

# Strengthening of Student Character Through Values-Based Learning of Prince Antasari's Struggle Character

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## Abstract

Various problems related to the nation's moral decadence are still very concerning, especially the problems that affect the younger generation. One effort to overcome these problems is through education. This study aims to determine the effectiveness of learning based on the values of the character of the struggle of Prince Antasari in shaping the character of students. The research was conducted at the Banjarmasin City High School. This research is a quantitative research with quasi-experimental methods. The results of this study indicate that the application of the Pancasila and Citizenship Education learning model based on the values of Prince Antasari's fighting character has a significant influence on strengthening the character of students. The implications of using the Pancasila Citizenship Education learning model based on the values of the character of Prince Antasari's struggle for these learning outcomes certainly correlate with the achievement of the learning objectives to be achieved, especially in the affective domain. Through a model orientation based on character values from the struggle of a figure, it can be used as a form of treatment in learning values and character building which involves the active participation of students in the implementation of learning activities.

*Keywords:* Character, Learning, Value-Based, Struggle, Prince Antasi.

## A. INTRODUCTION

In Indonesia, national character education has actually been going on for a long time, long before Indonesia's independence, namely with seven principles as the principles of Taman Siswa 1922 (Kumalasari, 2010), which include: (1) natural nature, (2) inner independence, independent mind, independent hands, (3) establishing partnerships, (4) equal education, (5) independent, (6) frugal, and (7) serving the child (Hidayat, 2022). However, various problems related to the nation's moral decadence are still very concerning, especially the problems that affect the younger generation. The phenomenon of the problem of moral decadence can be said as "a process of emoting-minding, spiritualizing, valuing and mental round trip which is defeated by the process of thinking and rationalizing,

Pancasila and Citizenship Education Subjects as subjects that have a mission as value education, become one of the strategic vehicles in an effort to overcome the shift in values that have implications for moral decadence. This can be done by carrying out learning innovations in Pancasila and Citizenship Education, one of which is by integrating the values of the fighting character of Prince Antasari who is a Banjar native warrior and national hero who has the values of the philosophy of life of the Banjar people which can be emulated by the younger generation through the internalization of values -Local wisdom values that are integrated in learning through

innovative Pancasila and Citizenship Education learning models based on the values of Prince Antasari's fighting character.

Prince Antasari is a national hero and is an unyielding fighter against Dutch colonialism in the Banjar War from 1859 to 1863 (continued until 1905). The struggle of Prince Antasari seems to have started when Prince Hidayatullah resisted the Dutch. Prince Antasari's series of anger was when Prince Hidayatullah was arrested and exiled by the Dutch to Cianjur. Then, with the abolition of the Banjar Kingdom by the Dutch, it was a successful action from the Dutch by holding the divisive politics before. On March 14, 1862, Prince Antasari was crowned the highest government head in the Sultanate of Banjar with the title Panembahan Amiruddin Khalifatul Mukminin, as a result of Prince Hidayat's exile to Cianjur.

The emergence of the figure of Prince Antasari as a leader of the struggle was driven by his sense of responsibility towards the people and to save sovereignty. Prince Antasari is an Indonesian National Hero in accordance with the Decree of the Government of the Republic of Indonesia No. 06/TK/1968 in Jakarta, dated March 27, 1968. The life story of Prince Antasari as a historical or concrete reality that can be learned as well as a useful lesson for future generations, in this case students.

The example of the values of the character of Prince Antasari's struggle is certainly a very good character to be taught to the next generation of the nation in the educational process in the context of developing Indonesian people with Pancasilaist characteristics. In teaching the values of the character of Prince Antasari's struggle it is very suitable to be integrated into learning Pancasila Education and Citizenship. This can be applied in a learning model based on the values of Prince Antasari's fighting character as the focus of learning the values to be taught to students.

