



The Importance of Character Education Through History Education in the Era of the Industrial Revolution 4.0

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Abstract

The industrial revolution 4.0 challenges educational progress in a better direction, so managers must be able to prepare and produce graduates who are mentally ready to prepare knowledge and character-based jobs. The writing of this article aims to strengthen character education which is important to be carried out in anticipation of the negative impact of the industrial revolution 4.0. Namely by integrating character education through historical education. This research uses the library research method. This method is a method that elaborates on various kinds of literature in the form of books, journals, or literature that is relevant to the theme of writing. The important stages of the library method are, choosing a research theme/topic, seeking information, setting a research focus, collecting sources, making reports, processing research notes, making research notes, and reading data sources. The result of this research is that strengthening character education through historical education during the industrial revolution 4.0 is important to do. Things that can be done in shaping these characters are through local history-based history learning and using media that developed in the 4.0 revolution, such as comics and the storyboardthat.com application that uses the internet network. Through history education, students can understand all kinds of national problems with historical messages, so that students have the ability to think critically, creatively, wisely, empathically, independently, with a national spirit and with dignity.

Keywords: *Character Education; History Education; Industrial Revolution Era 4.0*

Introduction

Along with the change of times, there has been a shift in human behavior and attitude from time to time (Risdiyanto, 2019) . Human needs to change, as explained by (Yahya, 2018) that anyone who rejects change will surely be left behind because change is absolute. Change can be gradual and can also be systematic. One of the most obvious forms of change is globalization. Interactions among individuals, communities, and among nations occur rapidly. Some experts explain that change is a time dimension.

The world is only separated by virtual boundaries. Changes always give real signs and have traces in human life. The transition of the stages of human life is marked by many things. One of them, is the changes in the industrial era.

The word "industrial revolution" was originally introduced by Engels and Blanqui in the mid-19th century. This revolution also runs from time to time. The last decade can be called entering the fourth stage, namely 4.0. This stage has brought the conversion process and automation of internet integration with its manufacture (Fonna, 2019).

The industrial revolution 4.0 is not only "shaking" the existence of education management, but also challenges the progress of education in a better direction in the future. With this revolution, managers must be aware of and have the ability to prepare graduates who are mentally ready to create knowledge and character-based jobs. Where, they must have new skills, be able to adapt, organize, and take advantage of IR 4.0 by becoming critical thinkers, problem solvers, people who introduce new ideas/ideas, become people who convey messages to others and provide value-based leadership (Heriyanto et al., 2019).

The digital revolution or the era of massive innovation and change in technology is another word for industry 4.0. The reason is the proliferation of computers and automation of records in all aspects. Industry 4.0 is referred to as the era of massive changes in technology because automation and connectivity in a field will make the movement of the industrial world and job competition non-linear. One of the characteristics of industry 4.0 is the implementation of artificial intelligence. Technological advances allow automation to be applied in almost all fields. New technologies and approaches that combine physical, digital, and biological aspects will fundamentally change the pattern of human life and its relationships (Tjandrawinata, 2016).

The digital era brings changes in human life, as in the case of research (Suwarjo, 2018) revealing that what happens in one hemisphere can be immediately known and even seen at all by other people in the other hemisphere.

This often creates a paradox because many individuals are familiar with people living in a distance (different continent, different country), but do not know their nearest neighbors. Individuals are familiar with and fond of new values and norms from the outside. In contrast, they are not familiar with their own values and norms available on their own environment. Moreover, schools at all levels are trying to keep up with the demands of the digital era. Since children of elementary school are introduced to the internet to access a lot of information required for the learning process, several cases show that children access the internet a lot not for the sake of learning. Cases of addiction to online games, online gambling, pornography, and online bullying often occur.

According to research results (Annisa, et.al, 2020) that technology is currently used in the world of education, because it really helps the process of learning activities and the development of science. In addition, technology can also be used as a communication tool between teachers and students. However, technology has both positive and negative impact to education. The number of cyberbullying, students' brawl, and sexual harassment toward children show the weakness of the national character. A good national character must be fostered and established as early as possible so that people practice good traits and behavior from an early age and they can reduce the crime rate.

Character is one part of the three pillars needed to face the era of the industrial revolution 4.0. The term character actually has emerged since the early days of independence. The founding fathers of the nation realized that there are three major challenges that Indonesia must face. First, establishing a

united country that has sovereign. Second, building the nation, and third is building character (Sutarna, 2016).

