The Role of the IPS Lecturer in Building Character (Discipline, Honest and Responsible) in the Students of the IPS Education Program FITK UINSU Medan

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Abstract

This research aims to identify the role of Social Sciences (IPS) learning in building character (disciplined, honest and responsible) in students of the Social Sciences Tadris Study Program, Faculty of Tarbiyah Sciences (FITK) at the North Sumatra State Islamic University (UIN-SU) Medan, explaining the implementation social studies learning in building character (disciplined, honest and responsible) in students of the IPS Tadris Study Program FITK UIN SU Medan, and Analyzing the obstacles to social studies learning in building character (disciplined, honest and responsible) in students of the Tadris IPS Study Program FITK UIN SU Medan. This study uses a phenomenological approach in qualitative research methods. A qualitative approach was chosen to gain an in-depth understanding of the role of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan. The research objects consisted of the Dean of FITK, Head of the Study Program (Kaprodi) and Secretary of the IPS Study Program (Sekprodi), lecturers who taught at IPS and IPS students. The research results provide the answer that social studies learning can help build character by; 1) learning Social Values, 2) Understanding Social Context, 3) Analytical and Critical Ability, 4) Development of Speaking and Argumentation Skills, 5) Practical Experience and Community Service, 6) Case Study, and 7) Ethics Discussion. In its implementation, the Social Sciences Study Program carries out 1) Emphasis on Moral Values, 2) Formation of Moral Awareness, 3) Exemplary Model, 4) Discussion and Reflection, 5) Developing active-participative and creative-innovative learning models, 6) Implementing Habituation Programs, 7) Creation of a conducive and educative environment, and 8) Evaluation and sustainable use. Meanwhile, the obstacle factors in building character (such as discipline, honesty and responsibility) in students of the IPS Tadris Study Program at the Faculty of Tarbiyah and Teacher Training (FITK) UIN SU Medan can vary. These are several factors that may influence student character development in the context of social studies learning, namely: Curriculum and teaching methods, quality of human resources (lecturers), campus environment, student motivation and involvement, support from colleagues, community and family, infrastructure and systems. Evaluation.

Keywords: Learning, Social Sciences, Character.

PERAN DOSEN IPS DALAM MEMBANGUN KARAKTER (DISIPLIN, JUJUR DAN BERTANGGUNG JAWAB) PADA MAHASISWA PRODI PENDIDIKAN IPS FITK UINSU MEDAN

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi peran pembelajaran Ilmu Pengetahuan Sosial (IPS) dalam membangun karakter (disiplin, jujur dan bertanggungjawab) pada mahasiswa Prodi Tadris IPS Fakultas Ilmu Tarbiyah (FITK) di Lingkungan Universitas Islam Negeri Sumatera Utara (UIN-SU) Medan, menguraikan pelaksanaan pembelajaran IPS dalam membangun karakter (disiplin, jujur dan bertanggungjawab) pada mahasiswa Prodi Tadris IPS FITK UIN SU Medan, dan Menganalisis kendala-

kendala pembelajaran IPS dalam membangun karakter (disiplin, jujur dan bertanggungjawab) pada mahasiswa Prodi Tadris IPS FITK UIN SU Medan. Studi ini menggunakan pendekatan fenomenologi dalam metode penelitian kualitatif. Pendekatan kualitatif dipilih untuk mendapatkan pemahaman mendalam tentang peran pembelajaran IPS dalam membangun karakter (Disiplin, jujur dan bertanggungjawab) pada mahasiswa Prodi Tadris IPS FITK UIN SU Medan. Objek penelitian terdiri dari Dekan FITK, Kepala Program Studi (Kaprodi) dan Sekretaris Prodi (Sekprodi) IPS, Dosen-Dosen yang mengajar di IPS serta para mahasiswa IPS. Adapun hasil penelitian memberikan jawaban bahwa pembelajaran IPS dapat membantu membangun karakter dengan cara; 1) pembelajaran Nilai Sosial, 2) Pemahaman Konteks Sosial, 3) Kemampuan Analisis dan Kritis, 4) Pengembangan Keterampilan Berbicara dan Beragumentasi, 5) Pengalaman Pratikum dan Pengabdian Masyarakat, 6) Kajian Kasus, dan 7) Diskusi Etika. Adapun dalam Pelaksanaannya Prodi IPS melakukan 1) Penekanan Nilai Moral, 2) Pembentukan KesadaraN Moral, 3) Model Keteladanan, 4) Diskusi dan Refleksi, 5) Pengembangan Model pembelajaran aktif-partisifatif dan kreatif-inovatif, 6) Melaksanakan Program Pembiasaan, 7) Penciptaan Lingkungan yang kondusif dan edukatif, dan 8) Evaluasi dan Pemanfaatan berkelanjutan. Sedangkan Faktor-faktor kendala dalam membangun karakter (seperti disiplin, jujur, dan bertanggung jawab) pada mahasiswa Prodi Tadris IPS di Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN SU Medan dapat bervariasi. Ini adalah beberapa faktor yang mungkin mempengaruhi pembangunan karakter mahasiswa dalam konteks pembelajaran IPS yaitu: Kurikulum dan metode pengajaran, kualitas sumber daya manusia (Dosen), Lingkungan Kampus, Motivasi dan Keterlibatan Mahasiwa, Dukungan Teman Sejawat, Masyarakat dan Keluarga, Fasilitas Sarana Prasarana dan Sistem Penilaian.

