



Internalization of the Character of Nationalism through Learning in Schools: Implementation and Challenges

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ABSTRAK

Krisis moral telah terjadi di bangsa ini. Jika melihat realita kehidupan saat ini, banyak kasus yang menunjukkan bahwa moral bangsa sudah merosot. Penelitian ini bertujuan untuk menganalisis tantangan yang dihadapi guru dan upaya yang dilakukan dalam pelaksanaan pembelajaran sejarah berbasis karakter. Jenis penelitian yang dilakukan adalah studi kasus. Sampel penelitian ini adalah guru sejarah, siswa kelas X dan kelas XI. Metode pengumpulan data menggunakan observasi, pedoman wawancara, kerangka kerja sebagai instrumen penelitian. Metode analisis data yang digunakan adalah analisis data kualitatif. Teknik pengumpulan data adalah triangulasi kemudian analisis data melalui tiga jalur yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kesulitan yang dihadapi guru sejarah dalam pembelajaran berbasis pendidikan karakter adalah kesulitan memasukkan nilai karakter berbasis proposisi menurut KD, pembelajaran dominan tidak interaktif, dan karakter atau perilaku siswa sulit untuk memantau. Di sisi lain kompetensi/keterampilan guru perlu ditingkatkan, dan desain pembelajaran yang dibuat oleh guru masih lemah dalam mendukung pendidikan karakter. Upaya menjawab tantangan tersebut dapat diatasi dengan meningkatkan pemahaman/penguasaan guru terhadap konsep pendidikan karakter. Sehingga dapat disimpulkan bahwa guru memiliki tantangan dalam mengintegrasikan pendidikan karakter pada siswa. Implikasi dari penelitian ini dapat berdampak pada siswa dalam meningkatkan karakternya menjadi lebih baik.

ABSTRACT

A moral crisis has occurred in this nation. If you look at the reality in today's life, there are many cases that show that the nation's morale has declined. This study aims to analyze the challenges faced by teachers and the efforts made in the implementation of character-based history learning. The type of research conducted is a case study. The samples of this research are history teachers, students of class X and class XI. Data collection method used by observation, interview guide, framework as research instrument. Data analysis method is qualitative data analysis. The technique of collecting data is triangulation and then data analysis through three paths, namely data reduction, data presentation, and drawing conclusions. The results of the study indicate that the difficulties faced by history teachers in character education-based learning are difficulties in including the value of the proposition-based character according to the KD, dominant learning is not interactive, and students' character or behavior is difficult to monitor. On the other hand the competence/skills of teachers need to be improved, and the learning designs made by teachers are still weak in supporting character education. Efforts to answer this challenge can be overcome by increasing teacher understanding/mastery of the concept of character education. So it can be concluded that teachers have challenges in integrating character education in students. The implications of this research can have an impact on students in improving their character for the better.

1. INTRODUCTION

Education is a valuable lesson for children to become more critical human beings in thinking so that they can create the desired character (Prasanti & Fitriani, 2018; Yulianti et al., 2016). Education is carried out as an effort to grow a good student personality (Intania, 2020). Character is the main measure of an individual and also the main measure of a nation (Ramdhani et al., 2019; Suriadi et al., 2021). Good character consists of knowing good processes, wanting to do good things, and doing good (Silkyanti, 2019). Character is a special characteristic or sign that a person has to distinguish one person from another (A. Bates, 2019; Singh, 2019). The character possessed is closely related to understanding (Head), caring (Heart) and acting on ethical values main (hand). This is in accordance with Law Number 23 of 2003, Stake 3, that one of the goals achieved by National Education is to spread the potential and build character with the current developments with the aim of educating students along with the development of potential in students so that they become people who have good character, faith and fear God Almighty who has an independent and responsible character (Muhtar & Dallyono, 2020; Nugrahani, 2017; Pitaloka et al., 2021).

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Character becomes the disposition of a person who is relatively stable, upholds the main ethical values such as respect, responsibility, honesty, fairness and care in his life (Ramdan & Fauziah, 2019; Suastra et al., 2017; Yulianti et al., 2016). One of the characters that must be owned by a person is nationalism.