(Yahya, 2018) explained that the strategy for dealing with the demands of the industrial revolution 4.0, one of which was to reactivate the learning system by integrating character education into the curriculum. This opinion means that the cultivation of character education can be integrated through history learning activities held in every educational unit, especially universities. The importance of planting character education, especially facing the challenges of the 4.0 industrial revolution era, is an effort to preserve the nation's cultural values so that the Indonesian generation does not lose their identity and national identity, which has been known as a nation that upholds morals and ethics.

One of the fields that has the potential to instill character is history education. However, there are also problems encountered in this area. This can be found in the research of (Marta, 2015) and (Marta, 2015) which state that learning history is less attractive to students. Some history educators only focus on rote memorization and apply the lecturing method. So, students feel bored and consider historical material as very boring, not even useful for the real world, and the world of work has nothing to do with it (Rulianto & Hartono, 2018). It doesn't mean that these problems cannot be solved because there are many ways that can be done to overcome these problems. The first step that can be done is to observe the object in the field, so that they can provide the right solution. If the problem is solved, then the thing that needs to be improved is instilling the character to the student, so that the existing problems minimalized little by little because students have the expected character.

(Hasan, 2012) explains that history subject has great potential in developing character education. (Zahro, M, et.al, 2017) added that history learning has a very important role in character education. This is because history lessons have a strategic meaning in shaping the character and civilization of a dignified nation and in forming humans who have a nation state and love the homeland. Character development can be applied starting from learning objectives, materials, sources, and media to assessment.

(Maskun ; et al., 2019) which states that character values that are in line with the government's expectations are realized by including these values in the lesson plans so that values/positive meanings that have faded in society can be conveyed back to students through the integration of subjects. The cultivation of character values has differences between one subject and another, this is because each subject has its own value that will be instilled in students. The cultivation of character values is very suitable if it is carried out and adapted to historical subjects that are full of noble values of the nation's history.

This research activity has novel value in the history learning process, namely by applying local history-based learning and the use of media that developed during the 4.0 revolution such as comics and the storyboardthat.com application. Based on this, history education has a role in developing the awareness and character of the nation (Susrianto, 2012). This is because historical education is an enculturation process in the context of realizing national development and the process of institutionalizing positive values/meanings, such as ancestral heritage values, heroism and nationalism, industrial society values, and the nation's ideological values (Kartodirdjo, 1992). These values are expected to develop at the individual and collective levels of the nation which is reflected in the national cultural ethos.

Method

This research uses the library research method. This research uses the literature/library method. This step is a research method that elaborates various kinds of literature in the form of books, journals, or literature that is relevant to the theme of writing. The author chose this library method, because it combines findings with the same theme as a preliminary study with contemporary studies (Zed, 2008).

The literature/library method is a theoretical study, reference, and other scientific literature related to the results of human creations, works and intentions (culture), meanings/values, and rules that develop in the social conditions of the community being studied (Sari & Asmendri, 2018).

The stages of library research are as follows 1) Selecting a topic 2) Finding information 3) Creating a research focus 4) Collecting data sources 5) Preparation of data presentation 6) Compilation of reports (Mirzaqon, 2018). The stages of library research are as follows 1) Determine the research topic 2) Dig up information 3) Determine the research focus 4) Collect data sources 5) Prepare to present data 6) Compile reports (Yaniawati, 2020).

Result and Discussion

1. Character Education

(Asmani, 2012) the purpose of education character is instilling values to students and the renewal of a common life order that upholds more individual freedom. Character education is the cultivation of values, behavior, morals, and character which is intended to improve the ability of students to determine the good and bad in real life situations (Sukendar et al., 2019).

Character education has a broader meaning than moral education/instillation, this is because character education does not only provide lessons which are considered right and which are considered wrong, but more than that. Character education instills good habits, so that students understand (cognitive domain) which is good and which is bad, able to feel and live (affective domain) good values, and get used to doing it (psychomotor domain) (Gunawan, 2014).

Character education is a conscious and earnest effort from a teacher to instill values in his students. In addition, character education is also defined as education that develops the noble character of students by practicing and teaching values and making civilized decisions regarding fellow human beings and their relationship with God (Maskun, et.al, 2019). Character education is defined as a process of developing values as well as behavior, so that a person can determine the best choice in interacting with society (Supriyadi et al., 2019).

