

Education Character in Room Class Social Sciences School Base

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ABSTRACT

Character Education in Elementary School Social Sciences Classrooms Education is essentially a conscious effort to develop students' potential. Character education is an effort to shape children's character so that they become good human beings, citizens and good citizens. This is to be able to predict the symptoms and long-term development of the crisis that the country will face. Social studies education is a subject that studies social life, the content of which is based on the study of history, geography, economics, sociology, anthropology and national administration. Through social studies learning, character education values can be instilled by integrating these materials into social studies learning.

Introduction

In the current 5.0 era, with the rapid development of technology, it is increasingly easy for people to get information so that the world feels so small. Indonesia is currently experiencing a multidimensional crisis with free sex, fighting, drug use and gambling, corruption cases, immoral cases and various other problems occurring in Indonesia (Ma'rufa, Rahmat, and Widana 2020). As educators, we are very concerned about the problems that arise when the majority of those affected by the above problems are the younger generation of students and the nation's successors. When the country's economic situation worsens, our morale also worsens. This economic downturn is very worrying because it is the younger generation who will be the successors and leaders of the country in the future. It is difficult to imagine that in the future this country could become even more chaotic if it is led by immoral people (Wah yuni 2015). The many problems related to moral and ethical deviations in this country, both among the younger generation and national leaders, have prompted the government to once again promote character education on a large scale. Therefore, the government views character education as very necessary (Anies R. Baswedan 2014). In fact, character education has been implemented since the founding of Indonesia. This was clearly stated by the founders of the Indonesian nation in the second paragraph of the Preamble to the 1954 Constitution by emphasizing "making it happen". The Indonesian nation is on the verge of independence towards an Indonesia that is sovereign, just, prosperous, independent and united.

The founding fathers realized that the Indonesian nation must be an independent, united, sovereign, just and prosperous nation in order to be dignified and respected by other nations. Since the beginning of Indonesian independence, character education itself has been pioneered by the founding thinkers of the Indonesian nation, especially the first President Ie Rudo. Sukarno studied Pancasila through his thoughts on the formation of national character (nation and character education) as the basis and ideology of the state, as well as the relevance of challenges and developments to character education in Indonesia (Citra 2012). Social Sciences as an educational program and field of science must not only instill social knowledge, but also develop students into members of society and citizens who are responsible for society, the state and the state. Therefore, the topics presented are not limited to basic knowledge content, but also include the inherent values that students should have. These values are very good if instilled in early childhood children such as elementary school students, said the Minister of National Education in a meeting with leaders of Postgraduate Education Institutions (LPTK) throughout Indonesia. The Medan State University Auditorium stated, "Character education must start from elementary school, because it is difficult to change a person's character if it is not formed from an early age (Widodo et al. 2020). Through character

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education in social studies classes, children are able to develop their character to become good human beings, citizens and citizens, and are able to predict signs of moral crisis and resolve moral crises fulfilling my role. Contribute to the development of the younger generation.

Research Methodology

This research uses a qualitative approach using literature research methods . This qualitative research uses data collection techniques from literature and internet research as well as searches. Library research is a data collection activity that involves collecting literature such as articles on the topics discussed, reading and taking notes, and processing research data (Rahardjo 2017). The author collects various papers and reviews, studies, and processes the papers. Typically, literature research involves searching for and solving problems by reviewing previously written papers. Internet Search, on the other hand, uses the computer as a tool to search for data and uses search software on servers connected to the Internet at various angles . Authors use computers to edit articles, collect related topics from the Google Scholar server, and edit related sources using Mendeley.