By packaging the values of Prince Antasari's fighting character into a Pancasila and Citizenship Education learning model, it will make the learning process more directed and can be used as signs as well as guidelines in teaching the values of Prince Antasari's fighting character in the process of teaching and learning activities. Learning Pancasila and Citizenship Education based on the values of Prince Antasari's struggle character is certainly a step in the effort to realize the development of national character.

## **B. LITERATURE REVIEW**

### **1. Character Education Concept**

The term character is often also equated with "temperament or character" which gives it a definition of something that emphasizes psychosocial elements associated with education and environmental context. Character can also be understood from a behavioral point of view which emphasizes somatopsychic elements that are possessed from birth, so that according to Kusuma (2007) character is considered a characteristic or characteristic or style of a person that originates from formations received from the environment. Psychologists understand character as a system of beliefs and habits that guide one's actions.

Wynne (Megawagi, 2004), said that there are two meanings about character, first, is to show how someone behaves. If someone is behaving dishonestly, cruelly or greedily, then that person is manifesting bad character. Conversely, if someone behaves honestly, likes to help, then that person manifests a noble character. Second, the term character is closely related to personality. A person can be called a person of character if his behavior is in accordance with moral rules.

Character is a person's character, character, morals, or personality which is formed from the results of internalizing various virtues (virtues) that are believed and used as the basis for perspectives, thinking, behaving, and acting. Virtue consists of a number of values, morals and norms, such as honesty, courage to act, trustworthiness and respect for others (Kurnisar, 2011). Another definition put forward by Marzuki (2011), that character is synonymous with morals, so that character is the values of universal human behavior which includes all human activities, both in the context of dealing with God, with oneself, with fellow human beings, as well as with the environment, manifested in thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture and customs.

Character education in a school setting is learning that leads to strengthening and developing a child's behavior as a whole based on a certain value referred to by the school. (Kesuma, 2011).

## **2. History of the Struggle of Prince Antasari**

Prince Antasari is a National Hero from South Kalimantan Province. He was awarded the title of National and Independence Hero by the government of the Republic of Indonesia based on Decree No. 06/TK/1968 in Jakarta, dated March 27, 1968. To commemorate the services of this first National Hero from Borneo, the name Antasari was immortalized as the name Korem 101/Antasari. In addition, the area of South Kalimantan is generally called Bumi Antasari.

Not to be left behind in the world of education, his name has been immortalized as the name of the Antasari State Islamic University (UIN), Banjarmasin. In addition, a series of other awards for this phenomenal figure, ranging from street names to buildings in South Kalimantan and other regions in Indonesia. In fact, to better introduce Prince Antasari to the public in general, the Government through Bank Indonesia (BI) has printed and immortalized Prince Antasari's name and image on a nominal Rp. 2,000 banknote.

Prince Antasari bin Prince Masood, a noble aristocrat who from childhood to adulthood has always lived in the midst of the common people. Born in year 1809, his father was named Prince Mas'ud and his mother was named Gusti Hadijah daughter of Sultan Sulaiman. The commotion that occurred, especially within the rulers of the empire, caused the great-grandson of Sultan Aminullah to be sidelined, even though he was actually the heir to the throne of the Sultanate of Banjar.

Prince Antasari is a humble prince, very simple and his nature is very far from insolent lust. He spent more time in his appanage land in the Mangkauk area than at the palace which was located in Martapura. The simplicity of his life can be seen from

his income. Antasari does not rely solely on his annual income from Mangkauk, which is only f 300 to f 400. To make up for the shortfall in his living expenses, he supplies wood for the coal mine in Pangaron. This illustrates that Antasari's life is very simple and not the type like the consumptive nobles. The lifestyle that Prince Antasari lived, whether he was deliberately marginalized by the palace, or indeed he did not receive information about his wishes (Mansyur, et al. 2019).