Kata Kunci: Pembelajaran, IPS, Karakter.

PENDAHULUAN

Education in higher education has a different character from primary and secondary education. One of these differences is the increasing role of students in determining the success of their education. Students as learning subjects in higher education must be the main concern of all educational practitioners in order to make them human beings who have high competence (Handayani, et al., 2021).

This is the task of the head of the study program to provide opportunities for students by providing as many places as possible to forge themselves other than in the lecture hall. The role of social studies learning in building character (discipline, honesty and responsibility) in students of the Tadris IPS study program should also receive a lot of attention from the head of the study program so that it can be a good place to study for students other than in the classroom. build character (disciplined, honest and responsible) in Tadris IPS Study Program students by carrying out good communication in every activity. (Huliyah, 2019).

Communication carried out between students and with other students is adjusted to the needs of what is being communicated. each has a role in it, the portion of both roles is adjusted to the level of need at the time of need and adapted to the existing situation and conditions and overall plays a directing role as the spearhead of supervision and guidance in the field. build character (disciplined, honest and responsible) in Tadris IPS Study Program students: Smart, disciplined, responsible, honest and truthful, brave to take risks, and innovative (Arfiyah, et.al 2017)

Based on the background of the existing situation, which involves various roles of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program, FITK UIN SU MEDAN. The condition of students and the world of

student affairs today has experienced a degradation in values. Previously, students were categorized as conveying the aspirations of oppressed groups, but now they have experienced very significant changes or can be said to be a setback. Apart from setbacks from the aspect of social movements, students are now also faced with everything that is instantaneous. The quantity of students joining campus-wide student organizations is decreasing day by day (Hasibuan et al., 2019).

Students focus more on academics and lose their social sensitivity. This makes students tend to be individualistic, materialistic and consumerist. Not only that, students are now experiencing a moral and intellectual crisis. A student should be more critical, but in reality millennial students no longer have this attitude, thus hampering their responsibility to build Indonesia's future in a better direction. However, this condition does not solely originate from each individual student, but also cannot be separated from the mechanisms and governance of higher education which increasingly exclude strengthening the quality of student affairs (Elita et al., 2019).

The education system, both secondary and tertiary, in the 21st century has experienced a change in orientation, no longer focusing on developing intellectual treasures. However, it is more about the integration aspect of higher education with the Business and Industrial World (DU/DI) (Rahmawati, et.al, 2022).

In designing the social studies education curriculum, including the learning process, it must also start from the nature and character of the students, not just be oriented towards the material. The social studies learning process is directed at producing social actors with personal dimensions (for example, virtuous, disciplined, hard working, independent),

socio-cultural dimensions (for example, love of the homeland, respecting and preserving one's own cultural work, developing a national spirit and social solidarity, concern for the environment), spiritual dimension (for example, faith and piety, realizing that the universe is the creation of God the Almighty Creator), and intellectual dimension (for example, intellectual, skilled, enthusiasm for progress) (Rahmaini, et.al, 2020).

Based on the description presented above, it can be concluded that character education is a process of developing the values of honesty, obedience, discipline and responsibility towards the school organization as well as maturing one's personality. Therefore, it really needs to be researched and studied in a tested manner, especially the character values of IPS FITK UINSU Medan students.