Character education, according to (Lickona, 2013), is an intentional effort to help a person so that he can understand, pay attention to, and carry out core ethical values. Lickona also divides the components of good character as follows: Moral Knowledge, Moral Feeling, and Moral Action. The essence of this division is to map a process in building character. Where it all starts from a knowledge of good things. Afterwards, there is an upcoming feeling that arises as a result of that knowledge. Those two things generate a desire to apply it in daily actions which eventually becomes a habit. Character education will develop a good soul in each individual because the character building will produce a good generation in achieving self-integration to connect individuals to God and also to human.

Character education raises universal values that can be accepted by different religious, cultural and traditional backgrounds, not only raising theory but also its application in society. The term that was put forward by Lickona in Taman Siswa teaching is known as Three Ng or Tri Nga which consists of: Ngerti (knowing) which means that the purpose of education is to improve students' knowledge of what is being learned, Ngrasa (understanding) which means sharpening a sense of understanding about what is known, and Nglakoni (doing) is increasing the skill to carry out what is learned (Yamin, 2009). Thus, character education basically is a process to build and develop the child's personality to be a wise, mature and responsible through habituation of thought, heart, and sustainable actions that can be seen in real life actions both at school and in society (Zulfiati, 2019).

Character education that has good quality will be able to form an integrated character culture that supports and challenges students and adults to strive for excellence. Educating character helps build civil virtues, obey the law, respect the rights of others, and have a concern for the common good. Furthermore, it is explained that character education is about introducing moral virtues (honesty, compassion, empathy, and trust) and good performance. Character education is about doing the right thing and doing the best job possible (Singh, 2019).

Furthermore, Undang-Undang No. 20 Tahun 2003) concerning the National Education System formulates the objectives of cultural education and the national character as follows: (1) develop students' affective potential as human beings and citizens who have cultural values and national character; (2) develop students' commendable habit and behavior in line with universal values and the tradition of the religious national culture; (3) instill the spirit of leadership and responsibility to students as the national successors; (4) develop students' ability to become independent, creative, national-minded human being; (5) develop a school environment as a safe and honest learning environment with full of creativity, friendship, a high sense of nationality and full of strength (Dignity) (Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan pusat Kurikulum, 2010).

The implementation of character education is considered very important for students at every level of education. Based on this, it is clear that character is something that is very important and becomes the goal of national education. Furthermore, the Government through the Education Office develops values that are important to characterize students and are integrated into the learning process. These values are, (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative (7) Independent, (8) Democratic, (9) Feeling Curious, (10) National Spirit, (11) Love for the Motherland, (12) Appreciating Achievements, (13) Friendly/Communicative, (14) Love for Peace, (15) Loves to Read, (16) Cares for the Environment, (17) Social Care, (18) Responsibility (Hidayati, et. al, 2014). The National Policy on National Character Development states that the form of national character education program activities in a micro context are divided into four, namely: teaching and learning activities, daily life activities in education units, extracurricular activities, and daily activities at home and in the community. Considering students as an idealistic group with all their advantages and potential, providing national character education requires a special strategy. Education is considered a preventive option and a means for a new generation of better nation builders who are believed to be able to reduce problems related to the culture and character of the nation. Curriculum as the heart of education, for development it is more emphasized on strengthening values related to aspects of culture and national character (Ash-shidiqqi, 2018). Character education can influence student behavior/attitude. In addition, character education is also recommended to be part of the curriculum (Muhtar & Dallyono, 2020).

(Sudrajat, 2011) states that the best way to implement character education is engaging a comprehensive and holistic approach. That approach includes cognitive, emotional, and behavioral dimensions that involve and integrate them into all aspects of school life. This approach can also be regarded as a comprehensive reform in school life.

Comprehensive approach that must be taken in character education is as follows: 1) Developing a caring attitude inside and outside the classroom. 2) The teacher acts as a guide (caregiver), model, and mentor. 3) Creating a caring class community. 4) Enforcing strong discipline. 5) Creating a democratic classroom environment. 6) Teaching character through curriculum. 7) Implementing cooperative learning. 8) Developing thought consistence and encouraging moral reflection. 9) Teaching the way to resolve conflicts. 10) Making parents/guardians of students and the community as partners in character education. 11) Creating a good character culture at school.

The holistic approach is instilling character education that can be carried out under the support of various parties including all school leaders, teachers, employees, parking or cleaning officers, and the

community. They have an obligation to build a school culture with good character. In this case, the effectiveness of character education is largely determined by the existence of teaching, modeling, reinforcing, and habituation which are carried out simultaneously and continuously. This strategic approach to implementation involves three interrelated components, namely: school (campus), family, and community.

