

Education Character in Learning Social Sciences in School Basic to The Independent Curriculum

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ABSTRACT

This study aim Character education is part of shaping students' attitudes to become better. Social teachings are subjects that contain social life. The aim of this research is to analyze character formation in social studies learning in elementary schools with an independent program. This research method is a qualitative document study. The data collection techniques are literature reviews and internet research. Data was obtained from various articles reviewed by researchers. The result of this research is that learning social sciences in an independent program is combined with learning natural sciences which is now called IPAS. Character education in social studies and learning in independent learning programs can be done in a simple way, namely by making teachers good role models for students and implementing character values in educational projects created by teachers.

Introduction

Education is an important part of every stage of human development. This education aims to ensure that a person can develop optimally in every process (Sari, 2021). Of course, education and valuable qualities, such as reason, are present at every stage of life. Intellect and education are interconnected because intelligent people can benefit from education (Biesta, 2010). Character education is a type of education that must be given to someone. The goal of character education is to help students develop character. This type of business is carried out by teachers (Supranoto, 2015). This shows that it is important for every educator to pay attention to educating students about personality values. However, the role of parents also greatly influences the child's personality (Celin, 2022). Character education is considered important because it is the future of the country that will be owned by children who are currently attending school. To reflect and anticipate, the government has designed an implementation program that integrates character education in all learning activities that take place in schools. In this case, schools provide an alternative channel for cultivating character. Chamisijatn (2022) stated that character education in schools is not just about teaching right and wrong. Character education is also an effort to foster good habits so that students behave in accordance with the values that have become their personality. To achieve the expected goals of character education, of course the role of teachers is needed, both as educators, mentors, trainers and student evaluators (Celin, 2022). Therefore, it is important for teachers to have good mental and emotional maturity so they can be role models for their students (Wahyunianto, 2018). In learning, the main role of the teacher is to let students know the characteristics, so that they can absorb learning well. The learning process carried out by teachers is guided in accordance with the curriculum applicable at school. Of course, educational programs are adapted to current developments (Ritonga, 2018). This character education is included in the independent research program (Chamisijatn, 2022).

The independent study program is an important step forward in viewing the process in relation to existing learning outcomes. Here are some of the main characteristics of independent learning programs that help students learn again: Based on the Pancasila student profile, project-based learning develops students' soft skills and character building activities. One of the objectives of implementing the independent study program to shape student personalities is the Pancasila student profile. With six main characteristics, the Pancasila Student Profile presents

Indonesian students as lifelong learners who have global skills and behavior that are in accordance with Pancasila values: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking and creative (Ismail, 2021). Thus, character education in learning is part of an independent learning program. According to the Ministry of Education and Culture (2019), independent learning is the act of providing freedom and autonomy to educational institutions, freeing teachers from complicated bureaucracy, and giving students the opportunity to make choices. Teachers can develop new teaching methods for their students thanks to the flexibility provided by academic freedom (Chamisijatin, 2022). In this scenario, character education can be applied to all subjects in elementary school, including social studies. As an educational program and field of study, IPS should encourage students to become responsible citizens of society, nation and state, more than just providing social knowledge (Sumaatmadja, 2007). Therefore, the material discussed is not only limited to knowledge topics, but also includes values that must be respected by students (Afandi, 2021). Studying social sciences (social sciences) in a stand-alone curriculum that is integrated into natural and social sciences (IPAS), aspires to inspire children to be able to manage the natural environment and society in one module. Studying social sciences has an important role in the personality of students in training (Amin, 2021). Through social studies learning, character education values can be introduced by integrating material into learning (Afandi, 2021). According to research results from Sari (2021), the application of character education to students can be instilled through social studies. Based on this foundation, the independent social studies curriculum is combined with natural sciences, so this research focuses on social studies learning. Therefore, the purpose of this article is to determine personality development in learning social studies subjects in elementary schools using the Merdeka program. It is hoped that character education in social studies can shape children's personalities so that they become good human beings, citizens and citizens, recognize the signs of a moral crisis and contribute to the development of the younger generation.

