



## Integration of Character Education in Social Studies Learning

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### Abstract

*This study aims to find out about the integration of character education in social studies learning, in the process carried out in integrating character education, which can increase understanding of the values of noble character education which includes several values including religious values, Pancasila values, cultural values, and national education goals. The research method used in this study is qualitative research method with the type of library research. Meanwhile, the data collection process in this study was carried out by reviewing library sources or documents considered relevant in this study and exploring several journals and books (both electronic and printed). Then the findings in this study are that education is basically a conscious effort to develop the potential of students optimally. character education, namely; shaping the child's personality, so that he becomes a good human being, a good citizen, so that he is able to anticipate the symptoms of a moral crisis and play a role in the development of the younger generation. Then social studies education is a subject that examines social life whose material is based on studies of history, geography, economics, sociology, anthropology, and state administration. Through social studies learning, character education values can be included by integrating the material in the social studies learning. Then social studies education is a subject that examines social life whose material is based on studies of history, geography, economics, sociology, anthropology, and state administration. Through social studies learning, character education values can be included by integrating the lesson in the social studies learning.*

**Keywords:** character education; social studiess; integration.

### Abstrak

*Penelitian ini bertujuan untuk mengetahui tentang pengintegrasian pendidikan karakter dalam pembelajaran IPS, pada proses yang dilakukan dalam mengintegrasikan pendidikan karakter, yang dapat meningkatkan pemahaman terhadap nilai-nilai pendidikan karakter mulia yang mencakup beberapa nilai diantaranya yaitu mencakup pada nilai agama, nilai pancasila, nilai budaya, serta tujuan pendidikan nasional. Adapun metode penelitian yang digunakan dalam penelitian ini yaitu dengan menggunakan metode penelitian kualitatif dengan jenis penelitian kepustakaan (library research). Sedangkan pengumpulan data yang di peroleh dalam penelitian ini yaitu dilakukan dengan cara menelaah dari sumber-sumber pustaka atau dokumen-dokumen yang dianggap relevan dalam penelitian ini serta mengeksplorasi beberapa jurnal, dan buku (baik yang berbentuk elektronik maupun berbentuk cetak). Kemudian temuan pada penelitian ini yaitu pendidikan tersebut pada dasarnya merupakan suatu upaya sadar untuk mengembangkan potensi peserta didik secara optimal. pendidikan karakter, yaitu; membentuk pribadi anak, supaya menjadi manusia yang baik, warga masyarakat, dan warga negara yang baik, sehingga mampu mengantisipasi gejala krisis moral dan berperan dalam rangka pembinaan generasi muda. Kemudian pendidikan IPS adalah mata pelajaran yang mengkaji kehidupan sosial yang bahannya didasarkan pada kajian sejarah, geografi, ekonomi, sosiologi, antropologi dan tata negara. Melalui pembelajaran ilmu pengetahuan sosial dapat di masukkan nilai-nilai pendidikan karakter dengan mengintegrasikan materi dalam pembelajaran ilmu pengetahuan sosial tersebut.*

**Kata Kunci:** pendidikan karakter; ilmu pengetahuan sosial; integrasi.

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### INTRODUCTION

In the current era of globalization, the world feels very small, with the rapid development of technology, making it so easy

for humans to obtain information. Currently, Indonesia is experiencing a multi-dimensional crisis, among which the problems that arise in this country are moral deviations such as free

sex, student brawls, speeding on the road. In this case, there are so many problems that exist in the country today, as an educator, of course, you must be very concerned about the problems in your beloved country, especially Indonesia, which is one that is very worrying. Indonesian leader. This condition is of course very worrying for all of us. In the midst of the nation's economic downturn, the morality of our young generation has also fallen. The decline in the morality of the younger generation is of course very worrying for all of us, because they are the ones who will become the nation's leaders in the future. We can't imagine if in the future this country is led by unscrupulous people, maybe this country will be more chaotic.

Character education is currently being echoed by the government, because the current government is like a beard, because so many problems in this country are related to moral deviations, national cultural values and ethics, both these deviations are carried out by generations young people as well as the nation's leaders, so that the government feels that character education is currently very necessary.

Actually, this character education has existed for a long time in this Indonesian nation. The founders of the Indonesian state put it into the Preamble to the 1945 Constitution of the Republic of Indonesia in paragraph 2 with a firm statement, "delivering the Indonesian people to the front gate of the independence of the independent, united, sovereign, just and prosperous Indonesian state". Then the founding fathers realized that only by becoming an independent, united, sovereign, just and prosperous nation would the Indonesian nation become a nation with dignity and respect for other nations.

