

## Implementation of Character Education in Implementing Students' Social Attitudes Through Subject Subjects Social Sciences at Mulia IT Elementary School

Siti Fatihah Azzahra<sup>1</sup>, Azhara Nurul Taqwani<sup>2</sup>

<sup>1,2</sup>STKIP Al Maksum, Langkat, Indonesia

### ARTICLE INFO

#### Keyword

Character Education,  
Social Attitudes, Social  
Studies

### ABSTRACT

This research aims to describe the implementation of character education in instilling students' social attitudes through social studies subjects at SD IT Mulia. The research method used is a descriptive qualitative approach, the data source is the result of interviews conducted by the author with the principal, class teachers and students at SD IT Mulia after conducting observations in the school environment. The data results are then analyzed and matched with supporting literature studies to be described in words. Based on the research results, it is known that the implementation of character education at SD IT Mulia has been carried out well. Application is not only carried out in learning within the school environment but also within the community. In its implementation, the role and cooperation between teachers and parents of students is important so that the efforts that have been made are realized.

### Introduction

Education is effort conscious and planned in the mentoring and learning process for individual to grow develop become independent, responsible human responsible, creative, knowledgeable, healthy and moral noble (Suyadi, 2013). Education is an empowerment process, which is expected to be able to empower students to become intelligent, knowledgeable, knowledgeable and educated human beings (Hamzah B Uno, 2009). As stated in the goals of national education, education aims to create and train students to have the strength of religious soul, self-control, personality, intelligence, noble character and skills needed for themselves, society, nation and state (Indonesian Law No. 20 of 2003). Education plays a very important role in ensuring the survival of a nation, because education is an effort to improve and develop the quality of human resources in order to realize sustainable development (Ramadhani, Nursalam & Madani, 2022). Current developments in technology and communication have an impact on education, one of which is individual personality and morals. With very rapid progress and technology, technological developments certainly have positive and negative impacts. However, the flow of globalization has had a negative impact, one of which is among teenagers (Sari and Ayu, 2020). The current reality shows that students' social attitudes are still weak. Students lack communication, do not know how to work together well, students' understanding of changes and social events is weakened, and their sense of empathy for other people is also weakened (Yusnaldi, et al, 2023). Not infrequently, even though sitting in the same place, with faces facing each other, the virtual world seems much more interesting and becomes a priority. The character of the Indonesian nation, which is known for being polite, friendly and caring for others, seems to be extinct, so that this behavior results in a decline in morals which is usually called moral decadence. To avoid moral decadence in students, it is necessary to instill character values. One way is through character education in elementary school, where children are at a time when their character is easily formed and easily influenced. Character education is an effort deliberately designed to improve students' character (Samani & Hariyanto: 2013: 44). Character education is an educational system that aims to instill certain character values in students in which there are components of

knowledge, awareness or will, as well as actions to carry out these values ( Edi Rohendi, 2016). The values of character education are those that originate from religion, Pancasila, culture and national education goals, namely: 1) Religious; 2) Honest; 3) Tolerance; 4) Discipline; 5) Hard work; 6) Creative; 7) Independent; 8) Democratic; 9) Curiosity; 10) National Spirit; 11) Love for the Motherland; 12) Rewarding Achievement; 13) Friendly/Communicative; 14) Love of Peace; 15) Likes Reading; 16) Care for the Environment; 17) Social Care & 18) Responsibility (Puskurbuk, 2011 (in Zulnuraini, 2012). One element of a person's character is social attitudes. Social attitudes are individual awareness that determines real actions to behave in a certain way towards other people and emphasizes social goals rather than personal goals in public life (Nurdianti, 2022).