Results and Discussion

Character building

The word character comes from the Greek words “ charassein ” and “ kharax ” which means “ to carve ”. This word was then absorbed into the French word " character " which in the 14th century was incorporated into the word " character " in English, and finally into the word "character" in Indonesian. The meaning of the character is like carving on a very hard stone, causing very deep and visible scratches so that they last a long time (Sudrajat 2011). Character is a person's character, personality, morals, or personality is the result of internalization of various virtues that are believed to be the basis of a person's views, thoughts, attitudes and ways of acting. Personality arises from the nature of society, and the nature of society arises from the nature of each member of the national community. Personality development or personality development in members of a society theoretically and empirically occurs from childhood to adulthood. Education is a conscious and planned effort to create a learning atmosphere and a pleasant learning process so that students can play an active role in developing religious and spiritual strength, self-control and potential skills needed by the nation. National development . Character education has great strategic importance for the survival and future excellence of the country. This development must be carried out with proper planning, the right approach, and effective research and learning methods. In accordance with the essence of values, character education is a joint effort in schools and must be implemented by all teachers and all subjects together, so that it becomes an inseparable part of school culture (Suyitno 2013). Character education is in line with the goals of social science education, namely developing students into good citizens with knowledge, skills and social awareness that are beneficial for themselves, society and the nation. To achieve this goal, the teaching and learning process is not only limited to knowledge (cognitive) and skills (psychomotor) aspects, but also includes moral (emotional) aspects and responsibility in accordance with Pancasila values.

Principles of character education

Education that is not based on these principles will result in students being separated from their cultural roots. In this case, they do not know their own culture well and become "outsiders" in their cultural environment. Apart from being a foreigner, what is even more worrying is that he is a person who does not like his own culture (Ramdhani 2014). The culture that fosters and develops students begins with the culture of the immediate environment and then develops into a wider environment, the national culture of the country and the universal culture embraced by mankind (Rosala 2016). If a student becomes unfamiliar with the culture closest to him, he does not know his own culture well and does not know himself well as a member of that culture. In situations like this, people are very vulnerable to external cultural influences, and even tend to ignore and accept them. In this way, students as children and Indonesian citizens gain insight, thought patterns, attitude patterns and behavior patterns, and are able to solve problems in accordance with typical Indonesian norms and values. This is in line with the main role of education as regulated in the National Education System Law: “Developing skills, shaping the character and civilization of society, and making people's lives intelligent ”. Therefore, Basic Law on National Education Number (UUD and National Education System Law of 1945) has provided a solid foundation for the development of all individual potential as members of society and the nation. Culturally, education functions to pass on past values and achievements to the younger generation through the process of enculturation. These values and achievements will make the country proud and in turn make this country better known among other countries. Apart from its function of transmitting values, education also develops cultural values and past achievements into national cultural values that are suitable for present and future life, as well as developing new achievements that will become national values. new character. Therefore, character education is the core of education (Judiani 2010).

Character Education Function

Character education functions as follows (Hendriana and Jacobus 2016) :

1. Means of development, namely: Development of students who behave well towards those who have demonstrated attitudes and actions that are worthy of being developed for action character.
2. Corrective steps include strengthening the role of national education and take greater responsibility in developing the potential of more dignified students.
3. Filtering means filtering out one's own country's culture and the culture of other countries that do not match one's character values.

Values in Character Education

Values in character education The values developed in character education are identified from the following sources (Kusnoto 2017) :

1. Religion
Indonesian society is a religious society. Therefore, the lives of individuals, communities and nations are always based on religious teachings and beliefs. Politically, life in the state is also based on values originating from religion. Based on considerations, character education values must be based on values and rules originating from religion.
2. Pancasila
The unitary state of the Republic of Indonesia is based on national life and national principles called Pancasila. Pancasila is stated in the preamble to the 1945 Constitution and is further explained in the articles of the 1945 Constitution. This means that the values contained in Pancasila have been adhered to in the political, legal, economic, social, cultural and artistic fields. This means that these values are what govern our lives. In the years of our lives as citizens, we have the ability, will and Pancasila values.
3. Culture
It is true that no one lives in a society that is not based on recognized cultural values. These cultural values are used as the basis for the meaning of concepts and communication between members of a society. The important position of culture in people's lives requires that culture is a source of character-forming values.
4. National Education Goals
The National Education Goals reflect the qualities that every Indonesian citizen must possess, which are cultivated through different pathways and by different educational units at different levels. The National Education Goals contain various human values that Indonesian citizens must have .

