videos, quizzes, and games make students more focused, engaged, and responsible. Group work, in particular, helps students learn to share tasks, remind each other, work together, and respect their friends' opinions.

In addition to teaching in the classroom, teachers also play a role in character building outside of school hours, such as in religious activities, thereby setting an example for students in terms of discipline, religiosity, and social responsibility. The challenges faced include habitual lying, negative influences from the outside environment, and inconsistency in teacher role modeling. Efforts to enforce discipline and impose strict sanctions are carried out to create an orderly and character-building school environment. The school supports history learning with adequate facilities and infrastructure, such as projectors, trade route maps, and other visual media, making the material more interesting and contextual. As a result,

students who were previously passive have become more disciplined, diligent, and appreciative of the learning process. This behavioral change demonstrates the development of spiritual character, responsibility, and social awareness.

The results of interviews and questionnaires show that students like interactive methods such as discussions, presentations, videos, and games, and appreciate project-based learning experiences. Interaction with peers also has a positive impact on forming cooperation, empathy, and enthusiasm for learning, despite the potential for negative influences from the environment. Students consider history lessons effective in instilling values such as love for the country, responsibility, hard work, honesty, and discipline. History lessons are generally held twice a week, which is considered sufficient for understanding the material gradually. Thus, history learning at SMA Negeri 2 Palu has contributed significantly to shaping students' character through a combination of teacher role modeling, discipline, interactive methods, group work, and extracurricular activities, in accordance with the principles of character education that involve moral knowing, moral feeling, and moral action (Prasetya & Cholily, 2021).

The Role of History Teachers in Character Building of Students at Palu State Senior High School 2

History teachers at Palu State High School 2 play an important role in shaping students' character by linking historical material to relevant moral and social values. For example, discussions of the Cold War teach the importance of controlled ambition, while material on Portuguese exploration emphasizes justice and honesty through the local term “nagoa” (greedy). Thus, teachers act as facilitators of moral learning, using historical events as a mirror of ethics and moral reflection for students. The main character values instilled include discipline, politeness, religiosity, social awareness, responsibility, and honesty. Discipline is reflected in punctuality and task completion; politeness and respect are seen in classroom interactions and respect for teachers and historical figures; religiosity is manifested through worship habits and Friday almsgiving activities; social awareness emerges through cooperation, empathy, and sharing in discussions or group assignments; while responsibility and honesty are reflected in the sincerity of completing assignments, presentations, and honesty in learning. These values are in line with the five main characters according to the Ministry of Education and Culture: religious, nationalistic, independent, cooperative, and integrity.

Teachers' learning strategies include emphasizing discipline, lecturing with active note-taking, setting an example, encouraging positive activities, assigning responsibilities, and giving proportional sanctions and appreciation. Teachers also actively foster religious and social character outside the classroom through religious and community activities. School support in the form of visual facilities and religious and social activity programs strengthens a conducive learning environment. The results of character-based learning show positive changes in students: they are more diligent, disciplined, responsible, polite, caring, honest, and active. Evaluation is carried out through observation, behavior recording, and teacher reflection, so that character assessment becomes an integral part of learning.

In conclusion, history teachers at SMA Negeri 2 Palu act as moral educators, role models, religious and social character builders, and student behavior evaluators. This role emphasizes that character education is inseparable from teachers as moral figures, and history learning is an effective means of shaping civilized, integrity-driven students with national character.

The results of the study indicate that history education at SMA Negeri 2 Palu plays an important role in shaping students' character through the integration of moral values, such as discipline, responsibility, religiosity, and social awareness (Judrah et al., 2024). History teachers not only deliver material, but also relate historical events to everyday values, so that learning is in line with the principles of character education that emphasize a balance between the cognitive, affective, and behavioral aspects of students through moral knowing, moral feeling, and moral action (Prasetya, 2021).

The lessons taught by teachers show consistency with character education literature. For example, material on the Cold War is linked to controlling ambition, and the Portuguese exploration is used as a reflection on anti-greed (Martha et al., 2023). History is understood not merely as facts of the past, but as a means of moral learning and national awareness. These findings support the view that history education is effective in instilling character values and shaping students' social awareness and nationalism (Judrah et al., 2024).

Learning methods such as group discussions, teamwork, presentations, and the use of visual media also support character building (Mursyid et al., 2023). Collaborative activities train students to work together, respect opinions, and take responsibility for their respective tasks. Student statements in interviews indicate that group discussions and interactive media help them understand historical moral values and train critical thinking skills, while fostering tolerance, empathy, and social awareness.

However, challenges remain, such as the influence of the external environment, dishonest behavior, and negative social circles (Fajri et al., 2023). The success of character education does not only depend on schools, but also on the support of families and the social environment. Overall, history learning at SMA Negeri 2 Palu is effective in shaping character through the integration of moral values, interactive methods, and the habit of religious and social activities, so that students can learn the values of struggle, responsibility, unity, and nationalism that are relevant to their present and future lives.

4. Conclusion

Character building for students at Palu State High School 2 through history lessons is carried out in an integrated, continuous manner based on the example set by teachers. History teachers combine discipline reinforcement, religious habits, and social activities so that students are guided to develop positive characters reflected in their attitudes, responsibilities, and daily behavior. Through history lessons,

students not only understand past events, but also learn to be wise individuals, capable of critical thinking, and able to learn from historical experiences. Each historical event studied teaches cause-and-effect relationships, so that students are trained to consider decisions carefully and be aware of the consequences of their actions. The role of history teachers is realized through the integration of moral values in learning, enforcement of discipline, exemplary behavior, and positive habits. Consistent strategies, supported by school facilities and extracurricular activities, encourage students to change their behavior for the better. Despite facing challenges in the form of negative behavior from some students and external influences, teachers remain committed to being moral educators and character guides. The results can be seen in the increase in discipline, responsibility, honesty, religious attitudes, cooperation, and social awareness among students. Thus, history lessons do not merely teach the past, but also shape students' futures through character values that are relevant to modern life and based on national morals. Values such as discipline, responsibility, honesty, hard work, tolerance, and love for the country become guidelines for students in managing time and information, building trust, appreciating diversity, and maintaining national unity. By consistently practicing the values of Pancasila, students can develop as individuals with integrity, social awareness, and a strong sense of national identity, while also being able to face the dynamics of modern life.

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