### **3. The Character Values of Prince Antasari's Struggle**

Prince Antasari is a descendant of Sultan Tachmidullah or known as Panambahan Kuning. He was succeeded by his son Sultan Hamidullah or Sultan Kuning. The period of the sultan's reign in the memory of the Banjar people is considered a peaceful, safe and prosperous era, so that in the following period it is used as an example of the desired prosperity.

Drops of blood of heroes who dared to oppose the Dutch Colonial who had colonized Borneo, flowed in Prince Antasari's body because a few years earlier, Prince Amir, his grandfather in early 1787 had launched a rebellion by mobilizing an army of around 3,000 people. However, the Colonialists under the command of Captain Christoffel Hopman who were fully armed succeeded in breaking Prince Amir's rebellion. In a decisive battle on May 14, 1787, Prince Amir was captured. A month later he was sent to Batavia (Jakarta) and then exiled to Ceylon (Sri Lanka) until he died.

Prince Antasari in a relatively short time became a brave and authoritative leader, because of his ability to control the field, as well as being the top leader who divided up areas of resistance and appointed leaders of movement sectors. Demang Lehman for the Tanah Laut and Upper River areas assisted by Tumenggung Antaluddin, Kiai Suta Karsa, Prince Citra Kesuma, Kiai Raksapati, Prince of Flying Lions and a Srikandi Cakrawati. The Barito, Kapuas and Kahayan regions led by Surapati, Gusti Muhammad Seman, Gusti Muhammad Said, Singapati, Mas Anom, Tumenggung Kartapati and Mangkusari.

The violent popular movement led by Panembahan Datu Aling in the Muning region was successfully united by Prince Antasari with the leadership of Tumenggung Jalil who controlled Banua Lima (Negara, Alabio, Sungai Banar, Amuntai and Kelua). Prince Antasari's position was increasingly popular among the people and conversely the Dutch were always on guard against this dangerous move.

### **4. Character Values Emerging from the Struggle of Prince Antasari**

The character values that emerge from the struggle of Prince Antasari are as follows:

#### **a. Religious Value**

The value of religious character can be interpreted as all thoughts, words, and actions of a person that are always based on divine values and/or religious teachings (Aqib and Sujak, 2011). In fact, Prince Antasari was not only known as a brave and

dignified warrior, but also a religious leader who was pious and devout in carrying out Islamic worship.

b. Hard work

Behavior that shows genuine effort in completing various tasks, problems, work, and others as well as possible (Ministry of National Education, 2010). Lickona (2004) mentions that working hard includes initiative, persistence, goal setting and ingenuity. On April 28, 1859, the first attack, led directly by Prince Antasari, took place, attacking the Dutch fort in Pangaron from early in the morning until just before noon (Seman, 2003). This is a reflection of his attitude which has been instilled in his body and soul with the spirit of patriotic spirit to oppose the Dutch colonialism.

c. Spirit of nationality

The Ministry of National Education (2010) is a way of thinking, acting, and insight that places the interests of the nation and state above self and group interests. Prince Antasari succeeded in mobilizing and inflaming the people's enthusiasm so that the Dutch felt overwhelmed. Because of the great resistance of Prince Antasari's troops. The Dutch persuaded Prince Antasari to make peace. However, all appeals were rejected. He did not want to compromise with the Dutch in the slightest, thus the figure of Prince Antasari really wanted independence that was actually obtained from the people.

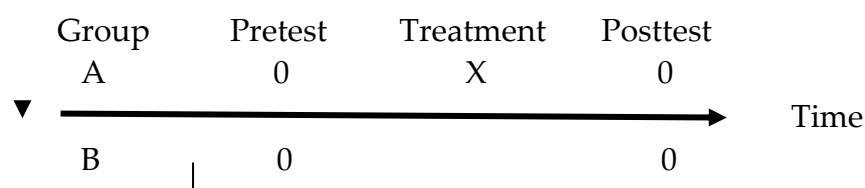
d. Homeland love

The character value of love for the motherland according to the Ministry of National Education (2010) is a way of thinking, behaving, and acting that shows loyalty, caring, and high appreciation for danger, the physical, social, cultural, economic, and political environment of the nation. As a form of love for the homeland, Prince Antasari was determined to wage jihad with the motto "Haram Manyarah Against Walanda" (Haram surrender against the Dutch). The Indonesian government and the entire Indonesian nation appreciate the struggle made by Prince Antasari in his efforts to eliminate the Dutch colonialism.

