



Implementation of Social Science Learning on Character Building of Students in Elementary Schools

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Receive: 07/08/2022

Accepted: 27/09/2022

Published: 01/10/2022

Abstrak

Kurikulum sekolah membantu peserta didik dalam mengembangkan pengetahuan, keterampilan, sikap, nilai, dan moral yang diperlukan untuk berpartisipasi dalam kehidupan masyarakat baik di tingkat lokal, nasional maupun global. Penelitian ini bertujuan untuk mengetahui implementasi pembelajaran Ilmu Pengetahuan Sosial dalam pembentukan karakter siswa di sekolah dasar. Penelitian ini merupakan penelitian literature review dengan memakai search engine google scholar dengan jumlah 68 artikel. Hasil diperoleh 11 artikel yang telah sesuai dengan kriteria inklusi serta eksklusi. Hasil penelitian menunjukkan bahwa proses implementasi atau penerapan pembelajaran Ilmu Pengetahuan Sosial dilaksanakan dengan baik sesuai dengan tujuan pendidikan nasional kemudian melaksanakan pendidikan karakter atau membentuk karakter siswa sekolah dasar sesuai dengan karakter budaya masyarakat daerah setempat. Namun, ada beberapa kendala seperti masalah penilaian sikap dan faktor lingkungan, sehingga solusi untuk mengatasi masalah adalah membuat format penilaian serta pemasangan kamera pemantau disetiap lorong dan kelas.

Kata Kunci: *Implementasi, Pembelajaran Ilmu Pengetahuan Sosial, Karakter Siswa, Sekolah Dasar*

Abstract

The school curriculum assists students in developing the knowledge, skills, attitudes, values, and morals needed to participate in community life at the local, national and global levels. This study aims to determine the implementation of Social Science learning in forming students' character in elementary schools. This research is a literature review research using the Google Scholar search engine with a total of 68 articles. The results obtained 11 articles that were by the inclusion and exclusion criteria. The results showed that the process of implementing or implementing Social Science learning was carried out properly by the goals of national education and then carried out character education or formed the character of elementary school students by the cultural character of the local community. However, there are several obstacles such as the problem of assessing attitudes and environmental factors, so the solution to overcome the problem is to make an assessment format and install monitoring cameras in every hallway and classroom.

Keywords: *Implementation, Social Science Learning, Student Character, Elementary School*

Introduction

Education is one of the most important things in a person's life. Education is what determines and guides the future and direction of a person's life. Although not everyone thinks like that, education is still the number one human need (Shinta & Ain, 2021).

Social science is a subject that has an important role in forming good citizens, so learning social sciences (social studies) is very important at the basic education level where basic education is laying the foundation of understanding and knowledge about how to live socially because in school students who come from different environments, the other side of that is also that

concern for the social environment or having knowledge and understanding of social is part of the values of national character education (Fatonah, 2022). Strengthening social science continues to be developed as deeply as possible to shape students' character in schools. There are three objectives of social studies learning to students, namely so that each student becomes a good citizen of society, trains students with the ability to think carefully to face and solve social problems, and so that students can inherit and continue the culture (Hermanto et al., 2019).

The essence of social science is to develop concepts of thought based on a reality of social conditions that exist in the student's environment,

so that by providing social science education it is hoped that it can give birth to good citizens and are responsible for their nation and country (Mustoip, 2018). Social studies is not a scientific field or academic discipline, but more than that it is a field of study on social problems and phenomena, of course social studies are more practical and dynamic than theoretical academics. Thus the purpose of social science education is developed and implemented based on the premise that social science education is a scientific discipline. Therefore, social science education must refer to the goals of national education (Marini, 2018).

Social studies learning always gets the spotlight related to the teacher's role and the students' condition. The teacher still controls learning, while the students only follow the teacher's directions. Ironically, students are only presented with rote learning methods, resulting in students experiencing boredom while studying. The learning process shows that social studies learning can still not grow and improve students' self-character to the maximum, especially in teaching character values in students' daily lives (Yuhanis et al., 2020).

Strengthening character education in the current era is the most important thing to do considering the many events that show a moral crisis among children, adolescents, and parents, at and outside school. Therefore, strengthening and understanding of character education needs to be implemented and implemented starting from the environment, family, school and even in the wider community (Basori, 2015).