METODE PENELITIAN

This study uses a phenomenological approach in qualitative research methods. A qualitative approach was chosen to gain an in-depth understanding of the role of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan (Miles, et.al, 1986). Meanwhile, a phenomenological approach was used to naturally explore the phenomenon of campus community behavior related to the role of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan (Meleong, et.al, 1998).

This research was carried out on the entire academic community of the IPS Tadris Study Program at FITK UIN SU Medan. This research focuses on learning activities that examine the role of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan. Furthermore, the

research time is between around June 2023 to November 2023. This article uses interviews, observation and documentation in collecting data. Then it was tested using triangulation techniques to avoid researcher subjectivity in interpreting data, which could occur due to personal interpretation views or carelessness in conducting research.

HASIL DAN PEMBAHASAN

Hasil Penelitian

The Role of Social Studies Learning in Building Character (Disciplined, Honest and Responsible) in Students of the Tadris IPS Study Program FITK UINSU Medan.

Social Sciences (IPS) learning has a very important role in helping to build student character, including characters such as discipline, honesty and responsibility. This applies not only to students of the IPS Tadris Study Program at FITK UIN SU Medan, but also to students in various other study programs. The following are several ways in which social studies learning can help build this character: *First,* learning social values. Social studies often covers topics related to social values such as justice, tolerance, cooperation, and social responsibility. Through this learning, students can understand the importance of characteristics such as being responsible for society, empathizing with others, and contributing to society (Results of an Interview with the Head of IPS Program FITK UINSU, 2023). Learning social values refers to an educational process that aims to teach social values, norms and ethics to individuals. This is an important part of character education and moral education in a society (Results of an Interview with one of the IPS Lecturers at FITK UINSU, 2023).

This can enrich personal relationships and help create a world of more mutual understanding. The following way to develop empathy is to practice seeing from another perspective. Try to see the situation from the other person's perspective. How they might feel or think in that situation (Daljoeni, 1992). The explanation above can be understood that learning social values can occur in various contexts, including schools, families and communities. In general, social awareness, and being more able to contribute positively in the social environment are the most important aspects. With the main goal being to help individuals become better members of society (Mahood, 1991).

So it can be concluded from the proposition above. The development of empathy in learning Social Sciences (IPS) is important because empathy can help students understand and appreciate the views, experiences and feelings of other people. This is an especially valuable social skill in social studies because this subject often focuses on various aspects of human life, culture, and society.

Second, understanding social context refers to a person's ability to understand and interpret situations, interactions and dynamics that occur in their social environment. This involves the ability to read, recognize, and respond to norms, cultural values, social rules, and the feelings of other people in various social situations (Results of an Interview with the Head of IPS Program FITK UINSU, 2023). With this understanding, students can develop respect for various cultures and different views (Results of an Interview with one of the IPS Lecturers at FITK UINSU, 2023).

This is in line with (Rohmat's, 2004) finding of using technology, such as social media, online platforms, or other digital resources, to facilitate discussion and research on social issues. This can enable students to engage in collaborative learning and gain deeper insight into various social perspectives. This is also

supported by a statement which states that it is to invite students to carry out independent research on social issues that interest them. This can include interviews, surveys, or secondary data analysis to collect information relevant to the social context being studied (Marhayani, 2018).

The above can be interpreted as meaning that it is important to create a learning environment that encourages students to think critically about social issues and relate them to the social studies concepts that students study. The more experience students have, the wider their knowledge in dealing with social issues.

Third, analytical and critical abilities. Social studies learning involves analytical skills and critical thinking on various social, political and economic issues. Students who are trained in these skills are more likely to act honestly and responsibly because they can evaluate information wisely before making decisions or actions (Results of an Interview with Dean of FITK UINSU, 2023). The expression above is in line with the statement which states that analytical and critical skills are very important in many aspects of life, including education, work, decision making and problem solving. This helps individuals to become more effective, critical, and informed thinkers who are more skilled in dealing with various situations and challenges (Results of an Interview with one of the IPS Lecturers at FITK UINSU, 2023).

The proposition above is in line with findings which state that assessing and digging deeper into the information students receive. Encourage students to identify bias, weak arguments, or lack of evidence in the sources they read. Then host class discussions, seminars, or debates to allow students to express opinions, test their understanding, and confront different points of view. This also helps them hone their speaking, listening and critical

thinking skills (Fuad, 2018). The above is supported by (Sadirman's, 2010) which states that it involves writing essays, reports or analysis. All of this aims to help students organize ideas clearly, support their arguments with evidence, and develop their critical thinking in written form.