In the context of learning Pancasila and Citizenship Education, the teacher can add the main material by conveying the concepts of some of the characters mentioned above by referring to the concept of character values as put forward by the Ministry of National Education.

### C. METHOD

This research was conducted in three senior high schools in the city of Banjarmasin. The method used is a Quasi experiment with a One Group Pretest-Posttest Design (McMillan and Schumacher, 2001, Fraenkel and Wallen, 1993) as follows:



This design describes at one time an experimental class called Group A which received treatment was given a pretest and posttest as well as a control class called Group B which did not receive treatment but was given a pretest and posttest. Data analysis was carried out in a quantitative descriptive manner.

**D. RESULTS AND DISCUSSION**

**1. Test of Normality and Homogeneity of Attitude Aspects in the Initial Measurement (Pretest)**

The results of the normality test and the homogeneity of the attitude aspects in the initial measurement (pretest) can be seen in the following table:

**Table 1 Attitude Aspect Normality Test on Initial Measurement (Pretest)**

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Pretest	Control	.121	104	.200*	.976	104	.656
	Experiment	.117	106	.200*	.940	106	.077

\*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows information that the normality test values with the Kolmogorov-Smirnov test show that the initial measurement data for the attitude aspect is normally distributed, because  $Sig > \alpha = 0.05$  with each Sig value being 0.200 for the control class and 0.200 for the experimental class, so that it can be said that the data used has normally distributed data. The results of the attitude aspect homogeneity test on the initial measurement are as follows:

**Table .2 Attitude Aspect Homogeneity Test on Initial Measurement (Pretest)**

		Test of Homogeneity of Variance			
		Levene Statistics	df1	df2	Sig.
Pretest	Based on Means	.538	1	64	.466
	Based on Median	.580	1	64	.449
	Based on Median and with adjusted df	.580	1	60,541	.449
	Based on trimmed mean	.520	1	64	.474

Based on the results of the homogeneity test of variance in the table above, a significance value (Sig) of  $0.466 > 0.05$  is obtained so that it can be said that the variance of the data is homogeneous. After it is known that the attitude aspects for the control class and the experimental class in the initial measurement have data that are normally distributed, it can be analyzed using the t test.

The significance level used is 0.05 with the conditions of the test, if the value of Sig (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. Through the use of SPSS software version 22, the results of a comparison test for the attitude aspect in the control class and the experimental class, the Sig (2-tailed) or probability value (p value) are presented as follows:

**Table 3 Attitude Comparison Test on Initial Measurement (Pretest)**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test	Equal variances assumed	.538	.466	.668	64	.507	.90319	1.35236	-1.79846	3.60483
	Equal variances not assumed			.672	62,559	.504	.90319	1.34356	-1.78208	3.58845

Based on the results of the t test output, information is obtained that the significance value for the attitude aspect between the control class and the experimental class in the initial measurement is Sig (2-tailed) = 0.507, the value is greater than 0.05, so Ho is accepted, so it can be concluded that there is no difference in attitude aspect which is significant in the initial measurement between the control class and the experimental class. Thus the results of the comparison test between the control class and the experimental class related to aspects of student attitudes before being given the learning treatment, there was no significant difference in the initial measurement (pretest).

