



## Character Education Through Social Studies Learning in Elementary Schools

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### ABSTRACT

The importance of character education is applied in the learning process. The application of character education to the learning process to instill character values in students can be instilled or developed through Social Sciences (IPS) subjects. The social studies learning process takes place with a contextual approach. The aim of this research is to find out character education through elementary school social studies learning. The method used is literature study. The results of the research are that character education can be instilled or developed in students through Social Sciences (IPS) subjects. The implementation of character education certainly goes through various stages in ongoing social studies learning. Education is basically a conscious effort to develop the potential of students. Character education is an effort to shape children's personalities so that they become good human beings, good citizens of society and a good country. So that we can anticipate the symptoms of crisis that the country will face along with developments over time. Social studies education is a subject that studies social life and the material is based on studies of history, geography, economics, sociology, anthropology and state administration. Through social science learning, character education values can be included by integrating the material in social science learning.

**Keywords :** Education, Social Studies Learning, Character Formation, Students

### Introduction

In the 5.0 era like now, the world feels very small because in line with the rapid development of technology, it is so easy for humans to obtain information. Indonesia is currently experiencing a multi-dimensional crisis period where problems arise in Indonesia, such as free sex, brawls, drug use and gambling, corruption cases, immoral cases and various other problems that arise (Ma'rufah, Rahmat, and Widana 2020). As educators, we are very concerned about the problems that arise where most of those affected by the problems described above are students and the nation's next generation of young people. In the midst of the country's economic condition which is currently in decline, our nation's morality, both deviations committed by the younger generation and deviations committed by the nation's leaders. So the government feels that character education is very necessary (Anies R. Baswedan 2014). Social Sciences as an educational program and field of knowledge, does not only provide social knowledge, but must also develop students into community members and citizens who have responsibilities towards society, nation and state. Thus, the subject matter presented is not only limited to knowledge-based material, but also includes values that must be inherent in students. Especially these values are very good if we give them to young children such as elementary school children, the Minister of National Education in a meeting with the leaders of Postgraduate Educational Personnel Education Institutions (LPTK) throughout Indonesia at the Medan State University Auditorium said "Character education must starting from elementary school because if character is not formed from an early age it will be difficult to change a person's character (Widodo et al. 2020). well, so that they are able to anticipate symptoms of a moral crisis and play a role in developing the younger generation.

## Research Methodology

This research uses a literature review with a literature review, the researcher creates a complex picture, examines the report's words in detail from the respondent's point of view and conducts a study in a natural situation. (Iskandar, 2009). Data collection in this research was carried out through a review by the researcher of several reading materials sourced from several references, including journal articles, documents, as well as several other teaching materials that specifically discuss the topic of Character Education through Elementary School Social Studies Learning, using data analysis techniques that used in this research is a descriptive method, namely research that attempts to describe and interpret existing data.

## Results and Discussion

Character Education in Elementary School Social Studies Learning. The definition of social studies refers to studies that focus on the activities of human life. Various dimensions of humans in their social life are the focus of IPS studies. Based on the perspective on the meaning of social studies above, it can be concluded that Social Sciences is an integrated study of the social sciences which is simplified for learning in schools and has the aim of providing students with good values as citizens of society so that they become good citizens. both based on past experiences which can be interpreted for the present, and anticipated for the future because human activities can be seen from the time dimension which includes the past, present and future (Parni, 2017). Research results from Sari (2021) Character education with a contextual approach in the social studies learning process, one of which is the material on Indonesia's natural appearance. This material is directly related to the real surrounding environment. Themes related to students' daily lives will make students more flexible and motivated by the social studies learning process itself. In this material, there are many characters that can be instilled or developed in students through the discussion activities that have been carried out. Through group activities, students will develop the character of responsibility, mutual respect, creativity, critical thinking, discipline, and the ability to communicate well with fellow group members. The activity after the group discussion implemented by the teacher is reflection. Through reflection, students can develop the ability to think more logically and critically, respect each other, and know their own abilities. This learning shows that the Social Sciences (IPS) learning process can be used as a step in instilling character education for students. The planting and development of character education in social studies learning is expected to be able to produce students with character in accordance with the values and goals of education (Sari , 2021). In line with the results of research on character education in social studies learning, there is a positive relationship between character education and social studies learning, namely: that social studies learning is an important foundation for the development of personal, social, emotional and intellectual intelligence (Sudrajat & Hernawati, 2020).

Through social studies learning, students are expected to be able to think critically, creatively and innovatively. Attitudes and behavior show discipline and responsibility as individuals, community members, citizens and citizens of the world. Able to communicate, collaborate, have a tolerant, empathetic attitude and have a multicultural perspective while remaining based on local excellence. Have holistic, integrative and transdisciplinary skills in solving social problems. By having holistic integrative skills, students can solve problems comprehensively with all aspects and values in education as well as transdisciplinary skills, having scientific discipline in understanding issues or problems. (Kurnia et al., 2018) This goal can be achieved when social studies learning programs in schools are organized and taught meaningfully. The results of character development assessments are obtained by providing a picture of individual student behavior. All this information is used only to improve student behavior. It is hoped that the results of this assessment will ensure that behavior that reflects the student's character can always be identified and improved. The information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of the character education that has been implemented. This comprehensive description is reported as a supplement to the report card by the class teacher. The success shown by students can be seen from student behavior in accordance with observations or assessments made by the teacher when students show good attitudes in the classroom and activities outside the classroom (MUTA'ALIN, 2017). A person's character is definitely influenced by several factors, namely: internal and external factors. This inner factor comes from the heart of each of us individually. External factors come from the surrounding environment. Character formation in accordance with Pancasila values needs to be realized in daily life from an early age, according to Lickona (2016) that students' character must be instilled from an early age so that attitudes and behavior will be formed in accordance with religious norms, and care for others in society. On the other hand, every member of society must understand well that one of the characteristics of character education is respecting the rights of others, respecting the law, and being involved in every activity and having concern for fellow citizens. (Saiful, 2022).

