

Efforts to Form Social Characteristics Through Social Learning in Primary Schools

Layla Wahyuni¹, Febri Dwi Putri²

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Corresponding Author

Layla Wahyuni, Universitas

Muhammadiyah Sumatera Utara

Email: lailawahyuni995@gmail.com

Abstract

Education is one of the most important things in a person's life. Thanks to education, people can live well in society. The world of education entering the 21st century is moving towards education that is based on values and character. Developing a socially caring personality is one of the 18 character education regulations set by the Ministry of Education and Culture of the Republic of Indonesia. Through social learning it is possible to achieve the formation of a socially interested personality, because basically social learning is part of the knowledge of everyday life and therefore plays a role in shaping students' personalities to survive in society. The aim of this research is to explore how the nature of students' social well-being is shaped by social learning. This research uses library research methods, where library materials are used to collect data, researchers collect information from previous books, articles or magazines. The results of this research show how social studies learning shapes the nature of students' social welfare, especially at the elementary school level.

Keyword: Character; Social concern; Social science research; Elementary school

1. INTRODUCTION

Education cannot be separated from human life. Basically, education is the process of training students to become humans who have intellectual and spiritual strength so that students can improve their quality of life in all aspects. The National Education System Law of 2003 states that education is a conscious and planned effort to create an environment and learning process that allows students to positively develop their potential in learning religious spiritual strength, self-control, personality, intelligence and morality. Skills that are noble but also necessary for oneself, for the nation, for the country. According to Foester, the aim of education is to form a personality which is expressed as an essential unity between the subject, his behavior and his attitude towards life. Entering the 21st century, the world of education is moving towards values and character-based education. Political decision makers are starting to realize the importance of character that every person must have when living in society. In connection with the events that occurred, many changes occurred so that forms of education that were appropriate for the 21st century began to develop. There has been a paradigm shift in learning outcomes in three areas, including attitudes, knowledge and abilities. The most important thing now is how to shape and develop a character that is increasingly deteriorating. To overcome this problem, the government has issued policies related to character education. According to Putri, the government's efforts to strengthen character are demonstrated through the development of 18 national cultural characteristics, including (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) national spirit, (11) love of the country, (12) appreciation for achievements, (13) friendly or approachable, (14) Likes peace, (15) Likes reading, (16) protecting the environment, (17) social welfare, (18) responsibility.

Based on the introduction of 18 characteristics of national culture to be developed in schools, including the nature of social protection. Social support is understood as an action to protect the surrounding social environment so that students are always proactive in helping others when facing difficulties. According to the Ministry of Education, social awareness guides students' attitudes and actions in helping other people and communities in need. Through social support, students not only understand how to help each other but can also help each other when needed. Schools try to form social character in the classroom through learning, especially through social learning. Studying social subjects is one of the subjects studied at elementary, secondary and even university levels. Character education can be understood as values

education, moral education or character education, this understanding has the same goals as the goals of social learning, namely. The common goal is to help students become good citizens. Social science research has a strategic role in the formation of culture and national identity, especially in the field of social welfare. Therefore, the aim of this research is to identify efforts to establish the nature of social welfare of elementary school students through social research. Through this learning, it is hoped that elementary school students can have social awareness when studying social studies subjects.

2. RESEARCH METHODOLOGY

Research method This research uses library research methods. According to Iqbal, library research is research using a library, where all information is obtained from documents in the form of books, scientific journals, reports of previous research results and other publications that are sought. This research aims to determine "The formation of the essence of social welfare through social education in elementary schools". The concepts and theories used are researched from existing literature, including published articles and reviews. Before consulting library materials, researchers must know the source of the information obtained. This research is a descriptive research. After collecting all data and sources, the author analyzes the data to draw conclusions. This research uses library research methods. According to Iqbal 1, library research is defined as research using documents (libraries) where all data is taken from literature in the form of books, research reviews, previous research reports. results and other publications related to this research. The problem of this research is to find out "efforts to build prosperous character through learning social studies subjects in elementary schools". A review of the concepts and theories used was carried out based on available literature, including published articles and reviews. Before evaluating library materials, researchers must know the source of the information obtained. In essence, this research is part of descriptive research. After all the data and sources have been collected, the author will analyze the data to arrive at a conclusion.