The cultivation of social attitudes is an attitude that results from stimulus (Kumara Tungga, et al, 2023). Attention and concern for the environment in which a person is located usually leads to the development of social attitudes. Instilling social attitudes at school will teach students to behave well in everyday life (Fitriani and Zulfiati, 2021). With this, every learning process in the classroom and outside the classroom is expected to play an important role in the sustainability of social life in society, especially in social studies learning. The education that is most needed at this time is education that can integrate character education with education that can optimize children's development at all levels, be it cognitive, physical, social emotional, creative and spiritual (Safitri, 2020). Social studies learning is an educational program that can help develop the knowledge, skills and attitudes needed by students to be able to carry out problem solving, investigate, make decisions, and participate in community life ( Sari and Ayu Citra, 2020). If the core of IPS can be applied in everyday life, it can encourage the realization of the goals of IPS, namely: developing students' sensitivity to social problems in society, a positive mental attitude to improve existing gaps and the ability to solve everyday problems (Abdillah, 2020). Indicators used in research this is showing attitude open to friends, form opinion with clear, do something with Work same, shows attitude care to friend, feel what you feel friends, build a communicative, implementing atmosphere not quite enough answer, listen opinion friends, respect others, show attitude Like help Friend. The questions we asked in interviews with class teachers included: 1) students' ability to socialize, 2) problems that students might experience when socializing, 3) how the school adapts to instilling and fostering social attitudes towards students. Based on the results of initial observations made at SD IT Mulia, in several learning processes, students already have an open attitude in group learning. When studying in groups, students are encouraged to work together regardless of their friends, to help each other solve learning problems. Social studies learning will more meaningful and can understood participant educate when taught based on experience in the environment and mental development of participants educate. In this way, social studies education provides great contribution in formation character and social attitudes of participants education ( Sari and Ayu Citra, 2020 ).

## Research Methodology

The research method used is a descriptive qualitative approach. This approach is used because qualitative descriptive research aims to provide a detailed and in-depth description of existing phenomena, so that a clear understanding is obtained without using statistical tests (Sugiyono, 2017). The data source is the result of interviews conducted by the author with the principal, class teachers and students at SD IT Mulia after conducting observations in the school environment. The data results were then analyzed and compared with supporting literature studies. Furthermore, the presentation of the data in this research is narrative, described in the form of words.

## Results and Discussion

This research was conducted at SD IT Mulia which is located on Jl. Medan P. Brandan Km. 77 North Securai, Babalan District, Langkat Regency. The object of this research is to observe the implementation of character education in instilling students' social attitudes through social studies subjects based on the results of the following data collection in the field: Considering the increasingly declining morals of the nation's generations or what is often called moral decadence. One of these efforts is to promote the cultivation of character values through character education in elementary schools to build students' character and social attitudes. Character education is an effort to build character ( *character building* ). *Character building* is the process of carving or sculpting the soul in such a way, so that it is unique, attractive, and different or distinguishable from other people (Ani Nur Aeni, 2014). In simple terms, character education can be interpreted as anything positive that a teacher does and influences the character of the students they teach (Samani and Hariyanto, 2013). Currently elementary schools have their own ways of providing character education, especially in forming students' social attitudes. For example, SD IT Mulia has ways of instilling character education in students, such as shaking hands with each other after congregational prayers, reciting letters in the Al-Qur'an before the start of class, and read Yasin's letter every Friday. This is useful in socializing with the surrounding community, such as participating in condolences when someone dies. This

activity is part of the learning environment outside the school. Learning in schools, especially social studies learning, the implementation of character education through cultivating social attitudes can be seen from how students accept the opinions of other friends when the teacher asks them to respond to the homework they have done. So the teacher not only checks the students' own homework, but the teacher invites the students to discuss the answers to the questions together. It can be seen how students express their opinions to each other and compare them with the opinions of their friends. Of course, the teacher as a mediator must be able to control a noisy class so that it remains conducive. Apart from that, instilling other social attitudes by teaching caring attitudes towards friends who are in trouble, such as the concept of sharing, visiting friends who are sick and praying together for them. The subjects involved in the research consisted of 5 main informants. The subject profile can be seen in table 1 below:

**Table 1. Informant Profile**

Name	Last education	Work
Merina, S.Pd	S1	Headmaster
Yulia Ningsih, S.Pd	S1	Classroom teacher
Syadira Ramadhani, S.Pd	S1	Classroom teacher
Zulfan Arbain	-	Student
Adjutant Selmafa Ayna	-	Student