The character that reflects the first principle is that students are able to have an attitude of respect for other people's opinions, do not impose other people's religions and are able to respect inter-religious communities in

carrying out their respective worship. Furthermore, in the second principle of mutual respect and respect, between religious communities, because in social life there are many diverse ethnic groups and ethnic groups, so we must foster an attitude of mutual respect between fellow humans, so that students do not differentiate between humans based on ethnicity, religion, color, skin, economic level, and level of education, can take care of the things and obligations of oneself and those around him, be able to realize that every human being is a creation of the Creator, not discriminate against people he meets at school, home and other places, and don't harass anyone for anything. Furthermore, the third principle has an attitude of unity and unity that prioritizes the public interest. such as cooperation/mutual aid is a social activity that is characteristic of our country. So with this attitude, a sense of togetherness will emerge and each individual feels light in carrying out a job because of an attitude of mutual cooperation, then the fourth principle is to have a character with an attitude that can deliberate, discuss, or exchange opinions to reach agreement in resolving problems, do not impose their will on others and can implement the results of decisions based on deliberation with good deeds and with a sense of responsibility. and the fifth principle relates to being fair and respecting human rights. Students can be fair to anyone without favoritism, can appreciate the work of other people, then students can respect and respect other people's human rights and their obligations. According to Budimansyah (2010), the character of the Indonesian people who fully embody the principles of Pancasila can be described as follows.

- a) Belief in the Almighty God. This is interpreted as a feeling of awareness of faith and devotion to the character of each individual. Character that reflects the first principle, namely attitude to respect each other and cooperate between religious communities and carry out worship according to their respective religions. So there is no attitude of forcing each other's beliefs on other people.
- b) Upholding Just and Civilized Humanity. The character that can be applied as a reflection of the second principle is the attitude to uphold justice and adat. This can be realized by a person's character in recognizing equality, rights and obligations in various spheres. Apart from that, habits that can be applied to students are feelings of liking for carrying out various humanitarian actions by instilling an attitude of mutual respect and respect.
- c) Prioritizing National Unity and Integrity. The character that is reflected is an attitude of unity, such as prioritizing the public interest above personal interests. Apart from that, there is an attitude of upholding the Indonesian nation.
- d) Democratic and upholding law and human rights. Character that reflects the attitude of individuals who can deliberate in order to reach consensus in joint decision making. The attitude of taking decisions morally is courageous and responsible to God Almighty and the existing values of truth and justice.
- e) Prioritizing Justice and Welfare. The character of social justice in each individual is an attitude of mutual cooperation, a fair attitude in various situations and conditions, as well as an attitude of mutual respect for other people.

It is hoped that the messages contained in Pancasila can be embedded in the participants. Students receive character education in their studies. As in the social studies learning process which is carried out based on character education, it goes through several learning stages. At the implementation stage of character education learning, students practice the character values that have been planned previously. This stage has several activity sections, namely introduction, core and closing activities in the learning process. During the learning process, the teacher must behave as an example for implementing character values in students. Evaluation in the learning process has tasks as reinforcement for students so they can find out the level of understanding after the learning process takes place. It is hoped that the evaluation can also instill character values in students. This contextual learning model in social studies learning is very effective because in learning, students are expected in learning activities to find meaningfulness between abstract and real things in everyday life (Komalasari, 2009). These learning activities emphasize high-level thinking, imparting knowledge, solving problems and analyzing data with individuals or groups. Integration of character learning education in Social Sciences goes through several stages, planning stage, implementation stage and learning assessment. Analysis of the integration of character education at the learning planning stage is as follows: Analyzing basic competencies, syllabus, and developing lesson plans and learning media. This is done to develop character values in the process of social science studies. The process of preparing lesson plans must use the ability to facilitate the acquisition of knowledge, skills and student character development. It has been planned. Choosing an active context learning model is expected to be more efficient in developing student character.

## Conclusion

The problems experienced by this nation are very worrying, especially among teenagers as the nation's successors. With character education through social studies learning, it is hoped that it can solve the problems experienced by the Indonesian nation at this time. Social Studies is a field of study in learning which aims to

make students able to take responsibility for the life of society and the nation. and the state can be implemented by including the values contained in character education. Character education is very important to be implemented in the learning process, especially in elementary school (SD) Social Sciences (IPS) subjects. The social studies learning process takes place through a contextual approach. Character education during learning activities is carried out in various stages. The stages carried out are the learning planning stage, learning implementation, and evaluation of each lesson. It is hoped that the cultivation and development of character education in social studies learning will be able to produce students with character in accordance with the values and educational goals of social studies learning.

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