Since the beginning of Indonesia's independence, character education itself has been initiated by the founders of the Indonesian nation, especially by our first president, Ir. Soekarno, through his ideas on the formation of the nation's character (Nation and Character Building), about Pancasila as the basis and ideology of the state, as well as the relevance, challenges and developments

for character education in Indonesia. (Yuliana, 2010)

Therefore, with learning social studies as an educational program and field of knowledge, not only presents social knowledge, but must also foster students to become citizens and citizens who have responsibilities to society, nation and state. Thus, the subject matter presented is not only limited to material that is knowledge, but also includes values that must be attached to students. Especially these values are very good when they are given to young children such as elementary school children (Soegeng Santoso, 2004). Thus, through character education in social studies learning, it is expected to be able to shape children's personalities, so that they become good human beings, citizens, and good citizens, so that they are able to anticipate the symptoms of a moral crisis and play a role in fostering the younger generation. So to be able to produce a nation with character, it is necessary to cooperate with three educational centers. Tri-center cooperation in education through the process of habituation in everyday life. Society, culture, and education are three things that have a reciprocal relationship, because the process and inheritance of cultural values that exist in society can be done through education. (Tatang, 2012) Meanwhile, the progress of a nation's society is determined by education in preparing human resources in accordance with the times. (Idi, 2013)

This social phenomenon is a field of study of Social Studies or *Ilmu Pengetahuan Sosial* (IPS), because this is a social problem that occurs in society. Social Studies is essentially the study of humans in their social or social relationships. Humans as social beings will hold social relations with each other, ranging from family to society, both at the local, national, regional, and even global scope. (Mukminan, 2014)

This social phenomenon requires an approach, namely through character education. Character education is an effort to instill good habits so that students are able to behave and act based on the values that have become their personalities. Character

education that must be possessed by the younger generation in the future is motivation, leadership, initiative, positive attitude, planning and organizing, responsibility, fairness, honesty, communication skills, critical thinking, cooperation, ethics and morals, problem solving, decision making, time management, entrepreneurial skills. Character education involves three components, namely family, school and community, which has the goal of achieving children's cognitive, psychomotor and affective abilities, based on 18 Indonesian character values. Social studies (IPS) is a subject that discusses social relations in society. Characters in social studies are contained in core competencies, namely religious competence (KI-1) and social competence (KI-2). The core competence of KI-1 is to respect and live the teachings of the religion they adhere to. The core competencies in KI-2 are respecting and living honest, disciplined, responsible, caring, polite, confident behavior in interacting effectively with the social and natural environment within the reach of socialization and existence. The core competence of KI-1 is to respect and live the teachings of the religion they adhere to. The core competencies in KI-2 are respecting and living honest, disciplined, responsible, caring, polite, confident behavior in interacting effectively with the social and natural environment within the reach of socialization and existence. The core competence of KI-1 is to respect and live the teachings of the religion they adhere to. The core competencies in KI-2 are respecting and living honest, disciplined, responsible, caring, polite, confident behavior in interacting effectively with the social and natural environment within the reach of socialization and existence. (Mukminan, 2014)

## **METHOD**

Method which used in writing this article is to use a qualitative method. With the type of library research (library research). The qualitative method is a research and understanding process based on the method of

investigating a social phenomenon and human problem. In this research, the researcher makes a complex picture, examines words, reports in detail from the respondent's point of view and conducts studies in natural situations. (Iskandar, 2009)

The data collection technique taken in this study is by conducting a literature review study. Although this is a research, this research with literature study does not require the researcher to go to the field and meet the researched/respondent. Then the research data obtained in this study is to examine from library sources or relevant documents taken from books and journals, both electronically and in print. According to Zed in his book, in library research, library research is not only the first step in preparing a research design, but at the same time utilizing library sources to obtain research data. (Zed, 2014)

## **RESULTS AND DISCUSSION**

### **Definition of Character Education**

The term character comes from the Greek *charassein* and "kharax" which means tools for making or to engrave which means to carve, this word began to be widely used again in French "character" in the 14th century and then entered into English as "character" before eventually became Indonesian into "character". So in this case character means marking or focusing on how to apply goodness and forms of action or behavior. (Zubaedi, 2013)

Then According to Douglas revealed that character is not inherited, but something that is built continuously day by day through thought and deed, thought by thought, and action by action. (Samani, 2013) Thus, forming a character is like carving on a gemstone or a hard iron surface. So in this case, character is a person's character, character, morals, or personality which is formed from the results of internalizing various virtues that are believed to and underlie that person's

perspective, thinking, attitude, and way of acting. These virtues consist of a number of values, morals, and norms such as honesty, courage to act, trustworthiness, respect for others.