Character education is character education, which involves aspects of knowledge, feelings, and actions. So character education without involving these three aspects will not be effective by the nation's ideals. So character education is one of the efforts that must be carried out in schools to foster character and morals by the norms and values of God Almighty (Pike et al., 2021). Character education is everything that educators do in influencing and shaping the character of students. Educators assist in shaping the character and behavior of students by providing good examples and examples, ways of speaking or delivering good material and even caring for social society (Retnasari et al., 2021). Thus, students' understanding of social science is important as a form of implementation of Indonesian character education, religion, Pancasila and the goals of national education which is of course carried out through a learning process that takes place in schools, both public schools and private schools

that aim to build human resources (Sakdiah et al., 2022).

The values of character education in question are those that come 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 homeland, (12) respect for achievement, (13) friendly/communicative, (14) loves peace, (15) likes to read, (16) cares about the environment, (17) cares about social, and (18) is responsible (Sahira et al., 2022).

The character of caring for the environment needs to be built in children. This character includes caring for the social environment and the natural environment. The character of caring for the social environment is an attitude and action that shows an effort to provide both moral and material assistance to others in need. This attitude shows sensitivity to the surrounding conditions. The character of caring for the natural environment is an attitude that is shown by taking care of the surrounding natural environment. This attitude is also shown by the act of repairing the environmental damage that has occurred. This character makes the continuity of nature awake. These two characters need to be built in children so that they can have a positive attitude sensitive to the environment both social and natural (Sawitri et al., 2021).

Based on the problems above, the researchers were interested in conducting a literature review study titled "Implementation of Social Science Learning on Character Building of Students in Elementary Schools".

Method

Inclusion Criteria Framework and Exclusion Criteria

Inclusion criteria articles:

- 1) Articles are published in English and Indonesian.
- 2) Articles published in 2012-2022.
- 3) The article discusses the role of Implementation of Social Science Learning on Character Building of Students in Elementary Schools

Article Exclusion criteria:

Opinion articles, reports and comments.

Search Flow

Search literature using articles in 2012-2022 using English and Indonesian language limits, free full text, data for the last 10 years. Keywords must appear in the title/abstract. The articles used are from the Google Scholar search engine. Search by keyword in Indonesian ((((((“Implementasi”) OR (“penerapan”) AND (“Pembelajaran”) OR (“belajar”) AND (“IPS”) OR (“Ilmu Pengetahuan Sosial”) AND (“Karakter Siswa”) AND (“SD”) OR (“Sekolah Dasar”)). Search by keyword in English ((((((“Implementation”) AND (“Learning”) OR (“learn”) AND (“Social Science”) AND (“Student Character”) AND (“Elementary Schools”)), the next stage is the selection of articles by the criteria set by the researcher and by the research questions. The articles that appear are sorted until no similar titles are found. Then sorted based on the inclusion and exclusion criteria that have been determined. The final result is the articles that will be analyzed.

Article Extraction

The obtained articles are then extracted. Extraction of articles by author, country, year, number of samples used, and search results performed and database items.

Results and Discussion

Results

The identification results obtained from the search method on Google Scholar obtained up to 68 search data results. Finder contains selections with the same search data results and the same search title. After the screening step by matching the study data with the inclusion criteria set by the researcher, including the study of the role of implementation of social science learning on character building of students in elementary schools guidance in the full text of the 2012-2022 article. The results of the research are collected and selected to include documents that meet the research criteria. It was found that 11 articles that matched the research criteria were collected and continue to provide important reflections to get the best evidence on the role of The results showed that the process of implementing or implementing Social Science learning was carried out properly by the goals of national education and then carried out character education or formed the character of elementary school students by the cultural character of the local community.

