



HISTORY EDUCATION AS A MEANS OF FORMING STUDENT IDENTITY AT SMAN 2 MEDAN

Abul Akla¹, Pulung Sumantri², Sitti Aisyah³
Program Studi Pendidikan Profesi Guru, Universitas Islam Sumatera Utara, Medan,
Indonesia^{1,2}, SMAN 2 Medan³

aklisme8@gmail.com¹, pulungsumantri@fkip.uisu.ac.id²,
sittiaisyah79@guru.sma.belajar.id³

Accepted: Dec, 3rd 2024. Published: Jan, 11st 2025

Abstract

This study aims to examine the role of history education in the formation of student identity at SMA Negeri 2 Medan. Using a qualitative approach with case study design, data were collected through in-depth interviews, classroom observations, and documentation studies. The results of the study show that history education at SMA Negeri 2 Medan has an important role in shaping students' identities, especially in instilling national and cultural values. History teachers use varied and contextual learning methods, such as discussions, debates, and interactive learning resources, which have proven to be effective in increasing student participation and understanding. However, the study also found challenges such as limited learning time and students' lack of interest in history. Nevertheless, history education still has a positive impact in strengthening students' identities as Indonesia citizens with integrity and a strong sense of nationality. Research recommendations include innovation of learning methods, increased time allocation, and provision of adequate learning resources to optimize the role of history education in the formation of students' identity.

Key words: History Education; Identity; SMA Negeri 2; Medan

How to Cite: Aklla, A., Sumantri, P., Aisyah, S. (2025) History Education As a Means of Forming Student Identity at SMAN 2 Medan. Puteri Hijau: Jurnal Pendidikan Sejarah (9-15)

*Corresponding author:
aklisme8@gmail.com

ISSN 2085-482X (Print)
ISSN 2407-7429 (Online)

INTRODUCTION

Education is very important for the progress of the nation's generation, education also greatly determines the future direction of the nation, both moral. It is their competence and education that determine the direction of the development of human civilization (Suparjan 2020). In the world of education in Indonesia, it has been stipulated in Law Number 20 of 2003, namely national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life (Indonesia 2003). Today's education must basically be guided by the Law and Pancasila as the basis of the state of Indonesia (Efendi and Sa'diyah 2020). A life guideline that will lead the Indonesia nation to become a dignified nation and respected by other nations through a good education. The development of the educational curriculum by instilling the values of the nation's identity is very good. Previous education that was results-oriented, then packaged with the formation of good morals through curriculum studies.

The curriculum itself is always changing because it follows the development of the times which refers to the life of the world community in order to become the best graduate in their own time. A change is needed in the world of education and the 2013 curriculum is a means of supporting the future of the nation through the best young generation. In the context of education, especially history education, the importance of shaping students' identities is becoming increasingly relevant in the current era of globalization (Susilo and Sarkowi 2018). SMA Negeri 2 Medan, as one of the leading high school educational institutions, has the responsibility to shape its students not only in terms of academics, but also in terms of character and identity.

History education in schools is not only about conveying the facts of the past, but also serves as a means to form students' identities and values (Setianto 2019). Through an understanding of history, students can trace the roots of cultures, traditions, and values that have been passed down by previous generations. Thus, they not only recognize who they are and where they come from, but also appreciate the cultural heritage they have.

At SMA Negeri 2 Medan, history

education is expected to be one of the pillars in the formation of students' identities. Through a holistic and contextual approach, students are invited to understand history not only as a subject, but as a reflection on the identity and values that they must uphold. This research will explore how history education at SMA Negeri 2 Medan can play an effective role in shaping students' identities, as well as the challenges and opportunities that exist in its implementation.

Education is the main foundation in building a civilized and characterful nation (Dalyono and Lestariningsih 2017). In the midst of such rapid development of technology and information, education has a crucial role in shaping the young generation who are not only intellectually intelligent, but also have strong integrity and identity (Eryandi 2023). History education, as one of the disciplines in the educational curriculum, has a strategic position in this effort. Through learning history, students are invited to understand the long journey of the nation and humans, as well as take lessons from past events to build a better future.

SMA Negeri 2 Medan, as one of the leading schools in the city of Medan, continues to strive to improve the quality of learning so that its students are able to compete at the national and international levels. In this context, history education plays an important role in instilling national values, nationalism, and love for the homeland to students. Not only that, history education is also expected to be able to form a solid identity of students, so that they can become individuals who are able to understand and appreciate cultural diversity and maintain national unity.