The attitude of nationalism is a person's attitude towards his nation. The attitude of nationalism can be described from a person's pride in his country and nation (Setyanto & Winduwati, 2017; Setyowati & Ningrum, 2020; Sugiman, 2017). The term nationalism has the meaning of understanding and loving one's own nation. In addition, this trait has meaning, namely awareness to maintain, devote oneself, and integrity for the country (Rusmulyani, 2020; Sugiman, 2017; Suprayitno & Wahyudi, 2020). Nationalism can also be expressed as group superiority based on similarities in culture, language, and region. Nationalism is a natural love for the homeland. In Indonesia, nationalism gave birth to Pancasila as the state ideology (Irawan, 2020). Indonesian nationalism is an integralistic nationalism which means that it does not differentiate citizens on the basis of class but rather overcomes all diversity (Arifin, 2021; Fuadi & Anwar, 2018; Sugito et al., 2021). The existence of globalization and modernization in culture causes a shift in people's attitudes and values (Iramdan, 2019; Ismawati, 2018). The development of science and technology makes it easier for people to do their activities and encourage them to think ahead. The influence of western culture for Indonesia has a positive impact if one imitates discipline in everyday life.

The problems that occur at this time, there is a moral crisis that infects this nation. Almost all elements of the nation also felt the impact. In addition, the spread of a culture of violence, whether consciously or not, has weakened the character of the nation's children so that noble values fade (Kurniawan, 2021; Mauliza et al., 2021; Rachmawati et al., 2018). Then, ethical and aesthetic values are forgotten by an instant and practical lifestyle (Felver et al., 2016; Furkan, 2014; Inanna, 2013). If you look at the reality in today's life, there are many cases that show that the nation's morale has declined (Marhayani, 2017; Nugrahani, 2017; Yoga Purandina & Astra Winaya, 2020). Currently, online learning policies are not free to interact and carry out activities between educators and students. Actually, online learning done by students at home during this pandemic is not entirely bad. During learning there is a positive character attitude of students that might be able to grow in them during online learning from home (Andriyani & Suniasih, 2021; Nurohmah & Dewi, 2021). However, so far efforts to optimize character education in the family environment have not been optimal or have not been conceptualized properly (Muhtar & Dallyono, 2020; Pane & Patriana, 2016). This is due to the lack of awareness of parents in character education for their children, busy parents, and parents' ignorance of how to form good children's character. If this problem is left unchecked, it will have an impact on the quality of life of the community and nation.

In dealing with these various problems, it is necessary to instill moral and character through education which needs to be built from now on, in order to achieve prosperity in the future (Claudia et al., 2020; Fitriani, 2019). Character education is very important to be implemented in the current generation (Chairiyah, 2017). In order to form a generation that has moral values and quality character. Character education in the 2013 Curriculum also aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated and balanced, in accordance with the competency standards of graduates in each educational unit (Birhan et al., 2021; Patterson & A.Niesa, 2018; Suriadi et al., 2021). Through the implementation of the 2013 curriculum based on competence as well as character with a thematic and contextual approach, it is hoped that students will be able to independently improve and use their knowledge, examine and internalize and personalize character and moral values. noble so that it manifests in daily behavior (Claudia et al., 2020; Nova, 2017; Yoga Purandina & Astra Winaya, 2020).

Character can be formed and conditioned by someone. In this case, it can be conditioned by teachers at school and parents at home and in the community. But the ones who have the most role here are of course the teachers and parents at home. Teachers and parents have a vital role in the formation of children's character. Teachers and parents must provide or condition a fertile container as a place for seeding character values which can later shape each individual to have a differentiator that characterizes and has good moral behavior (Juanda, 2019). The development of character education is influenced by the relationship between children and parents (Pitaloka et al., 2021; Purandina et al., 2020; Ramdan & Fauziah, 2019). The development of these character values is the result of the synergy between teachers and parents in guiding students with love, interaction, and positive activities (Kuppens & Ceulemans, 2019; Nova, 2017; Patterson & A.Niesa, 2018).