Research Methodology

This research method is a type of qualitative library research. The data collection techniques used by researchers are library review techniques and internet research techniques. This literature study is an activity of collecting data such as articles related to the research topic, reading or taking notes, and processing it (Rahardjo, 2017). This research was carried out by researchers by collecting a number of appropriate articles and then reviewed by researchers. Internet searching is searching for data using websites from various sources. In this research, researchers used a laptop at all stages of writing articles and collecting data related to research objectives.

Results and Discussion

Character education includes two words, namely education and character. Education means a conscious and planned effort to create a learning environment capable of developing the potential of students. In Wahidin's (2017) view, education is an effort to develop students' potential. The aim of education is to balance the cognitive, emotional and psychomotor domains in accordance with national education goals (Karimah, 2018). According to Afandi (2011), the word personality is an individual's character, attitude or personality which is formed as a result of the internalization process as a basis for views and ways of thinking. Character can be formed from society, family, friends and the school environment. Character education itself is defined as an education system that instills values according to ethnic culture which includes elements of knowledge, attitudes and actions, both for God and for himself, his community and his nation (Afandi, 2011). Building character is very important for the nation's long-term survival and future success. Effective learning must be achieved through careful planning and appropriate learning methods and approaches. In accordance with the essence of educational values, character is an effort of the school as a whole, must be possessed by every teacher, in every subject and is an inseparable characteristic of school culture. Students need to receive character education from an early age. Character education is taught to children because it is the first step to becoming rational, intelligent and emotionally intelligent human beings apart from being academically intelligent. Children are trained and taught about the importance of character education (Ainia, 2020).

Character education for students is in line with national education goals set by law. Number 20 of 2003 concerning National Education, article 3 (in Marhayani, DA 2018: 67) explains that national education has the function of developing capacity and forming a dignified and different national identity to create an intelligent national life, and in the end it also aims to develop the potential of students to become individuals who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become responsible and democratic citizens. From the explanation above, with character education it is hoped that students can determine who they are, where they are and can respect and behave well towards other people. All aspects of personality are of course covered in the educational programs implemented in schools. The curriculum is a very important and inseparable design in an educational process, especially to achieve national education goals. Ananda & Hudaidah (2021) argue that preparing textbooks is not an easy job. Apart from that, the curriculum concept must adapt to current developments and the needs of the community where the curriculum is implemented. To improve educational standards in developing countries, curriculum revision is often on the agenda. This day

highlights the importance of strengthening national identity. This is based on reality and how society views the morals and attitudes of the younger generation as increasingly deteriorating. Currently, there is a need for a character education program; in the sense that the program itself has character, while remaining focused on building the character of students (Ananda & Hudaidah, (2021). In accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Ministry of the Republic of Indonesia Number 56/M/2022 concerning Curriculum Guidelines and Implementation of the Independent Curriculum which Effective in the 2022/2023 academic year. Therefore, the 2013 Curriculum will gradually shift to an independent program. Among the many learning activities in schools, the independent program is a program with more optimal content so that students have time to learn concepts and improve teacher skills can choose from a variety of teaching methods to meet the unique needs and interests of their students.

The Student Personality Development Program is a project that aims to strengthen the image of Pancasila. According to the Directorate of Primary Schools of the Ministry of Education, Culture, Research and Technology (2021), the Pancasila student profile describes Indonesian students as. lifelong learners who have global skills, act appropriately in line with Pancasila values and demonstrate six main characteristics: YME has confidence, high ethics, global diversity, collaboration, independence, critical and creative thinking. These ethical principles certainly apply to all problems that exist today. Learning social sciences (also called social studies) is one of the learning objectives that is suitable for character building. Social studies learning aims to help students become good citizens, able to help themselves and others by equipping themselves with knowledge and social awareness. According to Sumaatmadja (2007), to achieve this goal, learning activities include ethical (emotional) and responsibility aspects as well as knowledge and skills aspects. According to Sumaatmadja (2007), the values that need to be instilled in social learning are spiritual values, educational values, practical values, philosophical values and theoretical values. Studying social studies subjects also contains valuable elements that need to be instilled in students. Because the values taught in social studies are consistent with those taught in character education, teachers need to be able to incorporate aspects of character education into social studies learning. Character education in social studies and independent curriculum learning can be realized by including character values in the lesson plans that have been previously prepared by the teacher. The integration of character education in the RPP is also in line with learning social studies literature (Sanra, 2022). Teachers have the freedom to innovate learning styles that students are interested in. According to Sanra (2022), in the independent learning program, teachers and students have the freedom to innovate and learn creatively in all learning activities. The teacher's efforts in implementing character education in learning social studies subjects in the independent program are by providing examples to students and knowing clearly the characteristics of students so that learning can take place well. In line with Celin's (2022) views, teachers' efforts to improve character in independent social studies learning programs include:

