

# CHARACTER BUILDING THROUGH SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOLS

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**Abstract:** Social Sciences (IPS) learning has a role to play in fostering citizens in building the character of the nation. Character is a set of values that have become a habit of life so that it becomes a fixed trait in a person. this method of writing uses library research using a philosophical approach (reviewing children's education policy from a family perspective). Data collection techniques used in articles are documentation techniques that collect data material in the form of sources of books in the library, articles related to writings related to research, and collected and collected and insticronized and associated with the object of study. Research results In an effort to character-building learners in schools through social studies learning at least includes 4 things that must be done, namely curriculum, materials, teachers, and learning process. The curriculum in schools must be able to develop knowledge, skills, attitudes, values, and morals. Social Sciences (IPS) material is prepared and designed to introduce concepts related to people's lives and develop knowledge, understanding, and ability to social conditions in society.

**Keywords:** Character, Social Sciences (IPS), Elementary School

## INTRODUCTION

Education as one of the main instruments in human resource development. The implementation of education requires careful planning and implementation so that the expected results are achieved to the maximum. This is in line with SPN Law No. 20 of 2003 Article 1 which states that education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, society, nation and country. So that the learning process must be designed systematically by focusing on the learners. Learning is planned based on the needs and characteristics of learners and directed to changes in the behavior of learners in accordance with the objectives that will be achieved.

In achieving learning objectives, a conducive learning environment is required. The learning environment regulated by teachers includes teaching

objectives, teaching materials, teaching methodologies and teaching assessment. Teaching materials are a set of scientific materials consisting of facts, concepts, principles, generalizations of a knowledge derived from the curriculum and can support the achievement of teaching objectives. Teaching methodology is a method and technique used by teachers in interacting with learners so that teaching materials reach learners, so that learners know the purpose of teaching.<sup>1</sup>

The at reach of learning objectives can be seen from the learning process and learning outcomes are shown by the change of behavior that is better which concerns changes in knowledge (cognitive), skills (psychomotor), as well as those related to values and attitudes (affective). The atability of these changes is influenced by several factors, among others, educators, learners, environments, and learning tools that include learning media and other devices. Suhana explained that teachers as reforme actors must continue to prepare to build a learning culture of learners, including learning to know, learning to do, learning to be, and learning to live together.<sup>2</sup>

Social Sciences (IPS) learning has a role to play in fostering citizens in building the character of the nation. Character is a set of values that have become a habit of life so that it becomes a permanent trait in a person.<sup>3</sup> Ali Ibrahim Akbar (2000) research revealed that a person's success is only determined by 20% by hard skill and 80% by soff skill. This shows that shaping the character of the nation is very important. People who have the quality of mental or moral strength, morality or ethics will have a personality character as a driver and mobilizer and distinguish it from others.

Character building, especially the younger generation, requires the role of the school. Schools as formal institutions that foster the younger generation need to be planned the implementation of conceptual social science learning, so that it can be more effective to shape the character. In order for the character of learners to be developed in accordance with the expectations of the nation and country, social studies learning needs to be packaged in order to be interesting and able to build the character of learners effectively and efficiently which in turn can be relied on to be citizens of character in accordance with the character of Indonesia. Teachers must be creative in creating a conducive and interactive classroom atmosphere both in the learning process in the classroom and outside the classroom so as to provide a meaningful learning experience to shape the character of the learners. Learning process outside the classroom such as the

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<sup>1</sup> N. Sudjana and A. Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algesindo, 2010).

<sup>2</sup> C. Suhana, *Konsep Strategi Pembelajaran* (Bandung: Refika Aditama, 2014).

<sup>3</sup> Adisusilo Sutarjo, *Pembelajaran Nilai Karakter* (Jakarta: Rajawali Press, 2012).

implementation of extracurricular activities as a student experience to balance between theory and practice in instilling character to learners in the life of society.

Building the character of learners to match expectations does not mean without constraints. Nurturing the character of learners must reflect the comprehensive achievement of the cognitive, affective, and psychomotor dimensions. Social Sciences (IPS) learning in character building needs to be a continuous struggle in order to produce results that are in accordance with the objectives of national education. The implementation of social studies learning is now more likely to be cognitive-intellectualistic, so it needs to be redirected as a vehicle for the development of national character education, as a process of building intelligence, morality and personality of learners as a whole in accordance with the objectives of national education.

In designing the social science education curriculum, including in the learning process, it must also depart from the nature and character of learners, not material-oriented alone. The learning process of social sciences is directed to give birth to social actors with personal dimensions (e.g., virtuous, disciplined, hard work, independent), sociocultural dimensions (e.g., love of the homeland, respect and preserve their own cultural work, develop national spirit and social solidarity, care for the environment), spiritual dimension (e.g., faith and taqwa, realizing that the universe is god's creator's creation), and intellectual dimension (e.g., scholarly, skilled, the spirit to advance).<sup>4</sup>

Related to this, Wayan Lasmawan explained the existence of three competencies in social studies learning, namely personal competencies, social competencies and intellectual competencies. In accordance with the demands of the times and the development of people's lives, Social Sciences (IPS) learning must use an interdisciplinary approach (integrated learning approach).<sup>5</sup> Through integrated Social Sciences (IPS) learning learners can gain hands-on experience and discover for themselves the various concepts learned. So that in this paper want to examine character formation through social science learning in elementary school.