However, the challenges faced in implementing history education as a means of forming students' identities are not easy. The digital era that offers a variety of instant information often makes students less interested in historical materials that are considered monotonous and less relevant to their current lives. Therefore, innovations are needed in history learning methods to make them more interesting and relevant for students. This can be done through the integration of technology, the use of contextual learning resources, and a more interactive and participatory learning approach.

This research aims to explore how history education at SMA Negeri 2 Medan can be used optimally in shaping students' identities. This research will also identify

various factors that support and hinder the history learning process, and formulate strategies that can be applied by teachers in overcoming these challenges. Thus, it is hoped that the results of this research can make a real contribution to the development of history education that is more effective and have a positive impact on the formation of student identity at SMA Negeri 2 Medan.

METHODOLOGY

Research methods are a very important part of a study because they determine how data is collected, analyzed, and interpreted to answer research questions (Dimiyati 2022). In this study, the approach used is a qualitative approach, which aims to dig deep into the understanding of how history education at SMA Negeri 2 Medan can be an effective means of forming students' identities (Sugiyono 2017).

1. Research Approach

This study uses a qualitative approach with a case study design (Assyakurrohim et al. 2023). The case study was chosen because this study focuses on a specific phenomenon in a specific context, namely how history education at SMA Negeri 2 Medan shapes students' identities. This approach allows researchers to obtain a comprehensive picture of the context, process, and factors that influence the implementation of history education in the school.

2. Location and Subject of Research

This research was conducted at SMA Negeri 2 Medan, a high school that has a good reputation in terms of the quality of education in the city of Medan. The research subject consists of several important elements that are directly involved in the history education process, namely history teachers, students, and school management (principal and vice principal for curriculum).

The selection of research subjects is carried out purposively, where the subjects selected are those who are considered to have knowledge, experience, and direct involvement in the history learning process. History teachers are chosen because they are the main implementers of history learning, while students are chosen as recipients of learning whose results are to be seen in the context of identity formation. The school

management is also involved to get perspectives on institutional policies and support for history education.

3. Data Collection Techniques

- **In-depth Interview:** Interviews are conducted directly with history teachers, students, and school management. The interview is semi-structured, with flexible question guidance to allow for a more in-depth exploration of the topic being researched. The interview with history teachers aims to understand the learning methods used, the challenges faced, and their perception of the role of history education in the formation of students' identities. Meanwhile, interviews with students aim to find out their experiences and views on history subjects, as well as the extent to which they feel their identity is formed through history learning. Interviews with school management are aimed at finding out the school's policies and strategies in supporting history education (Miles and Huberman 1994).
- **Observation:** The researcher makes direct observations in the classroom during the history learning process. This observation aims to see firsthand how learning methods are applied, the interaction between teachers and students, and students' responses to the material presented. Observations are also carried out outside the classroom to see how the values taught in history learning are internalized in the daily lives of students in school (Miles and Huberman, 1992).
- **Documentation Study:** The researcher also collected data from various relevant documents, such as school curriculum, history subject syllabus, and school policy documents related to history learning. This documentation study aims to gain a deeper understanding of the formal framework used in history learning at SMA Negeri 2 Medan (Miles and Huberman 1994).

4. Data Analysis Techniques

The data that has been collected is analyzed using thematic analysis methods. The

analysis process begins with the transcription of interviews and observation notes. Next, the researcher carried out the coding process, namely identifying themes or patterns that emerged from the data that had been collected. These themes are then organized and interpreted to answer the research question (Saleh 2017).

Thematic analysis is carried out in several stages, namely:

- Initial Coding: Identifying units of meaning in data, whether in the form of statements, actions, or events.
- Thematic Grouping: Grouping units of meaning that have something in common into broader themes.
- Theme Development: Deepen understanding of emerging themes, and see the relationship between themes.
- Interpretation: Draw conclusions from the themes that have been developed and relate them to relevant theories.

RESULT AND DISCUSSION

1. The Role of History Education in the Formation of Student Identity at SMA Negeri 2 Medan

The results of the study show that history education at SMA Negeri 2 Medan has a significant role in shaping students' identities. History teachers at this school realize the importance of history education not only as a transfer of knowledge, but also as a means to instill moral, cultural, and national values in students. Teachers use history to connect the past with national identity and encourage students to be proud of their historical heritage. Some students admitted that learning history helped them understand more deeply about the cultural roots and values of nationalism, which then strengthened their sense of pride in their identity as Indonesian citizens.

The results of this study show that history education at SMA Negeri 2 Medan plays a significant role in shaping students' identities. This finding is in line with the theory of character education put forward by (Lickona 1991), which states that education not only aims to develop intellectual intelligence, but also to shape the character and morals of students. History, as a subject that contains cultural, ethical, and moral

values, has great potential in shaping students' identities.