2. History Education

History education is an important education to teach students the importance of history to develop students' personalities (Rulianto & Hartono, 2018). (Susanto, 2014) argues that in the context of national building, teaching history does not merely function to provide historical knowledge as a collection of historical fact information but also it aims to awaken students or awaken their historical thinking skills.

(Hasan, 2012), explains that the position of the history education curriculum gives color to the goals to be achieved. History education in high school aims to: 1) Develop an in-depth understanding of selected local and national historical events. 2) Develop critical and creative thinking skills. 3) Building social awareness and national spirit. 4) Building curiosity, inspiration, and aspiration. 5) Develop values and attitudes of heroism and leadership. 6) Develop communication skills. 7) Develop the ability to search, process, package, and communicate information.

Meanwhile, history education material has the ability to develop the students' potential to recognize the national values that were fought for in the past, maintain them, adapt them to present life, and be further developed for future life. The Indonesian people today and all the values and lives they have today are the result of the national struggles in the past and they will be the power for the struggle of future life. Historical material is able to provide information about the success and failure of the nation in responding to the challenges of the times, from the oldest era to the current era.

Based on history education material, there are many things that present knowledge, skill (especially cognitive skills), value and attitude. Because in historical events there are: facts (name of actor, year of event, place, course of events), causality between one event and another, thinking skills (chronological, critical, creative, applicable), leadership and initiative, values (honesty, truth, hard work, risk taking, responsibility), attitude (appreciating achievement/ability, courage to act, discipline, love for the homeland and nation, dare to sacrifice).

3. Industrial Revolution

The history of the industrial revolution started from industry 1.0, 2.0, 3.0, to industry 4.0. The industrial phase is a real change from existing changes. Industry 1.0 is characterized by mechanization of production to support the effectiveness and efficiency of human activities. Industry 2.0 is characterized by mass production and quality standardization. Industry 3.0 is characterized by mass customization and flexibility of automation as well as robot-based manufacturing. Industry 4.0 then comes to replace industry 3.0 which is characterized by cyber physical and manufacturing collaboration (Irianto, 2017). The term Industry 4.0 comes from a project initiated by the German government to promote the computerization of manufacturing.

(Lee et al., 2013) explained that industry 4.0 is characterized by an increase in manufacturing digitization driven by four factors as follows: 1) an increase in data volume, computing power and connection; 2) the emergence of business analysis, capability and intelligence; 3) the occurrence of new forms of interaction between human and machine; and 4) improvement of digital transfer instructions to the physical world, such as robot and 3D printing.

(Löffler & Tschiesner, 2013) add that the basic principle of Industry 4.0 is the integration of machine, workflow, and system by implementing intelligent networks along the production chain and processes to control each other independently. (Hermann, et.al, 2016), added that there are four industrial 4.0 principle designs. First, interconnection is the ability of machines, devices, sensors, and people to connect and communicate at one another via the Internet of Things (IoT) or Internet of People (IoP). This principle requires collaboration, security, and standards. Second, information transparency is the ability of information systems to create virtual copies of the physical world by enriching digital models with sensor data including data analysis and provision of information. Third, technical assistance which includes; (a) the ability of the support system to support people by intentionally combining and evaluating information to make informed decisions and solve urgent problems in a short time; (b) the ability of the system to support people by performing unpleasant, overly exhausting, or unsafe tasks; (c) visual and physical assistance. Fourth, decentralized decisions which are capabilities of virtual physical system to make their own decisions and run task as effectively as possible.

The research of McKinsey (2016) showed that the impact of digital technology towards the industrial revolution 4.0 in the next five years will decrease approximately 52.6 million types of work. The results of this study give a message that everyone who still wants to have a self-existence in global competition must prepare mentality and skill that have a competitive advantage over others. The easiest way to prepare skills is to have good behavioral attitude and literacy spirit and to increase self-competence. The provision of self-preparation can be passed through the path of education (long life-education) and self-concept through the experience of collaborating across generations/cross disciplines (experience is the best teacher) (Suwardana, 2018).

4. Character Education in the Revolutionary Era 4.0

The research of (Annisa, et.al, 2020) stated that this technological era makes children look very passive and rarely socialize in family and society. Most children today focus more on paying attention to the screen in front of their eyes than playing with their peers. So it is not uncommon for children to lose valuable time playing with family, studying, developing talents or playing with friends because the focus has been taken over by mobile phone or existing technology.