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<sup>4</sup> Supardi, *Dasar-Dasar Ilmu Sosial* (Yogyakarta: Penerbit Ombak, 2011).

<sup>5</sup> Lasmawan Wayan. *Merekonstruksi Ke-IPS-an Berdasarkan Paradigma Teknohumanistik*, Makalah, (disajikan pada Seminar tentang Pendidikan IPS oleh FIS Undiksa, 30 oktober, 2009).

## RESEARCH METHODS

Analysis of methods in this writing using library research using philosophical approach (reviewing children's education policy perspective of family environment). Data collection techniques used in the article is by documentation techniques that collect data material in the form of sources of books in the library, articles related to writings related to research, and collected and collected and insticrokan and associated with the object of study.<sup>6</sup>

## FIND AND DISCUSSION

The role of social sciences in schools as the needs of the community that is developing towards a prosperous society. Social Sciences (IPS) as an integral part of the learning curriculum in schools, should be conveyed in an interesting and meaningful way by combining all components of learning effectively. Social Sciences (IPS) as a discipline that has a high sensitivity to the dynamics of community development. According to Numan Sumatri Social Sciences (IPS) in school is a discipline simplification of social sciences, psychology, philosophy, state ideology and religion organized and presented scientifically and psychologically for educational purposes.<sup>7</sup> Bunyamin Maftuh stated that social sciences is a subject that combines the basic concepts of various social sciences compiled through education and psychological and feasibility and meaning for students and their lives.<sup>8</sup>

Social Sciences (IPS) is a combination of various disciplines of science, not only social sciences but also from humanitis, mathematics and natural sciences bahkan religion. It can be concluded that the ips study material is a combination of various social sciences, so that the Social Sciences (IPS) material must be urged in an integrated way to be more meaningful and contextual. Social Sciences (IPS) material is also associated with social problems that are adapted to the development of society. The aim is to develop learners to have sensitivity to social problems that occur in society, have a cracking attitude towards improving all inequalities that occur, and skilled in overcoming every problem that occurs daily.

Social Sciences (IPS) study material must also be supported by learning that is in accordance with the characteristics of learners. Social Studies learning is an educational system consisting of learners, learning media, learning facilities, and

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2013).

<sup>7</sup> Numan Sumantri, *Mengasa Pembelajaran Pendidikan IPS* (Bandung: Remaja Rosdakarya, 2011).

<sup>8</sup> Bunyamin Mahfud, *Konsep Pendidikan IPS* (Bandung: Remaja Rosdakarya, 1999).

learning resources that aim to make learners understand the various integrities of various social sciences. Social studies involves students to be active. Here the role of teachers is very important to choose learning media and facilitate learners, as well as to utilize the diverse learning resources that exist within the school environment and outside the school. Social Studies learning prioritizes students to put themselves in situations that are able to construct their thoughts and be able to express themselves precisely in the environment of the learners.

Social Sciences (IPS) learning can train learners to appreciate and feel proud of the nation's cultural heritage and historical heritage, develop and apply noble ethical values, exemplify the values of exemplary and cheeseangan heroes, community leaders and leaders of the nation, have national pride and participate in maintaining the identity of the nation. Learners are also trained to be skilled at making decisions that bring stability and social stability.<sup>9</sup> Therefore, Social Sciences (IPS) learning is not only focused on intellectual ability, but the ability of intelligence, morality and personality that are needed by learners to live in society.

Social Sciences (IPS) is part of the school curriculum whose main responsibility is to shape the character of the participants. The school curriculum helps learners develop the knowledge, skills, attitudes, values, and morals necessary to participate in people's lives at the local, national and global levels. This is in line with the objectives of the 2004 Social Sciences (IPS) Curriculum, namely: reviewing a set of facts, concept events, and generalizations related to human behavior to build itself, its society, its people and its environment based on past experiences that can be interpreted for the present and anticipated for the future.

Social Sciences (IPS) learning has a strategic role in shaping character. Character education that can be interpreted as value education, moral education or ethics education.<sup>10</sup> Character education has the same direction and purpose as the purpose of social studies learning, which is equally aimed at students to become good citizens. Gross even explicitly stated that values education as social studies to prepare students to be well-fungtioning citizens in democratic society.<sup>11</sup>

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<sup>9</sup> A. M. Sadirman., *Interaksi & Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2012).

<sup>10</sup> Darmiyati Zuchdi, *Humanisasi Pendidikan: Menemukan Kembali Pendidikan Yang Manusiawi* (Jakarta: Bumi Aksara, 2008).