This character is manifested from the character of the community and the character of the community is formed from the character of each member of the nation's community. Character development, or personality development for community members, theoretically and empirically, is carried out from an early age to adulthood. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Character education is an educational system by inculcating values in accordance with the nation's culture with components of knowledge (cognitive), feelings (affection felling), and actions, both towards God Almighty (YME) both for oneself, the community and the nation. .

Then in Law no. 20 of 2003 concerning the National Education System formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Then Article 3 states that "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".(Ministry of National Education, 2003)

Thus, the goal of national education is a formulation of the quality of Indonesian

human beings that must be developed by each educational unit. Therefore, the formulation of national education goals becomes the basis for the development of character education. The development of character education is a very strategic development for the sustainability and excellence of the nation in the future. Such development must be carried out with good planning, appropriate approaches, and effective learning and learning methods. In accordance with the nature of the values, character education is a joint effort of the school and therefore must be carried out jointly by all teachers, all subjects, and becomes an inseparable part of the school culture.

Character education is in line with the goal of social studies education, namely fostering students to become good citizens, who have knowledge, skills and social care that are useful for themselves as well as for society and for the country. To realize this goal, the teaching and learning process is not only limited to aspects of knowledge (cognitive) and skills (psychomotor), but also includes aspects of morality (affective) and responsibility according to the values contained in Pancasila.

### **Characters in Social Studies Lessons (IPS)**

Social studies is an educational program in schools whose main task is to assist students in developing the skills, attitudes, values needed in society.(Gunawan, 2013)because basically humans as social beings hold social relations starting from the family environment to the global environment.(Permendikbud, 2013)

Material scopeIPS includes substance / content / content material,mprocess material, and attitude material. The substance material includes facts, concepts, generalizations, and theories. Then the material process, includes receiving, seeking, collecting, formulating and reporting information. This information

includes humans and their environment. Organizing attitude or affection material, where there is a systematization of materials, information, and or abilities that have been possessed about humans and their environment, so that they become more meaningful. The organization of attitude material is expected to make students more sensitive and responsive to various social problems rationally and responsibly. (Permendikbud, 2014)

### **Pedagogic Foundation of Character Education**

Education is basically a conscious effort to develop the potential of students optimally. This conscious effort should not be separated from the environment in which students are located, especially from their cultural environment (Ki Hajar Dewantara 1889-1959) because students live in that environment and act according to their cultural rules. Education that is not based on these principles will cause students to be uprooted from their cultural roots. When this happens, they will not know the culture well so that they become "foreign" people in their cultural environment. Apart from being a foreigner, what was even more worrying was that he became a person who didn't like his culture.

The culture that causes students to grow and develop starts from the culture in the immediate environment, then develops into a wider environment, namely the national culture of the nation and the universal culture embraced by mankind. If students become foreign to their closest culture, they do not know the culture of their nation and themselves as members of the nation's culture. In such a situation, he is very vulnerable to outside cultural influences and even tends to accept outside culture without a process of consideration.

Thus, students as children of the nation and citizens of Indonesia will have insight, patterns of thinking, patterns of attitudes, and patterns of action and solve problems in accordance with the norms and values of Indonesian characteristics. This is in accordance with the main function of education as mandated in the Law on the National Education System, namely "to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation". (Ministry of National Education, 2003)

Therefore, the basic rules governing national education (the 1945 Constitution and the National Education System Law) have provided a solid foundation for developing one's full potential as a member of society and the nation. Culturally, education functions to pass on the values and achievements of the past to the younger generation through the process of enculturation. These values and achievements will become the pride of the nation and in turn will make the nation better known by other nations. Besides functioning to pass on values, education also has a function to develop cultural values and past achievements into national cultural values that are in accordance with present and future life and develop new achievements that become the nation's new character. Therefore,

### **Character Education Function**

One of the functions of character education include;

- a. Development vehicles, namely: developing the potential of students to be well behaved for students who already have attitudes and behaviors that reflect character.
- b. The vehicle for improvement, namely: strengthening the role of national education to be more responsible in developing the potential of students who are more dignified, and

- c. Screening vehicle, namely: to filter the cultures of one's own nation and the cultures of other nations that are not in accordance with character values.