Previous research findings stated that teachers have difficulty observing new attitudes or changes in attitudes that arise in students due to online learning (Husain & Kaharu, 2021; Yoga Purandina & Astra Winaya, 2020). Another finding states that character education is very difficult to do for high school students, considering that high school age children who are still unstable are classified as teenagers who are considered very urgent in planting and developing the nation's character (Hasan, 2012; Nova, 2017;

Rulianto, 2019). Generating interest in character education can be done by teaching resilience and respect for values (Agnies zka Bates., 2019). To realize moral education in the school system, together with parents, teachers, and administrators as stakeholders, must take part in this activity to encourage students to realize these good values in their lives (Singh, 2019). This research has differences with previous research cause will analyze character education, especially in history learning (planning, and implementation). More than the purpose of this study is to analyze the challenges faced by teachers in character education-based learning.

2. METHODS

This study uses a qualitative method. The research approach used in this research is a case study approach. Research is focused on a selected phenomenon and wants to be understood in depth, ignoring other phenomena. The next step is to collect research data, data processing or data analysis, and compile it into a report and conclude it. A series of things are done to get a high level of objectivity in the research results. The population in this study is the history teacher at SMA Islam AL-Azhar Kelapa Gading Jakarta. The sampling technique used purposive technique. Purposive sample (purposive sample) which focuses on selected informants who are rich in cases for in-depth studies. The selection of the purposive method was due to the specific research theme regarding history learning. The informants consist of history teachers who teach at Al-Azhar Islamic High School Kelapa Gading Jakarta, especially those who teach history (specialization) X and XI class.

Methods of data collection using non-test method, using the instrument. Research instruments intended as data collection tools such as interview guidelines, frameworks, etc. There are many ways that humans do to solve the problems they face. First, problem solving is done traditionally or following habits. Second, dogmatically solving problems using the dogma of religion, society and law. Third, intuitive problem solving based on conscience. Fourth, emotional problem solving. Fifth, speculative problem solving or trial and error. And sixth, problem solving through research. The source of research data comes from the learning process that occurs between teachers and students through via zoom, direct interviews with teachers who teach character-based learning in history learning at Al-Azhar Islamic High School Kelapa Gading Jakarta. In addition to teachers, other sources are students of SMA Islam Al-Azhar Kelapa Gading Jakarta who are taught history lessons with the concept of character. Meanwhile, other sources that facilitate this research such as reference books, textbooks used in classes, schools, and others. The data in this study came from competent sources and were directly involved in managing learning activities. The data that will be focused in this research are the concepts developed in character-based history learning, how it is applied and the impact resulting from character-based learning at Al-Azhar Islamic High School Kelapa Gading Jakarta.

The researcher as the key instrument who conducts direct research as well as participates in observing, has a position as a planner, implementer, data collector, data analyzer and interpreter, and then as a reporter on the results of his research. Therefore, the data collection process was carried out by means of observation, interviews, and document review. Because the learning process is still online (online), observations are made by following the zoom for 4 times. Interviews were conducted directly with the principal and vice principal of the curriculum section. The documentation in the form of photo, videos or notes that researchers found in the field. Researchers try to collect various materials or materials that are relevant to the characters in history learning to be used as sources, then analyzed and studied.

There are five steps of developing knowledge through research, namely: identifying research problems, conducting empirical studies, replicating or repeating, integrating (synthesizing) and reviewing, and using and evaluating by implementers (Mc. Millan, 2001; Sunarya et al., 2018). There are three kinds of grid in form of interview guidelines used as research instruments which shown on Table 1, Table 2, and Table 3.

Table 1. Grid of Teacher Interview Guidelines

No.	Question	Purpose
1.	Are you involved in determining the 5 characters (religious, nationalist, independent, mutual cooperation and integrity) of the 18 the character used by the school?	To find out the involvement in determining the 5 main character values
2.	What do you think is appropriate/covered?	To find out the coverage character
3.	Please explain about Character Education!	To find out the teacher's knowledge about Character Education
4.	Have you prepared your own RPP that will be used?	To know the preparation of the RPP