**2. Normality Test and Homogeneity of Attitude Aspects in the Final Measurement (Posttest)**

The results of the normality test and homogeneity of the attitude aspects in the final measurement (posttest) can be seen in the following table:

**Table 4 Attitude Aspect Normality Test in the Final Measurement (Posttest)**

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
Class		Statistics	Df	Sig.	Statistics	df	Sig.
Posttest	Control	.159	104	.028	.954	104	.160
	Experiment	.111	106	.200*	.955	106	.204

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows information that the normality test values with the Kolmogorov-Smirnov test show that the final measurement data for the attitude aspect of one class is not normally distributed, because Sig < α = 0.05 for the control class, with a Sig value of 0.028, while for the experimental class it is normally distributed with a value of Sig = 0.200, but because the study sample was > 50, the Kolmogorov-Smirnov results will be the reference, so that it can be said that the data used has normal distribution data because based on the Kolmogorov-Smirnov results the two classes are normally distributed. The results of the attitude aspect homogeneity test in the final measurement are as follows:

**Table 5 Attitude Aspect Homogeneity Test in Final Measurement (Posttest)**

		Test of Homogeneity of Variance			
		Levene Statistics	df1	df2	Sig.
Posttest	Based on Means	.502	1	64	.481
	Based on Median	.184	1	64	.670
	Based on Median and with adjusted df	.184	1	55,796	.670
	Based on trimmed mean	.471	1	64	.495

Based on the results of the homogeneity test of variance in the table above, a significance value (Sig) of  $0.481 > 0.05$  is obtained so that it can be said that the variance of the data is homogeneous. Once it is known that the attitude aspects for the control class and the experimental class in the final measurement have data that are normally distributed, it can be analyzed using the t test. The significance level used is 0.05 with the conditions of the test, if the value of Sig (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. Through the use of SPSS software version 22, the results of a comparison test for the attitude aspect in the control class and the experimental class, the Sig (2-tailed) or probability value (p value) are presented as follows:

**Table 6 Attitude Aspect Comparison Test in the Final Measurement (Posttest)**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.502	.481	-4,842	64	.000	-6.06699	1.25287	-8.56987	-3.56410
	Equal variances not assumed			-4,869	63.103	.000	-6.06699	1.24595	-8.55674	-3.57723

Based on the results of the t test output, information is obtained that the significance value for the attitude aspect between the control class and the experimental class in the final measurement is obtained Sig (2-tailed) = 0.000, this value is less than 0.05, then  $H_0$  is rejected, so it can be concluded that there is a difference significant attitude at the final measurement between the control class and the experimental class.

Thus the results of a comparison between the control class using conventional learning and the experimental class applying the Civics learning model based on the values of Prince Antasari's fighting character show significant differences related to aspects of attitude.

### 3. Comparison of Improved Pretest and Posttest Attitudes in the Control Class and Experimental Class

To obtain the results of increasing the pretest and posttest related to aspects of attitude, it is necessary to determine the category criteria based on the average value



interval to categorize the average results of the pretest and posttest. Based on the provisions of the range ( $r$ ) = (highest average score-lowest average score) and the desired number of criteria ( $k$ ) is 5 criteria, then the class length ( $p$ ) =  $r/k$  is obtained so that  $r = 89 - 80 = 9$  and obtained  $p = 9/5 = 1.8$  rounded to 2, then the class length for each category is 2. In this case because the lowest average score is 79.9 rounded to 80, three alternatives are made so that the average score before rounding can be included in the increase criteria, so the alternatives are 80, 79, and 78, because the second alternative has met the requirements so that the lowest average can be included in the category. The description regarding the average score category is as follows:

**Table 7 Attitude Improvement Average Score Criteria**

Average Score	Criteria
80–81	Very low
82–83	Low
84–85	Currently
86–87	Tall
88 – 89	Very high

The results of data processing related to improving aspects of student attitudes in the control class and experimental class based on the results of the pretest and posttest can be seen in the table below:

**Table 8 Comparison of Improved Pretest and Posttest Attitudes in the Control Class and Experimental Class**

Control Class				Experiment Class			
Pretest		Posttest		Pretest		Posttest	
Average	Criteria	Average	Criteria	Average	Criteria	Average	Criteria
80.9	Very low	82.8	Low	80.0	Very low	88.8	Very high

Based on the table, information is obtained that the average value obtained related to increased attitudes in the control class for the pretest is 80.9 with very low criteria, while for the posttest it gets an average of 82.8 with the low category. The experimental class obtained an average of 80 for the pretest with very low criteria and for the posttest the average was 88.8 with very high criteria.