<sup>11</sup> Hamid Darmadi, *Konsep Dasar Pendidikan Moral* (Bandung: Alfabeta, 2007).

Thomas Lickona defines three components in forming good character, namely that each component has aspects that are interconnected with each other namely moral knowing, moral feeling, and moral actions.<sup>12</sup> To understand what drives a person to do (act morally) it must be seen three other aspects of the character, namely competence, desire (will), and habits. It can be concluded that to develop the character through the knowledge stage (knowing), then acting, towards habits is intended that the character is not limited to knowledge alone, but there needs to be treatment and habits to do so as to form a good character. Because character education is a process to shape, grow, develop and maturity the personality of the child into a wise and responsible person through habituation of mind, heart and action on an ongoing basis whose results can be seen in real daily actions both in school and in society.

There are nine pillars of character in social studies that come from universal noble values, namely: first, the character of God's love and all His creation; independence and responsibility; third, honesty/trust, diplomatic; fourth, respectful and polite; fifth, benefactor, like to help and gotong royong / cooperation; sixth, confident and hardworking; leadership and justice; eighth, kind and humble, and; ninth, the character of tolerance, peace, and unity. The nine pillars of character, in social studies are taught systematically in holistic education models using methods of knowing the good, feeling the good, and acting the good. Knowing the good can be easily taught because knowledge is cognitive only. After knowing the good must be grown feeling loving the good, namely how to feel and love virtue to be an engine that can make people always want to do something good. So there is a growing awareness that, people want to do good behavior because he is in love with that virtue behavior. After getting used to doing good, then acting the good turns into a habit.

Social Sciences (IPS) subjects adopt an integrated approach, meaning that the material in the Social Sciences (IPS) lesson is developed and compiled in reference to real life aspects.<sup>13</sup> School social science materials are designed based on phenomena, problems and social realities with an interdisciplinary approach involving various branches of social sciences and humanities such as citizenship, history, geography, economics, sociology, anthropology, education. Social Sciences (IPS) material develops a theme in learning. The study material concerns events, sets of facts, concepts and generalizations related to actual issues, symptoms and problems or social realities as well as regional potentials.

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<sup>12</sup> Thomas Lickona. "Talks About Character Education. Wawancara oleh Early Childhood Today, ProQuest Education Journal, April, 2000. <http://webcache.googleusercontent.com>.

<sup>13</sup> Sapriya, *Pendidikan IPS* (Bandung: Remaja Rosdakarya, 2008).

The content of Social Sciences (IPS) material is introducing concepts related to people's lives and developing knowledge, understanding, and ability to social conditions in society. This aims so that learners have the basic ability to think critically and have skills in solving problems.

Teachers also have an important role to play in shaping their character. Being a social science teacher must adhere to 5 learning principles, namely: meaningful, integrative, challenging, active, and value-based. Teachers should be able to train learners to develop skills and skills such as communicating, adapting, synergizing, working together, and even competing according to existing norms and norms. Furthermore, students are expected to appreciate and feel proud of the cultural heritage and historical heritage of the nation, develop and apply the values of noble ethics, exemplify the values of exemplary and cheeseangan heroes, community leaders and leaders of the nation, have national pride, participate in maintaining the identity of the nation, and have a personality that character.

Therefore, the role of teachers in social studies learning is very important. Teachers must master the nature of social sciences. Teachers must also be able to master the materials and skills of mapping SK/KD. In addition, teachers must be able to choose learning strategies and planning social studies systematically. Learning strategies, learning media also need to be considered in Social Sciences (IPS) learning. Social Sciences (IPS) learning media is not only to help cognitive materials, but also aims to develop affective and psychomotor learners. So learning strategies and learning models are expected to foster the motivation and sympathy of learners to develop social skills.

In the practice of learning Social Sciences (IPS) must always pay attention to the context that develops in the community. Effective learning approaches that are ramu and adapted to the development of society become one of the important instruments to be considered so that learning remains attractive to learners and always relevant to the context that develops. Learners are involved in every learning process. This makes learning more meaningful.

## **CONCLUSION**

Social Sciences (IPS) learning has an important role in the formation of the nation's character. Because social studies has similarities with value education or character education, each of which aims to make learners as good citizens, and care about social and environmental issues, and have a high sense of nationality. In an effort to establish the character of students in schools through social studies learning at least includes 4 things that must be done, namely curriculum, materials, teachers, and learning process. The curriculum in schools must be able

to develop knowledge, skills, attitudes, values, and morals. Social Sciences (IPS) material is prepared and designed to introduce concepts related to people's lives and develop knowledge, understanding, and ability to social conditions in society. Therefore, Social Sciences (IPS) teachers must adhere to 5 learning principles, namely: meaningful, integrated (integrative), challenging (challenging), active (active), and value-based, so that Social Sciences (IPS) learning creates a conducive and productive learning atmosphere to provide learning experiences to learners by involving students proactively and interactively both in the learning process in the classroom and outside the classroom. Learners are given meaningful learning experiences in shaping and developing the character of learners.

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