### Character Education Goals

Character education has a goal, among the goals of character education are:

- a. Developing the potential of the heart/conscience or affective of students as human beings and citizens who have character values
- b. Develop the habits and behavior (habituations) of students who are commendable and in line with universal values and religious traditions of the nation
- c. Instilling the spirit of leadership and responsibility of students as the next generation of the nation
- d. Develop the ability of students to become independent, creative, national-minded human beings
- e. Developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full of strength (dignity).

Based on the goals of character education that have been mentioned, it can be seen that the knowledge of this value/character is very important. The use of character knowledge in the area of philosophy is to determine the way of life in society and religion, values in the area of science to accelerate value awareness and improve human behavior, and values in the mystical area to enlighten the mind in religious awareness. To arrive at the intended goal, educational actions that lead to good and correct behavior need to be introduced by educators. (Rohmat, 2004)

### Character Education Values

The values developed in character education are identified from sources including:

- a. Religion Indonesian society is a religious society. Therefore, the lives of individuals, communities and nations are always based on religious teachings and beliefs. Politically, the life of the state is also based on values derived from religion. On the basis of these considerations, the values of character education must be based on values and rules derived from religion
- b. Pancasila The Unitary State of the Republic of Indonesia is upheld on the principles of national and state life called Pancasila. Pancasila is contained in the Preamble to the 1945 Constitution and is further elaborated in the articles contained in the 1945 Constitution. That is, the values contained in Pancasila become values that regulate political, legal, economic, social, cultural, and artistic life as regulated in the articles of the 1945 Constitution. Character education aims to prepare students to become better citizens, namely citizens who have the ability, will, and apply the values of Pancasila in their lives as citizens.
- c. Culture is a truth that no human being lives in a society that is not based on the cultural values recognized by the community. These cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of the community. Such an important cultural position in people's lives requires culture to be a source of values from character education.
- d. The purpose of National Education is to reflect the qualities that every Indonesian citizen must possess, developed by various educational units at various levels and pathways. In the goals of national education there are various human values that must be owned by an Indonesian citizen. Therefore, the goal of national education is the most operational source

in the development of character education compared to the three sources mentioned above. (Ministry of National Education, 2010)

According to Lickona (2013) said that the learning process has a basic curriculum that contains character values and is integrated in the subjects taught to students. (Lickona, 2013)

This statement is in line with the results of research conducted by Acetylena (2013), namely the process of implementing character education by integrating character values into the school curriculum and carried out through habituation of attitudes, teacher examples, and built with a family spirit. (Acetylena, 2013)

The process of integrating character education can be done as follows: 1) instill thoughts and you will reap actions; 2) plant action and you will reap the habit; 3) cultivate habits and you will gain character; and 4) cultivate character and you will reach the goal. (Meaning, 2013)

Learning materials sourced from books that have been prepared by the central government. These books have no comparison. So that teachers and students get learning resources from one source. The problem with learning resources is the limited number of books prepared by the government. The book arrives in the hands of the teacher after one semester. This makes it difficult for teachers and students to understand the contents of the book.

Knowledge of this value/character is very important. The use of character knowledge in the area of philosophy is to determine the way of life in society and religion, values in the area of science to accelerate value awareness and improve human behavior, and values in the mystical area to enlighten the mind in religious awareness. To arrive at the intended goal, educational actions that lead to good and correct behavior need to be introduced by educators. (Rohmat, 2004)

This is in accordance with the purpose of national education in the law that education is to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The purpose of national education has described the noble desire to shape humans and the next generation, especially students, to have strong and positive personalities. From this national education goal, it appears that most of the values/characters to be built should be integrated into all types and levels of education, not only in religious and civic education subjects whose form and content carries character education. All subjects are expected to not only teach knowledge and skills, but also foster student attitudes and behavior.