3. RESULT AND DISCUSSION

Character

One of the tasks of national development, according to Winataputra, is contained in Law of the Republic of Indonesia Number 17 of 2007 concerning Character, namely "creating a national character that is tough and competitive, with noble morals. and ethics based on Pancasila which is characterized by the character and behavior of Indonesian society which is pluralistic, based on religion, and devoted to God Almighty, has noble character, is tolerant, mutual cooperation, has a spirit of patriotism, develops dynamically and is scientifically technologically oriented. Apart from that, the aim of national education is also contained in Law no. 20 of 2003 3 years later, the importance of character, especially the importance of character, means that national education has the function of developing high skills and formation. uphold national identity and culture, educate the nation's life, while striving to develop opportunities for students to become human beings who believe in and are devoted to God Almighty, have noble character and noble character. citizens who are capable, talented, creative, independent, democratic and responsible. Technological developments and the era of globalization are erasing geographical boundaries, differences in distance and time, and interactions between countries, causing many irreparable consequences. The shock of globalization has caused various crises that have damaged the nation's image and self-confidence. For example, a prolonged crisis of values weakens the nature of a nation. Awareness of the importance of strengthening national values and identity helps improve education in Indonesia. These efforts continue to be made, as well as the 2013 curriculum to strengthen national values and develop character. According to Philips, character is defined as a set of values that lead to an underlying system. systems of thinking, attitudes and behavior. Personality can be understood as a good trait or sign in any life situation. According to the definition of character provided by the Language Center of the Ministry of Education, character is style, personality, manners, character, character, innateness, soul and heart, which refers to a set of attitudes and behavior. So, as a teacher, it is natural to provide activities that allow students to reflect on their actions and the ethics they adhere to. A person's personality can form by itself but must be driven by the environment, be it family, community or school. Each person's personality cannot be inherited but must always be built and developed in every process.

Social and caring personality

Humans are creatures that cannot live alone, every human being needs each other to be able to create

interactions. Therefore, humans are social creatures so they need to have social awareness. According to Hera Lestari Malik, social awareness is the ability to understand the meaning of social situations so that when interacting, they can respect, love and care about various situations around them. People with high social awareness can have a compassionate and sympathetic attitude towards others. This feeling of empathy increases the feeling of concern for other people. The implementation of social protection is one of the 18 character education regulations set by the Ministry of Education and Culture of the Republic of Indonesia. Having a prosocial character can strengthen Indonesia's momentum in 2045. Prosocial character must be instilled in students so that they can strengthen the identity of a nation that cares about race, culture and religion. In several cases, observations in social life show that people do not care about social problems, coupled with the current digital era which is pushing towards individualism. Social awareness is an activity of mastering the surrounding social environment. so that students can continue their efforts to help others. Social security is one of the main factors in implementing character education, meaning acting to always help others when help is needed. According to Twenge, he realizes the importance of cultivating a socially interested personality, especially in the world of education, because there is communication between teachers and students. Therefore, teachers are needed who are able to teach and learn well. About the nature of social welfare so that students can emulate it. What can teachers do to implement social protection efforts for students, including helping friends in need, sharing food with each other, in addition to helping others at school or in the community. It is hoped that social education can further shape the character of future generations. Based on this statement, the strategy to improve community welfare can be implemented well. Developing individual social cognition requires environmental support and the ability to be a role model for social cognition. Environments that can support the development of prosocial character in students include the school environment, family and community.

Study social studies in elementary school

Social Sciences or Social Sciences is part of the subjects studied in elementary school, junior high school and even college. Social research is often also called social research. Social studies in elementary schools is an integration of concepts from social sciences, science, humanities and various social problems of life. According to Trianto 2, social sciences are based on facts and phenomena with an interdisciplinary approach to aspects and disciplines of social sciences. Through learning social subjects, students can face social problems that exist in society today and in the future. The aim of learning social studies subjects in elementary schools is to develop students' sensitivity to social problems so that they can gain a high level of national awareness as Indonesian citizens. The aims of studying social studies include, among others, to instill, guide and develop the potential of students to become: (1) good citizens and world citizens; (2) develop an integrated understanding of basic knowledge of economics, history, geography, sociology, citizenship and society; (3) develop critical thinking and inquiry skills to be able to understand, respond to, and take action to solve social problems; (4) strengthening commitment to human values, appreciation and development of Indonesian cultural values; (5) develop communication and collaboration skills in community life, both locally, regionally and internationally. Learning social studies subjects is expected to train students to develop abilities and skills such as communication, adaptation, synergy, cooperation, etc. Through studying social studies subjects, it is also hoped that students will always appreciate the nation's cultural and historical heritage, develop and apply noble moral values, as well as emulate the values and examples of the heroes' struggles, have a sense of national pride and participate in social activities. Protecting the identity of the Indonesian nation. Social studies material should be supported by learning that is appropriate to student characteristics. Social studies learning prioritizes students placing themselves in situations where they can construct their thoughts and express themselves appropriately in that environment. According to Barr et al.5, there are at least three educational traditions in IPS, including:

1. Social sciences are taught as the cultivation of citizenship, the development of good citizens in accordance with the values and norms that exist in society and the nation or state.
2. Social sciences are taught as social sciences, the ability to recognize and overcome social and individual problems using the work methods of social scientists.
3. Social sciences are taught as reflective inquiry, namely the ability to make decisions with the aim of seeking increased values and solving social problems.