The children of the digital era have been spoiled a lot with sophisticated technology, such as searching for learning materials through the Google site, while many traditional games have been abandoned. The characteristics of the Digital Generation are as follows: 1). The digital generation is busy creating accounts on social media to prove to the world that they exist. 2). The digital generation tends to be more open, outspoken, and think more aggressively. 3). The digital generation tends to prefer freedom. They don't like being controlled and restrained. They want to be in control and the internet offers freedom of expression. 4). The digital generation always accesses Google, Yahoo, or other sites. Their learning ability is much faster because all the information is in their fingertips.

(Palupi Putri, 2018), mentioned the positive and negative impacts of digital technology, as follows:

Positive impacts: 1) Delivering information on an event runs quickly, precisely and accurately. 2) Facilitating access to new information and obtaining information anytime and anywhere. 3) Social media bring together individuals with new people, individuals with old friends who rarely see each other and bring business occasion. 4) Assisting to find information on learning materials for students. 5) Entertainment media. 6) As someone's existence in social media. 7) Facilitating long distance communication.

Negative impacts: 1) Children are individual because of reducing the level of direct encounter or interaction with other humans. 2) children are getting easily bad-tempered because the habit of socializing

with social media makes the child assume that the outside world is a threat. 3) News without responsibility, hoax news, bullying. 4) Vulnerable eye health, especially nearsightedness or farsightedness. 5) children can't enjoy their lives. When attending a party, they even take pictures without enjoying the party and music. 6) Radiation of technological devices harms children's brain health. 7) The rise of fraud cases via sms, telephone and internet. 8) Easy access to porn videos. 9) Children forget the homework assigned by the teacher and forget to carry out worship, such as praying and reciting the holly qo'ran. 10) Children are the target of crime, such as child abduction and child rape.

On one hand, historians and history educators are busy explaining that learning history is important for students, on the other hand, students do not care about the history of their nation, because it is no longer in accordance with current needs. It is strengthened by looking at the phenomena that occur that history tends to be taught to glorify the past in accordance with the political will and desire of the ruler. It is undeniable that building students' character is one of the tasks of history educators. Thus, history educators are challenged to be able to facilitate students to have good character, so that history learning is not trapped in building fake nationalism and consciousness (Hariyono, 2018).

5. The Importance of Character Education Through History education in the Era of the Industrial Revolution 4.0

people with good character will be able to adapt to the global environment without leaving cultural root. They have the ability to have a variety of information that are relevant with their identity and nationality, so that they are not carried away by the unlimited flow of globalization. In addition, they have the ability to process information to make useful creativity and improve welfare for themselves and the community (Marta, 2015).

The importance of strengthening character education is explained by (Asmara, 2019) that facing the era of the industrial revolution 4.0 strengthening character education is an effort to maintain the national cultural values. So, in this millennial era, as the next generation, students will not lose their national identity which upholds morality and ethics. As previously explained that in the 4.0 revolution era, science and technology can develop very rapidly, but it is possible that some people may lose their identity if strengthening character education is not provided. Therefore, it is necessary to integrate character education into the curriculum such as history lesson.

The aforementioned explanation is in line with the function of national education which is contained in Article 3 of Law no. 20 of 2003 which reads:

"National education functions to develop capabilities and develop the character and civilization of a dignified nation in the context of the intellectual life of the nation and aims at developing the potential of students to become human being who believes in God Almighty, has noble character, has healthy condition, has knowledge, has capability, has creativity, has independence, and becomes a democratic and responsible citizen".

The process of character education according to (Muhaimin, 1996) can be applied to history lessons through several stages, as follows: 1) The value transformation stage is a process carried out by educators in informing the values of character education. At this stage only verbal communication occurs between educators and students; 2) The value transaction stage is a stage for presenting character education through two-way reciprocal communication or interaction between students and educators; 3) The transinternalization stage is the stage where the application of character education is carried out not only through verbal communication, but also through students' mental attitude and personality. At this stage, the personality communication carried out by educators to students is more dominant and active.