The Urgency of Character Education

According to Article 1 of the 2003 National Education System Law, the aim of national education is to form the character, intelligence, morals and noble morals of every student. The mandate of the 2003 National Education Law is that education will not only produce intelligent Indonesian people, but also a generation of character and personality, who are not only knowledgeable but also backward . They have characters that exude good morals and noble national and religious values (Rony and Jariyah 2020). Character education can be interpreted as moral education which includes aspects of knowledge (cognition), emotions (affection) and behavior. According to Thomas Licona, without these three aspects, character education at Bambang Soenalco will not be effective. Through systematic and continuous character education, students become emotionally intelligent. This emotional intelligence is an important prerequisite for a child's future, because it allows a person to more easily and successfully overcome all kinds of life challenges, including the task of being successful at school. According to Piaget, basic character education should be implemented from childhood, or what psychologists usually call the golden age, according to the age of elementary school children, and at the concrete operational stage, according to Piaget. Because this age has been proven to have a determining influence on a child's ability to develop their potential. This is where character development should begin in the family and school environment, which are the first environments for children's character development. According to Suyanto, the greatest growth in human brain intelligence occurs during childhood.

The behavior of a person with personality is essentially a psychological system that includes all human individual potential (cognitive, emotional, active, psychomotor) and the totality of sociocultural functions in the context of personality development in a psychological and sociocultural context in total the process can be divided into the following groups: heart training (mental and emotional development), thinking training. The four psychosocial processes (movement of the heart, movement of the mind, movement and emotion and intention) show a holistic and consistent relationship, and a complementarity that leads to the formation of character, which leads to the realization of noble values (Harahap 2019). Treat each psychosocial process (heart training, mind training, exercise, and emotions and will) conceptually as a cluster or group of noble values which includes a set of values.

These four psychological processes are interrelated and mutually reinforcing. Therefore, all characters, like attitudes, are always multiple or have many dimensions. This grouping of values is very useful for planning purposes. This group of noble values is integrated into each individual through an internalization process, through an intervention process (learning, example, strengthening) and a habituation process (atmosphere, habituation, strengthening), and finally into personality or personalization. Several countries that have implemented character education since elementary education are the United States, Japan, China and South Korea. The results of research in these countries show that the systematic implementation of character education has a positive impact on academic performance.

Social Sciences Education in Elementary Schools

In foreign literature about social studies education it is known by various terms such as social studies education, social studies, and social pedagogy. In Indonesia, the term "social sciences" only appeared in 1975-1976, namely as a term for the subjects of history, economics, geography and other social sciences in primary and secondary education. The term IPS is also intended to differentiate it from the scientific disciplines owned by the university. In subsequent developments, the name IPS was changed to mean "a subject that uses an integrated approach to several subjects so that education is more meaningful for students and avoids duplication" (Susrianto Indra Putra 2020). Meanwhile, KTSP stipulates that Social Sciences (IPS) is one of the subjects taught from SD/MI/SDLB to SMP/MTs/SMPLB. Social Sciences studies various events, facts, concepts and generalizations related to social problems. At the elementary/MI level, social studies subjects contain geography, history, sociology and economics. Through social studies subjects, students are guided to become Indonesian citizens democratic and responsible as well as peace-loving citizens of the world. According to Sapriya's analysis, "Through social studies subjects, students are guided conceptually to become democratic, responsible citizens and world citizens who love peace." Based on the opinion above, Studying Social Sciences (IPS) is also possible. In accordance with the learning objectives of Social Sciences (IPS) so that students can take responsibility for society, state and nation, thereby increasing the values contained in character education. According to Smaatmaja, the values that need to be instilled in learning social sciences are sacred values, educational values which include values, practical values, and philosophical values. The theoretical value is . Because the values in social studies learning are largely in line with the values included in character education, teachers must be able to convey the elements of character education and values in social studies learning through social studies learning (Hilmi 2017) .

Conclusion

The problems facing this country are truly very worrying, especially for teenagers will be the successor of the state. It is hoped that character education through social studies learning can solve the problems faced by Indonesian society today, and the aim of learning social studies as a subject is so that students can be responsible in their lives. By incorporating the values contained in character education, we can create a society, nation and state.

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