Furthermore, the results of this study also support the view (Sulaiman 2012) which emphasizes that history not only teaches the past, but also gives meaning to the identity and identity of the nation. Through history learning, students not only learn historical facts, but also understand the values contained in them, which are then internalized into part of their identity.

2. History Learning Methods Used

The findings of the study revealed that history teachers at SMA Negeri 2 Medan use various learning methods to make history more interesting and relevant for students. Some of the methods that are often used include:

- Discussion and Debate Methods: Teachers often use group discussions and debates to engage students in history learning. This method has proven to be effective in increasing student participation and helping them develop critical thinking skills as well as argumentative skills.
- Use of Contextual Learning Resources: Teachers also integrate relevant and contextual learning resources, such as articles, documentary videos, and visits to historical sites. The use of these resources helps students connect historical material with real life, making it easier for them to understand and appreciate the importance of history.
- Interactive Learning Approaches: Observations in the classroom show that history teachers often use interactive approaches, such as history simulations and project creation, to make learning more engaging. Students are invited to take an active role in the learning process, which not only improves their understanding, but also builds confidence and responsibility.

The use of varied learning methods, such as discussions, debates, and interactive approaches, has been shown to be effective in increasing student participation and helping them develop critical thinking skills. This is in line with the theory of constructivism put forward by Piaget and Vygotsky, who emphasized the importance of learning as an active process in which students build their own knowledge through interaction with the environment and others.

The use of contextual learning resources, such as documentary videos and visits to historical sites, also supports the theory of experiential learning proposed by (Kolb 2014). This theory states that effective learning occurs when students are directly involved in the learning experience, which they then reflect on and apply in a broader context. By utilizing contextual learning resources, students at SMA Negeri 2 Medan can connect their historical knowledge with their real lives, ultimately strengthening their identity as part of a larger community.

3. Challenges in History Learning

Although history education at SMA Negeri 2 Medan has many advantages, this study also finds several challenges faced by teachers and students in the learning process. The main challenges identified were:

- **Time Constraints:** The dense curriculum and limited time allocation for history subjects make it difficult for teachers to convey the material in depth. This often makes history learning less in-depth, so students only understand history superficially.
- **Lack of Student Interest:** Although there are some students who show a high interest in history, many students consider history to be a boring subject. This is a challenge for teachers in creating an interesting and fun learning atmosphere.
- **Limitations of Learning Resources:** Although teachers try to use contextual learning resources, limited access to these resources is often an obstacle. Especially in terms of the availability of technology and media that supports interactive learning.

Although many positive aspects were found, the study also revealed some of the challenges faced in learning history, such as time constraints and lack of student interest. The limited time allocated for history subjects often makes learning less in-depth, so students only get surface learning. This is consistent with the findings in previous studies by (Wineburg 2010), which suggests that a lack of time and emphasis on memorizing facts can hinder a deeper and more meaningful understanding of history.

Students' lack of interest in history is also a significant challenge. Previous research by (Widiadi 2022) shows that students often

consider history to be a boring and irrelevant subject in their lives. This can be caused by a learning approach that is still too teacher-centered and does not involve students actively. Therefore, this study suggests the need for innovations in learning methods, such as the use of digital technology and history-based projects, to make learning more engaging and relevant for students.

4. The Impact of History Education on the Formation of Student Identity

This study found that despite the challenges, history education at SMA Negeri 2 Medan has a positive impact on the formation of students' identity. Through understanding history, students become more aware of the importance of respecting and maintaining cultural identity and national values. Some of the students interviewed stated that learning history made them feel more connected to their nation's past, and encouraged them to contribute to maintaining the integrity and unity of the nation.

In addition, history teachers at SMA Negeri 2 Medan also play an exemplary role model that instills moral and ethical values through history learning. Teachers not only teach the material, but also provide examples of how these values can be applied in daily life. This is very important in the formation of students' character and identity, which is expected to lead them to become individuals with high integrity, responsibility, and social awareness.

The positive impact of history education on the formation of student identity at SMA Negeri 2 Medan confirms the theory of social identity put forward by (Ariantini and Cahyono 2023). This theory states that a person's identity is largely shaped by their membership in a social group, including their nation and culture. Through history education, students learn about their national and cultural identities, which then become an integral part of their identity.

In addition, effective history education also supports the formation of strong character, as outlined in the theory of character education by (Lickona 1991). History teachers who act as exemplary models in teaching moral and ethical values can help students internalize these values in their daily lives. This is important to form students who are not only intellectually intelligent, but also have high integrity and social responsibility.