Thus it can be concluded that the experimental class that applied the Civics learning model based on the values of Prince Antasari's fighting character experienced a more significant increase compared to the control class that used conventional learning in Civics learning related to attitude aspects.

The next comparison is to compare the increase in the average normalized gain of the control class with the experimental class for the attitude aspect. The results of the comparison are as follows:

**Table 9 Comparison of Average Normalized Gain to Improved Attitude Aspects of the Control Class and the Experimental Class**

	Class	N	Min	Max	Means	Std Deviation
Attitude normalized gain	Control	104	.03	.28	.1016	.06237
Attitude normalized gain	Experiment	106	.14	.84	.4443	.17640
Valid N (listwise)		210				

Based on the table above, information is obtained that the average normalized gain value for the attitude aspect obtained by the control class is 0.1016 in the low category, while the normalized average gain for the experimental class is 0.4443 in the medium category. The results of this comparison can be concluded that the comparison of the average normalized gain in the attitude aspect of the experimental class has an average increase that is greater than the normalized average gain of the control class. The resulting increase was in the moderate category for the experimental class, while for the control class it was in the low category with the difference in the normalized gain being 0.3427 points.

**4. Hypothesis Test Comparison of Attitude Normalized Gain in the Control Class and Experiment Class**

The normalized gain normality and homogeneity test results for the attitude aspect can be seen in the following table:

**Table 10 Attitude Normalized Gain Normality Test**

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
N_Gain	Control	.139	104	.096	.871	104	.001
	Experiment	.112	106	.200*	.968	106	.439

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows information that the normality test values with the Kolmogorov-Smirnov test show that the data gain is normalized in the attitude aspect of the control class normally distributed, because  $Sig > \alpha = 0.05$  with a Sig value of 0.096, while for the experimental class it is also normally distributed because the value of  $Sig = 0.200 > 0.05$ . In cases like this, because the number of samples is  $> 30$  and  $< 50$  respectively, the test results used are the Kolmogorov-Smirnov test results, so it can be said that the data distribution for one class is not normally distributed.

Based on the results of the Kolmogorov-Smirnov test, the normalized gain comparison test used is the Mann Whitney nonparametric test and for the homogeneity test results the normalized gain data related to attitude is described in the table below:

**Table 11 Attitude Normalized Gain Homogeneity Test**

		Test of Homogeneity of Variance			
		Levene Statistics	df1	df2	Sig.
N_Gain	Based on Means	19,193	1	64	.000
	Based on Median	17,470	1	64	.000
	Based on Median and with adjusted df	17,470	1	39,389	.000
	Based on trimmed mean	18,760	1	64	.000

Based on the results of the homogeneity test of variance in the table above, a significance value (Sig) of  $0.000 < 0.05$  is obtained so that it can be said that the variance of the data is not homogeneous. Once it is known that the normalized gain of attitude for the control class and the experimental class has data in which one class is not normally distributed, it can be analyzed using the Mann Whitney test. The significance level used is 0.05 with the conditions of the test, if the value of Sig (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected. Through the use of SPSS software version 22, normalized gain comparison test results were obtained for the attitude aspect in the control class and the experimental class, the Sig (2-tailed) value or probability value (p value) presented is as follows:

**Table 12 Attitude Normalized Gain Comparison Test**

Statistics test	
	N_Gain
Mann-Whitney U	18,000
Wilcoxon W	613,000
Z	-6,751
asympt. Sig. (2-tailed)	.000

a. Grouping Variables: Class

Based on the output of the Mann Whitney test, information is obtained that the normalized gain significance value for the attitude aspect between the control class and the experimental class is Sig (2-tailed) = 0.000, this value is less than 0.05, so  $H_0$  is rejected, so it can be concluded that there is a difference mean normalized attitude gain score is significant between the control class and the experimental class.