Based on the table above, it shows that the first subject was chosen based on who made the policy, the second and third subjects were the class teachers who best knew the state of students' social attitudes in learning. Meanwhile, the fourth subject was 2 students who were chosen because they showed social attitudes that met the teacher's wishes. However, in this case, there are still students who have not demonstrated the social attitudes that have been agreed upon between the principal, teachers and students. Based on the results of interviews with social studies teachers, there are 3 out of 10 students who have not shown the expected social attitudes. Barriers to instilling social attitudes that have not been fulfilled are generally factored by the environment in which one lives, lack of parental attention in their child's development, and students who come from *broken homes*. The application of other social attitudes in terms of discipline and responsibility can be seen from the picket schedule that has been determined. Students are trained to get used to working together in cleaning the classroom and school environment. Class leaders are trained to get used to supervising and directing their members like *leaders* so that leadership attitudes are formed from an early age. Living in different environments makes the social skills of students at SD IT Mulia vary. It can be seen that most of their social attitudes already appear good. Even so, this character education cannot be taken lightly. Its implementation must be carried out continuously and continually. Of course there are still students who ignore their surroundings, don't care about their friends and only care about themselves. For optimal results, educators should have good cooperation with students' parents, so that the efforts made can run well and the desired social attitudes can be realized. However, character development at school is only a "supplement" for students. Meanwhile, the real "staple food" for character development is at home, where the family has a big responsibility in educating a child at home (Annisa, Wiliyah & Rahmawati, 2020). Unfortunately, there are still parents who ignore their children's progress at school. This is homework for the school on how to reach out to parents who neglect to care about the development of their children's social attitudes.

## Conclusion

The implementation of character education in instilling social attitudes at SD IT Mulia has been going well. Research indicators are in accordance with the ways in which they can foster social attitudes. It's just that teachers still have to pay attention to students who have difficulty socializing. As we know, a person's environment greatly influences a person's character. Of course, children who live in different places have different social attitudes. Through social studies learning, social attitudes can be implemented better. Application is not only focused on learning in the school environment but also includes the community environment.

## References

- Abdillah, MAI (2020). Instilling Social Attitudes in Social Studies Learning in Elementary Schools. Thesis. Islamic Institute (IAIN) Metro
- Aeni, Ani Nur. 2014. Character Education for Elementary Students from an Islamic Perspective. *Elementary School Pulpit Journal*, 1 (1), 50-58.
- Annisa, MN, Wiliyah, A., Rahmawati, N. (2020). The Importance of Character Education for Elementary School Children in the Digital Age. *Bintang: Journal of Education and Science*, 2(1)

- Fitriani, S. & Zulfiati, HM (2021). Implementation of Character Education through Thematic Learning in Forming Students' Social Attitudes and Responsibility. S *OSIOHUMANIORA: Scientific Journal of Social Sciences and Humanities* , 7(1)
- Kumara Tunggal, I., Afni, N., & Mulyadi. (2023). Analysis of the Cultivation of Social Attitudes through Social Studies Learning in Class V Students at SD Negeri Bontoramba 1 Makassar City. *ALENA –Journal of Elementary Education*. 2(1) .
- Nurdianti. (2022). Implementation of Social Attitudes to Shape the Social Character of Class III Students at SD Negeri 06 Lebong. Thesis. Islamic Religious Institute (IAIN) Cutu.
- Parinduri , WM, Lubis , RR, Rambe , N., Rambe , TR, Riskyka , R., & Novianti , Y. (2023). Character Education Based Module Creation Training for Elementary School Teachers . *JMM ( Independent Community Journal )* , 7 (6), 6406-6416.
- Puskurbuk in Zulnuraini. (2012). Character Education: Concept , Implementation and Development in Elementary Schools in Palu City . *DIKDAS Journal*, 1, ( 1 ).
- Ramadhani, S., Nursalam, N., & Madani, M. (2022). Instilling Social Attitudes through Social Studies Learning in State Elementary School Students. *Gema Wiralodra* , 13(1)
- Rohendi, Edi. (2016). Character Education in Schools. *EduHumaniora: Journal of Elementary Education* , 3(1),
- Safitri, K. (2020). The Importance of Character Education for Elementary School Students in Facing the Era of Globalization. *Tambusai Education Journal* , 4 (1)
- Samani, M & Hariyanto. (2013). *Character Education Concepts and Models* . Bandung: PT. TeenagerRosdakarya
- Sari, RN & Ayu, CR (2020). Implementation of Character Education in Forming Students' Social and National Attitudes Through Social Studies Learning (Literature Study). *Ijtimatiya: Journal of Social Science Teaching*, 4(2), 140-147.
- Sugiyono. (2017). *Quantitative, Qualitative, and R&D Research Methods* . Alfabet.
- Suyadi. (2013). *Character Education Learning Strategy*. Bandung: PT. Rosdakarya Teenager
- Uno, Hamzah B. (2009). *Education profession*. Jakarta: Bumi Literacy.
- Yusnaldi, E., Damayanti, L., Irfani, SY, Pratiwi, TS, Hasibuan, TP, & Wassalwa, M. (2023). The Importance of Cultivating Students' Social Attitudes Through Social Studies Learning. *Tambusai Education Journal* , 7(3)