5. History Learning Development Strategy

Based on these findings, this study also identifies several strategies that can be applied to improve the effectiveness of history education in the formation of students' identity:

- **Learning Method Innovation:** Developing more creative and innovative learning methods, such as the use of digital technology, historical simulations, and the creation of historical projects, can increase students' interest and engagement in learning.
- **Enrichment of Learning Materials:** Providing additional teaching materials that are more contextual and relevant to students' lives today, such as local historical stories or contemporary cases that have a connection to history, can help students better understand and appreciate history.
- **Increased Time and Resources:** Increasing the allocation of time for history learning as well as providing adequate resources, such as access to digital libraries or online learning platforms, will go a long way in addressing existing challenges.

CONCLUSION

History education has a very important role in shaping students' identities. Through history learning, students not only learn the facts of the past, but also internalize the cultural, moral, and national values that are integral to their identity as Indonesian citizens. At SMA Negeri 2 Medan, history teachers have successfully utilized various innovative and contextual learning methods, such as discussions, debates, and the use of contextual learning resources, to increase students' involvement and interest in history. However, this study also identifies a number of challenges that need to be overcome, such as the limited time allocated for history learning and the lack of interest of students in history materials. Nevertheless, history education at SMA Negeri 2 Medan still has a positive impact in strengthening students' identity, especially in terms of developing a sense of nationality and awareness of their cultural identity. With innovation and increased support, history education can be more effective in preparing students to become a young generation who have integrity, social responsibility, and commitment to national unity.

REFERENCE LIST

- Ariantini, Nisa, and Tri Cahyono. 2023. "Student's Social Identity the Tidung Tribe's Philosophy of Life." Pp. 117–25 in *1st Annual International Conference: A transformative Education: Foundation & Innovation in Guidance and Counseling (AICGC 2022)*. Atlantis Press.
- Assyakurrohim, Dimas, Dewa Ikhrum, Rusdy A. Sirodj, and Muhammad Win Afgani. 2023. "Metode Studi Kasus Dalam Penelitian Kualitatif." *Jurnal Pendidikan Sains Dan Komputer* 3(01):1–9.
- Dalyono, Bambang, and Enny Dwi Lestariningsih. 2017. "Implementasi Penguatan Pendidikan Karakter Di Sekolah." *Bangun Rekaprima* 3(2):33–42.
- Dimiyati, Muhammad. 2022. *Metode Penelitian Untuk Semua Generasi*. Universitas Indonesia Publishing.
- Efendi, Yusuf, and Halimatus Sa'diyah. 2020. "Penerapan Nilai-Nilai Pancasila Dalam Lembaga Pendidikan." *JPK (Jurnal Pancasila Dan Kewarganegaraan)* 5(1):54–65.
- Eryandi, Eryandi. 2023. "Integrasi Nilai-Nilai Keislaman Dalam Pendidikan Karakter Di Era Digital." *Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam* 1(1):12–16.
- Indonesia, Pemerintah Republik. 2003. "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003." *Pemerintah Republik Indonesia*.
- Kolb, David A. 2014. *Experiential Learning: Experience as the Source of Learning and Development*. FT press.
- Lickona, THOMAS. 1991. "The Character on Development."
- Miles, Matthew B., and A. Michael Huberman. 1992. "Analisis Data Kualitatif."
- Miles, Matthew B., and A. Michael Huberman. 1994. *Qualitative Data Analysis: An Expanded Sourcebook, 2nd Edition*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Saleh, Sirajuddin. 2017. "Analisis Data Kualitatif."
- Setianto, Yudi. 2019. "Pendidikan Karakter Melalui Keteladanan Pahlawan Nasional." *Publikasi Pendidikan* 9(2):177–86.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: CV. Alfabeta.
- Sulaiman, Setiadi. 2012. "Pendekatan Konsep Dalam Pembelajaran Sejarah." *Jurnal Sejarah Lontar* 9(1):9–21.

- Suparjan, Edy. 2020. "Perubahan Kurikulum Pendidikan Sejarah Di SMA (1994-2013)." *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* 4(3).
- Susilo, Agus, and Sarkowi Sarkowi. 2018. "Peran Guru Sejarah Abad 21 Dalam Menghadapi Tantangan Arus Globalisasi." *Historia: Jurnal Pendidik Dan Peneliti Sejarah* 2(1):43-50.
- Widiadi, Aditya Nugroho. 2022. "Teaching Historical Thinking in Indonesia: Can Students Cross the Threshold Portal?" Pp. 24-28 in *Embracing New Perspectives in History, Social Sciences, and Education*. Routledge.
- Wineburg, Sam. 2010. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan* 92(4):81-94.