Tabel I. Extraction Article

No	Author/Year	Sample	Results
1	(Hermanto et al., 2019)	Teacher of Social Sciences (IPS) and Class V . Elementary School Students	The results showed that the process of implementing or implementing Social Science learning was carried out properly by the goals of national education and then carried out character education or formed the character of elementary school students by the cultural character of the local community.
2	(Sahira et al., 2022)	Teacher at Elementary School	The results of this study can determine the character is an individual trait, a person's personality, character and behavior that a person has in a person's life. Character is the main aspect in shaping a person's qualities to be noble. Social Science Education plays an important role in producing quality students, namely humans who can think critically, creatively, logically, and take the initiative in dealing with social symptoms and problems that develop in society.
3	(Wijayanti & Armyati, 2015)	Teacher at Elementary School	The results are (1) the teacher has a good understanding of character education, (2) the teacher integrates character education in planning, action and evaluation, but it is not optimal in action and evaluation, (3) the difficulty of the teacher is to bring up character values in social life. learning studies, especially in the learning process.

No	Author/Year	Sample	Results
4	(Salsabilah et al., 2022)	Teacher at Elementary School	The result of this study is that the teacher seeks to form student character, by carrying out various programs, among others, held by the principal to the teacher, by the teacher to the students.
5	(Wahyuni et al., 2021)	SDN VA class students Malay Village 4	The results of this study are the implementation of environmental care character education in social studies learning for class VA students has been implemented well.
6	(Nasar, 2018)	Deputy principal, kaur curriculum, and Social Science teachers	The results was the character education implementation has run suitable with the plan, because supported by the teachers, character-based school and societal support. But, there were obstacles such as attitude valuation and environmental factors, so the solution to overcome the problems by making valuation format and installing a monitoring camera in each path and class.
7	(Fatonah, 2022)	Teacher at Elementary School	To form students' character in elementary schools through social science learning, there are at least four things that must be done: curriculum, materials, teachers, and the learning process. The school curriculum assists students in developing the knowledge, skills, attitudes, values, and morals needed to participate in community life at the local, national and global levels. Social studies is part of the school curriculum whose main responsibility is to shape students' character.
8	(Y. Siska et al., 2021)	The principal is 1 person and the homeroom teacher for Class V is 1 person	Based on the results and discussion, it is stated that: 1) The process of implementing the value of character education in SDN 1 Gunung Terang, Bandarlampung consists of the planning, implementation, and evaluation stages; and 2) The suitability of integrated thematic books with character education includes religious character, tolerance, discipline, creative, democratic, curiosity, national spirit, respect for achievement, friendship, enjoy reading, and care for the environment.
9	(Damarullah et al., 2021)	Carers or school gardeners, students, administration, people parents/guardians of students, principals, school supervisors, and school committee administrators.	The results showed that the character values internalized in SD Negeri 3 Pringgabaya Utara Lombok Timur had been implemented in the Learning Implementation Plan. The Learning Implementation Plan used is one Learning Implementation Plan sheets with provisions containing learning objectives, steps for learning activities and assessments. The Learning Implementation Plan must be efficient, effective and student-oriented. In extracurricular, co-curricular and non-curricular activities, character values are also internalized, so these values will shape the mental, mindset, and personality of students in terms of religion, norms, culture, and social life in everyday life.

No	Author/Year	Sample	Results
10	(Saquddin et al., 2021)	Regency with 20 class V students as research subjects	The results of the analysis, the character-based module which is stated to be very practical, can be seen from the results of the teacher's response questionnaire and the student's response with an overall average score of 4 very practical, thus providing the development and application of the character-based module very practical because it can make it easier for teachers and students. learn in the learning process.
11	(F. Siska & Febriani, 2021)	Teacher at Elementary School	Based on the results, the local wisdom-based character education through social science learning in elementary schools had to apply 18 character traits defined by the Ministry of Education and Culture. Elementary schools apply local wisdom values to their learning plans to thematic learning.

Discussion

Character is not formed just like that, but through several influencing factors, namely biological and environmental factors. Biological Factors Biological factors are factors that come from within the person himself. This factor comes from heredity or congenital which is brought from birth and the hereditary influence of one of the traits possessed by one of the two. Environmental Factors In addition to heredity factors (endogenous factors) which are relatively constant, their nature, which consists of, among others, the environment, education, living conditions and situations and community conditions (all of which are exogenous factors) all have a major influence on character formation (Indarwati, 2020).