History education as a reinforcement of character education can also be seen from the experts' view as stated by Sapriya in (Rulianto & Hartono, 2018) that history education has the material coverage as follows: (1) containing the values of heroism, role modelling, pioneering, patriotism, nationalism, and an unyielding spirit that underpin the process of building students' character and personality; (2) containing treasures regarding the civilization of nations, including Indonesian civilization; (3) instilling awareness of unity and brotherhood, as well as solidarity to become a unifier of the nation in facing the threat of disintegration; (4) containing moral teaching and wisdom that are useful in overcoming multidimensional crises in daily life; (5) instilling and developing a responsible attitude in maintaining the balance and preservation of the environment.

One of the applications of character building in history learning is learning based on local historical values. Following (Jumardi & Pradita, 2017), education based on local historical values can arouse the spirit of love for the homeland, responsibility, and tolerance. This can happen because learning activities are carried out through the stages of seeing, observing, reviewing, and obtaining direct information about local history obtained from community leaders in the surrounding environment. In the teaching process, the teacher does not always act as a facilitator and librarian but invites students to go directly to the field further to improve their understanding and appreciation of historical values.

The same thing was also expressed by (Alfiyah & Shokheh, 2017) that learning local history has an essential role in building students' character. This can be done in several ways:

1. The teacher, as a facilitator, facilitates students with lesson plans and also facilitates students by becoming learning resource, teacher, manager, demonstrator and elevator in local history learning.
2. The history teacher acts as a mentor, as a motivator who bridges among generations, and a counselor.
3. The history teacher acts as a stimulus for students' creativity by providing a variety in learning local history to make it more exciting and acts as a seeker to enrich knowledge by seeking local historical sources.

Many characters have the potential to be developed in history learning, for example, independent nature. One of the separated characters is the students' creativity in learning activities (Rasyidah, & Kusmarni, 2020) stated that the use of the storyboardthat.com application can increase students' creativity. The making of storyboard through the storyboardthat.com application can lead students to become creative, active, and cooperative in doing assignments. Students can slightly leave their old habits a little in presenting the results of making storyboards. This creativity ultimately helps students to accept learning easy and fun.

Another character that can be developed in history learning is nationalism (Iswandoyo, et.al, 2016) stated that the development of historical comic learning media based on the struggle of Raden Inta I can increase students' nationalism. The advantages of this comic are having simple images and using language that students understand. Second, there is a narrative that clarifies the appearance of the image in the comic so that the comic contains knowledge. Third, there is an interesting coloring that increases students' motivation to learn.

(Suparjan, 2019) explains that history learning aims to build the character of the nation. Building national character is a fundamental thing for the sustainability of a nation. In the current era of globalization, where the flow of information from various worlds flows quickly and cannot be stopped, a "filter" is needed for the youth as the next generation, so that they have the ability to select, process, and even produce the information.

So, history education is the most important element for the formation of national character, because in history education there are values that are internalized to students that will become the most important part of the personality, behavior and character of the nation. History education will make students well-prepared to understand all kinds of national problems through historical messages so that students will be more critical, wise, empathetic, independent with a strong and dignified national spirit. After students develop their historical awareness, they are expected to become a dignified generation that refer to Pancasila (five principles) ideology (Suparjan, 2019).

Furthermore, (Abdullah, & Suryomihardjo, 1985) clarified that understanding history is an understanding of changes in human life in the past through their ideas which have consequences for our present and future lives. Based on this context, history is a way of fostering concepts of nationalism, unity, solidarity and social integrity. We can find this concept in historical lesson. In this context, studying history is a reinforcement of character education, especially now in the era of revolution 4.0. So, the importance of character education through history education is to strengthen national integrity, national identity, and historical awareness, as well as the progress of the Indonesian nation in the era of the digital revolution at the present time or in the future.

Conclusion

The era of the industrial revolution 4.0 has become a necessity for every country. The industrial revolution 4.0 is a comprehensive change in all aspects of production in the industry through the unification of digital and internet technology with conventional industry. It has a very large positive impact, but at the same time it has a negative impact. Of course, this needs to be anticipated. In education, it is not just an effort to increase abilities and knowledge, but there is something more fundamental. It is a change in perspective on the concept of education itself. Strengthening character education is urgent to be carried out in anticipating the negative impact of industry 4.0. that can be conducted by integrating character education in history lessons.

The thing that can be done in building the character which includes learning history based on local history and using media that developed in the 4.0 revolution, such as comic and the storyboardthat.com application that uses the internet connection.

Thus, history education can make students understand all kinds of national problems with historical messages so that students have the ability to think critically, creatively, wisely, empathically, independently with a national spirit and dignity.

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