Thus the results of the normalized gain comparison test between the experimental class applying the Pancasila and Citizenship Education learning model based on the values of the fighting character of Prince Antasari related to attitude, there is a significant difference in the average normalized gain score compared to the control class using conventional learning. It can be said that the Pancasila and Citizenship Education learning model based on the values of the character of Prince Antasari's struggle is effective in improving the character of students.

The values that are studied in this model are the values of the character of a character's struggle, namely the values of the character of the struggle of Prince Antasari as character values that can be emulated by today's young generation. The values of Prince Antasari's fighting character basically also reflect the local wisdom values of the Banjarmasin people. This is because he is a national hero from Banjar, so these character values become part of the philosophy of life of the Banjarmasin people.

The values of Prince Antasari's fighting character are integrated into learning teaching materials. This is because teaching materials are one component of learning that plays a very important role. Teaching materials are materials needed in the formation of knowledge, skills and attitudes that must be acquired by students in order to meet competency standards. Teaching materials play a key role in the entire curriculum, which must be prepared to achieve the expected learning competencies (Komalasari & Sapriya, 2016)

The Pancasila and Citizenship Education learning model based on the values of Prince Antasari's fighting character in Citizenship Education learning itself was developed based on the orientation of learning local values-based values education with the aim of internalizing and teaching local wisdom values which are reflected in national warrior figures from Banjarmasin . This is an effort to preserve local wisdom, while at the same time not only showing resilience in terms of culture, but also cultural sustainability, in the sense of not allowing local cultural values to be eroded by foreign cultural values (Marini & Sapriya, 2019).

Through this learning, the values of local wisdom which are currently starting to fade due to the times and the influence of globalization, students are taught the values of the character of local wisdom from warrior figures such as Prince Antasari whose values of the character of his struggle are formed because of the background values -Socio-cultural character values that develop in Banjar. Therefore, selecting and applying the right learning model is a must that is maximal and helps students to easily understand the material delivered by the teacher (Suryani, et all 2020).

The innovation in developing this learning model is, of course, in line with the mission of PPKn as value education in forming young citizens with character. Through the development of learning models based on character values it also enables students to experience directly and learn values learning in an interesting and fun way because it is integrated with the process of exploring the origins of the values a person's character is formed and the things that form the background of these characters.

The learning model for Pancasila and Citizenship Education based on the values of the character of Prince Antasari's struggle has become a model for character education in Pancasila and Citizenship Education. According to Hasan (2010) (Dewi, Sapriya & Hakam, 2019) that character education aims: 1). developing the potential of the heart/conscience/affective learning; 2). Develop habits and behavior of students that are commendable and in accordance with universal values and cultural traditions; 3). Instill leadership and responsibility as the next generation of students; 4). Develop students' ability to be independent, creative and national 5). Developed in schools as a learning environment that is peaceful, honest, full of creativity and friendship, as well as high nationalism and full strength.

## **E. CONCLUSION**

The application of the Pancasila and Citizenship Education learning model based on the values of Prince Antasari's fighting character has a significant influence

on strengthening the character of students. Through a learning model based on character values from the struggle of a figure, it can be used as a form of treatment in learning values and character building which involves the active participation of students in the implementation of learning activities.

The Pancasila and Citizenship Education learning model based on the values of Prince Antasari's fighting character is the right step that can be used as an alternative solution in learning values in developing character for students. Because through this learning model, students can experience new experiences in learning character values based on the character values of the struggle of national figures which we must continue to preserve and pass on to the next generation, because these character values are identity and identity. attached to a nation.

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