No.	Question	Purpose
	(If yes) which one do you use from the Ministry of National Education/Ministry of Religion?	
5.	What are the steps for preparing the RPP?	To find out the steps for preparing the RPP made by the teacher.
6.	How do you include character education in the lesson plans?	To know the process the application of character education in the RPP.
7.	Does the learning process carried out follow the sequence in the RPP?	To determine the suitability of the learning process with RPP.
8.	RPP is seen per KD / per face to face. If viewed per KD, are 5 characters included or one of the two, which you apply as the implementation of character education in history learning in the basic class?	To find out the character values per KD / per face to face
9.	What learning media are used to apply character education in history learning in the classroom?	To find out the use of learning media used by history teachers to teach.
10.	What are the obstacles you experienced in planning history lessons by implementing the integration of character education?	To find out the obstacles experienced by history teachers in planning learning by applying character education
11.	How did you overcome these obstacles in planning history learning?	To find out how teachers overcome obstacles in lesson planning.
12.	What are the obstacles you experience in carrying out history learning by implementing character education in the classroom?	To find out the obstacles experienced by history teachers in implementing character education
13.	How do you overcome these obstacles in the implementation of history learning?	To find out how teachers overcome obstacles in the implementation of learning.
14.	Based on your experience, how do students respond in learning history by applying character education in the classroom?	To find out student responses in learning history by applying character education in the classroom.
15.	In your opinion, has character education in history learning been going well in the learning process with the 2013 curriculum with an emphasis on strengthening character education (PPK)?	To find out the opinion of history teachers regarding the learning process of strengthening character education (PPK)

Table 2. Grid of Student Interview Guidelines

No.	Question	Purpose
1.	Have you ever heard of character education?	To know students about character education.
2.	Where did you hear about character education?	To find out where students come from about character education.
3.	Has the teacher ever conveyed in each lesson to include these values?	To find out the students' experiences of character values in the character-based learning process
4.	In the introduction did the teacher convey any characters?	To know the character values in the introduction
5.	Is the historical material presented by the teacher easy to understand? Give reasons!	To find out students' understanding of the material presented with character education
6.	Are you interested in participating in character-based history learning activities?	To find out students' interest in participating in learning activities with character education
7.	Are there any obstacles when you receive history lessons from the teacher?	To find out the obstacles faced by students during history learning.

Table 3. Grid of Key Informant Interview Guidelines

No.	Question	Purpose
1.	What is the hope of applying character-based learning in Al-Islamic High School? Azhar Kelapa Gading?	To find out the school's expectations with the implementation of character building
2.	To find out the school's expectations with the implementation of character building	To know the reason application of character education
3.	Who is involved in the implementation of character education?	To find out who the school is involved in implementing education character
4.	Why are they involved in the implementation of character education?	To find out the reason for applying education character
5.	Why choose 5 characters (religion, nationalism, independence, mutual cooperation and integrity) from the 18 characters school use?	To find out the reason for choosing 5 characters
6.	Are there rules? Or the school's strategy. What is the reason?	To find out the reason apply 5 characters
7.	How are school goals and programs (school strategic plans) related to character education in learning at school?	To find out about school programs related to character education
8.	How is the implementation of Integration character education in school learning?	To know implementation of character education
9.	Are there factors that influence the implementation of character education? (Supporting factors in the implementation of Character Education)	To find out the supporting factors for the implementation of character education
10.	Are there trainings for subject teachers related to the integration of character education in learning in schools? RPP how?	To know character education training pelatihan
11.	How is the design of the school curriculum related to character education in school learning?	To know the design of the education curriculum school character
12.	What extracurricular activities can be charged with character education?	To find out activities extracurricular in Character Education
13.	Is the integration of character education in this school also carried out through school culture/habituations?	To find out habituation / school culture
14.	(If yes) in what form?	To find out the form of habituation / school culture
15.	Are the means of worship in schools complete to support the implementation of character education in learning?	To find out the completeness of worship facilities at school
16.	Can library collections also be used to support the implementation of character education?	To find out the school library collection
17.	Are there any obstacles/obstacles in this school in implementing character education learning?	To find out the school's obstacles in implementing character building
18.	What efforts did the school take to overcome these obstacles/constraints?	To find out school in overcoming obstacles
19.	What advice is related to implementation of character education-based learning?	For advice implementation of character education

The technique of analyzing research data, analysis in qualitative research consists of three paths which include data reduction, data presentation, and drawing conclusions. Data reduction is the first step in analyzing data. To check the validity of the data by using triangulation. Triangulation is a technique of checking the validity of data that utilizes something else in comparing the results of interviews with the object of research. This triangulation is not only used to check the validity of the data but also to enrich the data. Triangulation will further increase the strength of the data, when compared to an approach. While source triangulation is used to obtain data from different sources with the same technique. If the data are appropriate or have similarities based on the research that has been designed, the data can be processed and analyzed for discussion. However, if there is a discrepancy between the two data, it will be confirmed directly to the informant to reach clarification.