It can be concluded that it is very important to teach students to understand that there are many issues in social studies and involve various scientific disciplines. It aims to encourage combining approaches from various disciplines to develop deeper understanding. Use of current events or issues in learning. Helping students see how social studies concepts can be applied in real contexts and motivating students to think critically about these problems.

Implementation of social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan.

Learning Social Sciences (IPS) in building character such as discipline, honesty and responsibility in students of the Social Sciences Education Study Program at the Faculty of Tarbiyah and Teaching Sciences (FITK) UIN SU Medan can be implemented through various strategies and approaches. Below are some steps that can be taken to achieve this goal; *First,* emphasis on moral values. In every social studies learning material, lecturers must emphasize moral values such as honesty, discipline and responsibility. For example, in relation to history, lecturers can discuss figures who have high integrity and highlight these values. Emphasis on moral values refers to efforts to emphasize the importance and promote behavior that is in accordance with ethical and moral standards in society (Results of an Interview with Dean of FITK UINSU, 2023). This involves teaching, developing, and promoting certain moral

values that are considered positive and valuable in social interactions and everyday life. Emphasis on moral values can occur in various contexts, including education, family, religion, culture and society in general (Results of an Interviews with the Head of IPS Program FITK UINSU, 2023).

Emphasizing moral values in learning Social Sciences (IPS) for students is very important because Social Sciences includes an understanding of various aspects of social, political, economic, cultural and environmental life. Emphasizing moral values in social studies learning can help students develop a deeper understanding of moral values that are relevant in a social context (Lasahido, 2003). At the course learning plan design level, ensure that important moral values are integrated into social studies courses. This can include teaching about ethics, social responsibility, and human values (Rasyid, 2016).

The conclusion results in emphasizing moral values can be carried out in action in the room and outside the learning context. So that it becomes a strong example for students in terms of how to integrate moral values in everyday life. Emphasizing moral values in social studies learning will help students become individuals who are more aware, responsible, and able to make moral decisions in various social contexts. This can also help them become citizens who contribute positively to society.

Second, Formation of Moral Awareness. Discuss real-life situations that raise moral questions. Encourage students to think critically about how they would act in this situation by considering values such as honesty and responsibility (Results of an Interviews with the Head of IPS Program FITK UINSU, 2023). The formation of moral consciousness is the process in which a person develops an understanding of what is right and wrong, and adopts moral values that will guide their actions and behavior. It is an important part of an individual's personal and social development, and is a key element in a well-functioning society (Results of an Interview with Dean of FITK UINSU, 2023).

Forming moral awareness in Social Sciences (IPS) learning for students is an important process that can help them understand ethical values, morality and social responsibility in the context of society and the world. Use case studies and discussions as effective learning tools (Sihabuddin, 2002). Choose real cases that involve moral or ethical issues in society, such as issues of human rights, the environment, or social inequality. Give students the opportunity to analyze, discuss and formulate their own opinions regarding the problems that occur (Soemantri, 2001). Demonstrate your commitment to moral values in your actions and behavior. When students see their lecturers apply moral values in their daily lives, this can provide inspiration and encouragement for them to follow in the same footsteps. Provide constructive feedback to students about how they apply moral values in their assignments (Rogers,1983).

The formation of moral awareness in social studies learning is a continuous process. It is important to provide time and opportunities for students to grow and develop in their understanding of moral values and their social responsibilities in society. With the right approach, students can become more morally aware individuals and able to make ethical decisions in various situations. The formation of moral awareness is a lifelong process that continues to change with experience and learning. In this case, it plays an important role in forming individuals who are morally responsible and able to contribute positively to society.

Third, the Exemplary Model. Exemplary modeling, often referred to as a role model or exemplary role model, refers to the concept in which a person plays an important role as an example or model for others. Exemplary models are individuals or entities who are thought to have desirable traits or behavior, and others try to imitate or follow their example. This concept is generally applied in various contexts, such as in education, leadership, business, or even in everyday life (Results of an Interview with Dean of FITK UINSU, 2023). It is important to note that role models can have a positive or negative impact, depending on the values or behaviors they demonstrate. Therefore, the selection of appropriate modeling models and awareness of their impact are critical in various contexts. Lecturers can be models of good behavior in class, showing discipline, honesty and responsibility in every interaction with students (Results of an Interview with IPS Lecturers of FITK UINSU, 2023).