1. Teachers are role models for students.
In this case, teachers should behave positively. For example, coming to school on time, being responsible for educating and guiding students, carrying school supplies, and so on. The implementation of character education in schools is most appropriate through a teacher-led exemplary approach (Nurchaili, 2010).
2. Always prioritize class agreements.
This agreement is made between teachers and students so that students can be responsible and respect existing decisions. According to Astuti's (2022) view, a positive culture in achieving learning goals that supports students begins with the formation of positive pre-learning discipline and the formation of class agreements.
3. Implement character values in lesson plans that are attractive and student-centered
Character education in social studies teaching is important to focus on the teaching style of social studies education as a starting teacher. From the beginning to the end of the learning process, the first step is to plan or design how it will be done. This is closely related to the function of the learning performance plan (RPP). According to Bararah (2017), a learning implementation plan (LIP) is a design for a single subject that will be implemented by an instructor in class. Teachers must be able to provide quality or meaningful learning in accordance with this RPP. Additionally, teachers can choose learning strategies through student-centered and engaging lesson plans, thereby ensuring students receive high-quality learning.
4. The teacher reflects at the end of the lesson
According to Shihab et al. (2016), reflection is an aspect of competence that should not be ignored in independent learning. One of the three characteristics of independent learning students is the ability to reflect. Teachers can increase their effectiveness by monitoring and improving student learning as their thinking abilities develop. Therefore, students' thinking abilities are also influenced; For example, students who are used to thinking will always do this after doing something to improve their abilities. In this case, not only students need to reflect, but teachers also need to reflect on their self-management and behavior. To share your lessons, you must reflect on yourself by looking within.

5. Establish good communication with students and parents

According to Prasanti and Fitriani, teachers must be patient, kind, willing to make sacrifices, diligent, and able to maintain students' attention (Sukitman, 2016). A relationship is only as good as the communication. Children will meet and interact with classmates, teachers and other students when they go to school. Here children must be aware of their responsibilities through good behavior and will learn good manners such as greeting teachers and friends and not making fun of them. In addition, educators must be able to listen effectively and show empathy for students in all situations. Meanwhile, Abidin believes that good communication with parents is as important as good communication with teachers and guardians (Abidin, 2018). It is true, a child's education starts at home and continues throughout his life. so that in the end it becomes the foundation for the child's character and personal development. Parents can understand the purpose and function of strategies. Based on this, it can be seen that independent learning programs that contain character education can be applied to social studies learning. Even though it is an independent curriculum, social studies is combined with science subjects to become science subjects. However, this does not reduce the teacher's ability to implement character values in learning. The breakthrough in the form of a policy of independent learning has its own goal so that educational units or schools, teachers and students have the freedom to innovate, learn independently and be creative.

Conclusion

Based on this, from the author's explanation, it can be concluded that the concept of the independent learning program is in line with national education goals and strengthens character education. Apart from that, learning social studies subjects also plays an important role in shaping students' personalities. Studying social subjects trains students to be good citizens, interested in social and environmental issues and have high levels of nationalism. Character education in social studies and learning in independent learning programs can be done in a simple way, namely by making teachers good role models for students and implementing character values in educational projects created by teachers. The application of character values in the RPP certainly takes into account the learning objectives to be achieved.

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