3. RESULT AND DISCUSSION

Results

In this study, the thinking begins by looking at the condition of the opportunity to plant character education in history subjects. From the initial data, a unique case emerges, namely the basic assumption that departs from the fact that the Islamic High School Al-Azhar Kelapa Gading is an Islamic school based on Character Education, which not all high schools can apply. The emergence of Character Education is motivated by the results of the centering of character education in the implementation of Indonesian national education. How to build the character of students, during the teaching and learning process, must involve students. Thus, learning becomes learner-centered learning with various strategies (Suprayitno & Wahyudi, 2020). Data analysis clearly shows the level of knowledge among teachers showing the importance of strengthening character education at the time of learning that is shown by teachers in education. Teachers who have fairly good knowledge of Character Education are clearly more interested in exploring skills in the use of sources, methods of presentation and information sharing (Indrianingrum et al., 2018; Nurohmah & Dewi, 2021).

The development of the main values of the Nation's character which is integrated in every Basic Competence (KD) of history subjects. The following are the results of observations of the internalization of the main character values listed in the History Lesson Plan as follows, 1.) Religious Values: a.) In planning, it is stated that the learning objectives are that students can live and practice the teachings of their religion b.) In the introductory and closing sections, the teacher begins the lesson by greeting and praying. 2.) Value of Nationalism: a.) Basic Competence (KD) history subject matter about the strategy of the national movement which is expected by students to be able to understand the importance of history in fighting for independence. b.) In planning, it is stated that the learning objectives are that students are able to develop a disciplined attitude. 3.) Independent Value: a.) In planning, the learning objectives are outlined, namely students are able to develop critical thinking and creativity by analyzing information obtained through reading and other sources. b.) At this stage, students can complete practice questions about the early civilizations of the world and their relationship to today's civilization. 4.) Integrity Value: a.) In the lesson planning, it is written to develop the value of honest and responsible attitude. b.) In the closing section, the teacher guides students so that they can take the moral value of lessons from learning. 5.) Value of gotong royong: a.) In planning, it is stated that the learning objectives are that students are able to develop communication and collaboration attitudes. b.) In the core part, the teacher gives worksheets to each group to analyze the information obtained through reading and other sources by each group. c.) In the closing section, it is stated that the teacher and students conclude the learning by consensus.

At the core stage, the teacher inserts character values, namely the value of nationalism, especially when the material is on the strategy of the national movement. The teacher properly explains the material for the national movement to students in language that is easy to understand and understand. At this stage, the teacher is consistent in opening the material by explaining the outline of the material to be discussed. Then proceed with presentations, discussions and questions and answers by students. In addition, the teacher conveys the main material in the next lesson, aiming to arouse curiosity in students, it is hoped that students will remain consistent with their responsibilities and learn to prepare for the next material. Based on observations and studies of these behaviors in realizing the behavior of integrity values. The teacher looks so firm in stating that students who do not turn on the camera zoom meeting during the learning process to be removed from the zoom meeting. The teacher also informs the presentation time duration of 15 minutes so that the presentation is completed on time. This shows a responsible and disciplined attitude or behavior in managing or managing time well.

The discussion of the material on the strategy of the national movement of students looks quite enthusiastic. The teacher tells the history of the struggle of the Indonesian people with examples of figures during the national awakening who fought for Indonesian independence. In addition, the teacher invites

and provides information on historical seminars to increase students' knowledge of their history. A history teacher's effort so that students have an awareness of the history of their nation. In general, the condition of research and observation of sources shows that teacher knowledge about Character Education is still limited to a concept, but to apply it to the learning process is sometimes still weak. It is necessary to increase insight and knowledge about ways to instill character in students for teachers, especially history teachers (Hasan, 2012; Sirnayatin, 2017). However, here the teacher tries to apply the characters that are applied at the closing stage, for example democracy, because by concluding ideas or opinions from students, the teacher teaches that to get things done must go through deliberation in order to reach a consensus decision but feedback from students is passive so it looks like only the teacher conveys a lot of ideas related to the material being discussed. The teacher has the authority to prepare (before entering class), teach, and after learning, by preparing learning scenarios that focus on the main character values. In the process of implementing classroom learning there is a moment of strengthening the main character values.