Developing student character through books alone is insufficient because it requires teacher skills to generate democracy, creativity, and student independence. For example, teachers need to train students to communicate (Guswanto et al., 2018). According to James A. F. Stoner, communication is a process in which someone tries to provide understanding and information by conveying messages to others. Teacher response is very important in shaping student behavior. Responses that are critical of demeaning or dropping students must be avoided. Giving praise is an effective response, but it should be noted that giving attention must be truly meaningful to students. Giving excessive and inappropriate praise will make the praise meaningless for students. Appropriate praise will motivate students to do their best (Hieng, 2021).

In supporting the social science learning process, the teacher is an important and decisive factor in the success of students in accepting the transformation of science both during learning in class and outside the classroom, the teacher is then able to provide many strategies and ways to students in making choices and determining direction. and future goals, one of which is the formation of student character which is very basic because teachers play a direct role in developing the potential possessed by students as one of the successes of teachers and students in the implementation of character education in schools so that it is necessary to strengthen knowledge about social education (Ode, 2022).

Social studies lessons in elementary schools can shape children's character because in social studies learning in elementary schools, students are taught to be polite, ethical, moral, have good character, behave well and how to blend in with the community (Rahayu et al., 2020). In social studies learning activities, it is one of the strategic subjects to instill moral values in students. Kirschenbaum asserted, that the ultimate goal of the study of Social Sciences is directed towards the goal of moral education. Social studies education as part of education in general has an important role in improving the quality of education. In particular, social studies education plays a role in producing quality students, namely humans who can think critically, creatively, logically, and take the initiative in dealing with social symptoms and problems that develop in society caused by technological developments in the global era (Retnasari et al., 2021).

Studying social studies is basically to develop students' knowledge, values, attitudes,

and social skills to be able to examine the social life faced daily with the aim that students can develop knowledge, values, and attitudes, as well as social skills that are useful for themselves. Thus, social studies education cannot avoid the task of moral and ethical development. In social studies learning, one of the important things to note is the learning method. So far, the social studies learning method developed in schools is functional. The criteria for the functional method are: (1) having rigid objectivity standards, (2) promoting cognitive development, and (3) teachers are also more likely to pursue targets that are oriented towards final exam scores, resulting in students preferring to memorize material from understanding the essence of the knowledge conveyed by the teacher in class (Lestari et al., 2022).

Character is developed through the stages of knowledge (knowing), implementation (acting), and habits (habit). Therefore, a person is said to have good character when in real daily life he has three habits, namely: thinking about good things (habits of mind), wanting good things (habits of heart), and doing good things (habits of action) (Aunurrahman, 2021). Seeing statement that it turns out that knowledge is not always a benchmark that students' character can and can change their attitudes and personality, but it is necessary to have implementation habits so that students' social science in shaping surface is achieved with the hope, the higher the student's attitude towards social care, the better. the greater the potential for applied character education (Arifin et al., 2018).

The obstacles in efforts to integrate character education in social studies learning for the practice of moral values are as follows: (1) The background of each student (2) Lack of students' moral knowledge (3) The moral cultivation is still lacking, students will not behave well if they are not at home moral values have been instilled, because if you only rely on school you will not get character education effectively. (4) Lack of role models from the teachers themselves, not all teachers or employees can become models or role models for students (Marini, 2018).

In this way, the character is contained in students' self and beliefs that are not easily changed. Each concept, topic or theme in social studies learning has a certain character that students need to study, process, examine and match with themselves, and be processed further.

Conclusion

Social studies lessons in elementary schools can shape children's character because in social studies learning, students are taught to be polite, ethical, moral, have character, behave well, and blend in with the community. Social studies learning is one of the strategic subjects to instill moral values to students. Social studies education plays an important role in producing quality students, namely humans who can think critically, creatively, logically, and take the initiative in dealing with social symptoms and problems that develop in society. With the implementation of education environmental care character through inculcating character values in schools, namely through the provision of facilities, adequate facilities and infrastructure for supporting various activities in the program school as well as those accustomed to everyday life at school. The program or activity is intended to shape the character of students through actions school environment. Which in form in such a way that students are good consciously or unconsciously have familiarized themselves with character values planned by the school.

The teacher must always set a good example for students, because the teacher is a model for students where students will imitate what the teacher does, and occasionally replace learning methods with other methods so that children do not get bored with the lecture method.

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