Therefore, as an effort to increase moral maturity and the formation of student character, it should be carried out in an integrated manner in all subjects and by using integrated learning strategies and models, all subject teachers are given additional tasks to analyze all aspects taught and related to education. character especially in the subjects of Social Studies (IPS). For example, social studies teachers teach various types of culture and religion in Indonesia, how to be tolerant. Likewise for all subject teachers in the school. The emergence of the idea of character education programs in Indonesia is understandable. Because, so far the education process has not succeeded in building Indonesian people with character. In fact, many say, (Husaini, 2013)

Many young people fail to display commendable morals such as politeness, friendliness, tolerance, humility and social solidarity, this is because the current early

education system is too oriented to the development of the left brain (cognitive and pays little attention to the development of the right brain (affective, empathy, and sense.) Character education which has been practiced in schools has not been fully successful because new character education at the level of introduction and memorization has not yet reached the practice by students in their daily lives. According to Ratna Megawangi (2007: 3-4 ) that: An overly cognitive approach can change students' learning orientation to solely achieving high grades. This can encourage students to teach grades in dishonest ways, such as cheating, plagiarize, and so on. (Megawangi, 2007)

Based on this, education should not only produce cognitively intelligent children who emphasize the development of the left brain and only include aspects of language and mathematical logic, but also to develop the right brain, such as art, music, imagination, and character building which have received less attention.

### **The Urgency of Character Education**

The formation of character in each student is the goal of national education, in accordance with the 2003 National Education Law, article I states that the purpose of national education is to develop the potential of students to have intelligence, personality and noble character. The message of the 2003 National Education System Law intends that education does not only form intelligent Indonesian people, but also has personality or character, so that later generations of people will be born who not only have good knowledge aspects, but have a generation that develops with good character. breathe good morals, noble values of the nation and religion. (Ministry of National Education, 2003)

Character education can be interpreted as character education, which involves aspects of knowledge (cognitive), feelings (affection felling), and action. According to Thomas Likona in Bambang Soenarko, without these

three aspects, character education will not be effective. Because character education is applied systematically and continuously, for example, a student will become emotionally intelligent. This emotional intelligence is an important provision to welcome children in reaching the future, because someone will more easily and successfully face all kinds of challenges in life, including challenges to succeed academically.

This basic character education should be applied from childhood or what psychologists call the golden age, according to Piaget's age of elementary school children at the concrete operational stage. because this age is proven to greatly determine the ability of children to develop their potential. From here, character education should start from within the family and school, which is the first environment for the growth of a child's character. According to Suyanto, the greatest growth of human brain intelligence occurs during childhood.

According to the Minister of Education of Indonesia Muhammad Nur, a person's character in the process of development and formation is influenced by two factors, namely environmental factors (nurture) and innate factors (nature). Theoretical review of psychologically characterized behavior is an embodiment of the potential Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) and Adverse Quotient (AQ) possessed by a person. Meanwhile, someone who has character according to religious views contains potentials, namely: sidiq, amanah, fathonah, and tabligh. Character according to educational theory if a person has cognitive, affective, and psychomotor potential that is actualized in his life. Meanwhile, according to social theory, a person with character has logic and sense in establishing intra-personal relationships, (Noah, 2011)

A person's behavior with character is essentially the embodiment of a psychological totality function that includes all individual human potentials (cognitive, affective, conative, and psychomotor) and the totality of socio-cultural functions in the context of interaction (in the family, educational unit, and society) and lasts a lifetime.



Character configurations in the context of the totality of these psychological and sociocultural processes can be grouped into: Spiritual and emotional development, Intellectual development, Physical and Kinesthetic development, Affective and Creativity. development). The four psychosocial processes (thought, exercise, and feeling and intention) are holistically and coherently interconnected and complementary, which leads to the formation of character which is the embodiment of noble values.

Some countries that have implemented character education since basic education include; United States, Japan, China, and Korea. The results of research in these countries state that the implementation of character education that is systematically structured has a positive impact on academic achievement.

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#### CONCLUSION

Based on the description above, regarding the integration of character education in social studies learning, the authors can draw the following conclusions: (1) Peducatek Characters through social studies learning are expected to be able to solve the problems experienced by the Indonesian nation today, social studies as a field of study in learning which aims to make students able to be responsible for the life of the community, nation and state can be implemented by incorporating the values contained in character education. (2) Social studies as an educational program and field of knowledge, not only presents social knowledge, but must also foster students to become citizens and citizens who have responsibilities to society, nation and state. Thus, the subject matter presented is not only

limited to knowledge material, but also includes the values that must be attached to students. The results of this study indicate that character education is very important to be used and applied at an early age. So in this case, social studies learning is very helpful in improving children's character, because through social studies learning, character education values can be included by integrating material in social studies learning.

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