The following is an example of the implementation of history learning where the teacher tries to provide character strengthening of the five main character values, but the three main character values that stand out are religious values, nationalism values and independent values as follows: 1.) Religious Values: a.) The teacher greets to start and end the lesson. Saying greetings means that students are taught to respect others, teach a sense of courtesy, in accordance with the cultural character of the Indonesian nation. b.) Before learning begins, the teacher appoints one of the students to lead the prayer first. c.) The teacher respects the differences of opinion proposed by students in class discussions and does not impose their will. 2.) Value of Nationalism: a.) The teacher introduces the history of Indonesia by telling the organization of the national movement and its figures during the national awakening who fought for Indonesian independence which is useful for instilling a fighting spirit and love for the homeland. c.) The teacher reminded the national holiday and introduced one of the heroes of Indonesian women's emancipation in commemorating Kartini Day with the hope of emulating the spirit of struggle and never giving up. 3.) Independent Value: a.) Assignments that ask students to look for information obtained through reading and other sources or take advantage of learning resources both from books and the internet. b.) Students are able to present their group assignments well even though their group friends are unable to attend the presentation. This shows the ability to face and endure adversity.

Discussion

From the analysis of the lesson plans given by the teacher, the lesson plans, teaching materials and media are adjusted to these basic competencies. From these basic competencies, several character values are expected in the syllabus (Thoyyibah et al., 2019). Regarding learning planning, the teacher makes lesson plans that are arranged sequentially and systematically in which it describes the material and ways that can be done which contains the five main character values that are entered gradually for the five main character values so that they are listed and conveyed to students. In the teaching and learning process, the implementation of character education is carried out in the learning process through three stages, namely the preliminary stage, the core stage, and the closing stage. The teacher inserts character values at each learning stage. At the opening stage, the teacher inserts religious values as evidenced by the history teacher leading the lesson by saying greetings and inviting students to pray together and being led by one of the nation's cultural greetings to greet the students. Social attitudes and behaviors that are applied in the preliminary and closing stages are polite attitudes by greeting, respecting others, and social attitudes and behaviors.

The problem is that teachers have difficulty in identifying and mapping character values that are in accordance with the material. This is indicated by the absence of several descriptors so that there is a gap between standards and facts. First, student participation in learning is still lacking. This can be seen in the presentations of students discussing ancient Chinese civilization material in their groups, they still seem weak in their sense of helping each other or working together to prepare presentations and seem less active in group work. However, the teacher tries to apply the characters that are applied at the closing stage, for example democracy, because by concluding ideas or opinions from students, the teacher teaches that to get things done must go through deliberation in order to reach a consensus decision but feedback from students is passive so that it looks like only teachers convey ideas related to the material being discussed. Second, the difficulties experienced by students, especially learning that takes place Distance Learning (PJJ) is based on character in history subjects so that quite a lot of students complain about internet connections or WIFI errors that interfere with learning taking place. Efforts can be made to overcome these problems by preparing adequate facilities and infrastructure. Adequate facilities will support the smooth teaching and learning process (Khurriyati et al., 2021; Robandi & Mudjiran, 2020; Suriadi et al., 2021). these difficulties were able to be overcome well by the history teacher related to character education-based learning in the classroom. For further research on character education in history learning, it should be able to develop this

research by examining other factors that have not been studied. In this case, other factors that can be further researched and developed include character-based teaching materials for history subjects, the relationship between character-based learning and assessment with teaching abilities and student learning outcomes, the effect of implementing character-based learning on student outcomes, student learning.

4. CONCLUSION

Implementation in student character-based learning poses several challenges faced by history teachers. The challenge for history teachers is competence or skill teachers, and the learning designs made by teachers do not yet support character education. Efforts to answer the challenge are to pay attention to teachers' understanding/mastery of the concept of character education, planning learning tools arranged according to student needs, lesson plans in their position for teachers to be important guidelines in teaching. There is a match between RPP and its implementation, although it is inseparable from *human error* and during the implementation of learning using models that support character education, namely inquiry and discovery learning. Five main character values that stand out in history learning are religious values, nationalism, independence, integrity, and gotong royong. The five main character values are the teacher's efforts in internalizing and the challenges in history learning.

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