To realize these three social studies teaching traditions, principles are needed to develop social studies learning programs in schools. The characteristics of learning social studies subjects according to Supardi 6 stipulate that there are at least several factors that must be considered, such as the following:

1. Learning social studies subjects must be appropriate to the age and needs of students.
2. Learning is linked to real things in life in society.
3. Learning must be contextual and able to express the experiences and culture of society as well
4. Beliefs and norms of life.
5. Learning must be able to develop learning experiences both in large, small and independent group activities.
6. Learning should use community learning resources.
7. Learning should present case examples, problems or social issues to create a learning experience. to deepen the IPS material.
8. Learning can develop students' critical thinking skills and inquiry activities.

Learning social studies subjects in elementary school is very important so that students can better understand life in society and their environment. Learning social studies subjects in elementary schools uses an integrated approach, namely students develop three aspects or thinking activities by recognizing something, denying something, and finding relationships between many things. In classroom social studies learning, there are valuable elements that need to be instilled in students. According to Sutmaatmadja, the values that need to be instilled in social learning include spiritual values, educational values, practical values, philosophical values and theoretical values.

Forming a socially protective personality through learning social studies subjects in elementary school

Forming a socially protective personality in students can be differentiated according to the social environment and personal environment. According to Elly M. Setiadi et al, the social environment is the environment where a person carries out social interactions. According to Buchari Alma, he divides forms of social protection based on the social environment, including:

a) Family environment

The family is the smallest social environment and the first environment that teaches humans how to interact. The family has an important role in forming a prosocial personality, because this can have an influence on the wider social environment. Feelings of sympathy and empathy for family members will foster a caring attitude towards each other. Forms of caring in the family environment can be in the form of helping parents, eating with the family, inviting and praying together, and so on.

b) Community environment

The community environment is often divided into two environments, namely the rural environment and the urban environment. In rural environments, this is still often found and is still closely related to the culture and values that exist there, thus in this rural environment the nature and attitude of social protection is still very well maintained. Concern for the community environment can be manifested in the form of greeting each other, participating in community activities, visiting sick neighbors, and so on.

c) School environment

School is an environment that plays an important role in instilling social values in students. Instilling social values can help students integrate socially and interact well in their environment. The school environment can also provide a much broader experience because in this environment students will interact with different people and in different situations. Social security in schools can take the form of mutual cooperation, mutual respect between school members, and so on.

Elementary school is a place of education and has a mission to teach and shape students' values and character. Elementary School Student Character Education aims to introduce children to good values so that they can develop these good habits into adulthood. Elementary school is also the best time to instill values and character. Efforts to familiarize the character of social work require the discipline of competent educators. The lack of character education for the welfare of society is of course reflected in the way education is implemented, and the reduced ability to produce a virtuous generation. Friendly and caring characters not only need character role models to develop, but also need character role models to model how to behave in a caring way. The characteristics of social concern in learning activities are found in social

studies subjects. Teachers play an important role in social studies learning and student character development, especially in social work character development. An approach that can build student character at the elementary school level is for teachers to incorporate the character of social welfare into issues of mutual cooperation and cooperation in social studies learning as a form of cooperation in the students' everyday environment. In addition, teachers can relate the nature of social work to subjects such as citizenship, Indonesia, and especially social sciences. Implementation of social care character education outside of class material can occur through daily activities at school. Ask informational questions. Teachers can provide examples for students to imitate or directly advise students to be aware of their surroundings if they have friends who need help. Therefore, social studies teachers are expected to be able to carry out the original role of social studies subjects, namely the aim of developing character to make students into good citizens. Thus, apart from having an integrative aspect, social studies subjects also strengthen students' intellectual morality so that they grow into intelligent, soulful and socially conscious individuals.

4. CONCLUSION

Education cannot be separated from human life. Basically, education is the process of developing students into individuals who have intellectual and spiritual strength so that they are able to improve the quality of their lives in all aspects. Approaching the 21st century, the world of education is moving towards values and character-based education. Policymakers recognize the importance of character that every person must have in order to survive in society. Social Character Promotion is one of 18 character education programs regulated by the Ministry of Education and Culture of the Republic of Indonesia. Students must be taught the essence of social welfare in order to strengthen national identity that respects differences regardless of race, culture and religion. Elementary school is a form of learning that is tasked with introducing and forming students' values and character. The aim of character education in elementary school students is to instill good values so that students develop these good habits as they grow. Teachers have an important role in providing social learning and developing students' personalities, especially social personalities. Teachers can incorporate the essence of social care into students' daily environments as a form of social studies learning or collaborative learning materials. In addition, teachers can connect the essence of social work with subjects such as social sciences, especially in state universities, Indonesia. Apart from through subjects, character education in social care can also be carried out through daily school activities, where teachers give examples to students and directly advise students to pay attention to their surroundings when their friends are in trouble. Therefore, social studies teachers are expected to fulfill their original role in social studies, namely developing students' character into good citizens.

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