Discussion and reflection are two important components in implementing Social Sciences (IPS) learning for students. They help students understand the material, develop a deeper understanding to link theory with practice (Sukardi, 2004). Give reflection assignments that ask students to evaluate what they learned in relation to their personal experiences or the real world. Ask them to identify lessons that can be taken from the material studied (Suwarman, 1981). Then take time to end class with a shared reflection. Be sure to link the reflection to upcoming material. This helps students see how their learning cumulatively influences their understanding of a particular topic (Syafruddin, 2000).

The results of the study above can be concluded that discussion and reflection not only help students understand the material better, but also help them develop critical thinking, analysis and problem solving skills which are very important in Social Sciences. With the right approach, social studies learning can become more interactive and meaningful for students.

Factors that hinder social studies learning in building character (discipline, honesty and responsibility) in students of the IPS Tadris Study Program FITK UIN SU Medan

Obstacle factors in building character (such as discipline, honesty and responsibility) in students of the Social Sciences Education Study Program at the Faculty of Tarbiyah and Teacher Training (FITK) UIN SU Medan can vary. These are several factors that may influence student character development in the context of social studies learning, namely: Curriculum and teaching methods, quality of human resources (lecturers), campus environment, student motivation and involvement, support from colleagues, community and family, infrastructure and systems. Evaluation. More details will be discussed as follows; *First,* Curriculum and Teaching Methods. Inadequate curriculum design and teaching methods that include character learning can be an obstacle. A curriculum that is too focused on academic aspects without paying attention to character development can hinder the formation of strong character (Results of an Interview with Dean of FITK UINSU, 2023). It is also supported that constraints in the curriculum and teaching methods in Social Sciences (IPS) can vary depending on various factors, including the education system, learning environment, and availability of resources. The use of conventional teaching methods which tend to only focus on lectures by lecturers and learning through reading textbooks can make students participate less and lose interest in social studies lessons (Results of

an Interview with IPS Lecturers of FITK UINSU, 2023).

To overcome these obstacles, it is important for social studies teachers to develop innovative teaching methods, design relevant curricula, and collaborate with fellow lecturers and utilize existing resources (Ahsan, et.al, 2021). In addition, involving students in active learning, encouraging critical thinking, and integrating technology in teaching can help improve the quality of teaching and learning in the field of social studies (Doni, et.al, 2007).

So it can be concluded that every situation in the classroom can be different, therefore a lecturer needs to be responsive and flexible in changing the flow of the learning process according to student needs. Involving students actively in the learning process and providing space and opportunities to participate to lead in creating a conducive learning environment.

Second, the quality of human resources (lecturers). The quality of human resources, including lecturers, is very important in maintaining the quality of education in various study programs, including Social Sciences (IPS). Limited experience is one of the problems in developing character. This can affect their ability to provide practical insights to students. To overcome this, universities can provide additional training or opportunities for lecturers to participate in research in the field (Results of an Interview with Dean of FITK UINSU, 2023).

This is also supported by research which states that Ineffective Performance Evaluation: An ineffective lecturer performance evaluation system can hinder improving the quality of human resources in the social sciences field. Universities must have a fair and transparent evaluation mechanism to provide feedback to lecturers and assist them in professional development (Raya, 2017).

The explanation above concludes that improving the quality of human resources, including lecturers in the field of social studies, is a long-term investment in the quality of education. Universities must actively work to overcome these obstacles in order to maintain and improve educational standards in the field of social studies. The quality of lecturers can influence how characteristics such as discipline, honesty and responsibility are taught and applied in social studies learning. Teachers who do not care about character formation may not pay enough attention to this aspect.

Third, Campus Environment. The obstacles to the IPS (Social Sciences) campus environment in instilling student character can vary greatly and depend on various factors, including campus culture, policies and the existing social environment. In an effort to instill student character, Student Diversity (Results of an Interview with the Head of IPS Program Study FITK UINSU, 2023). This is supported by the lack of resources, such as a limited budget or lack of personnel available to support character development programs (Results of an Interview with Dean of FITK UINSU, 2023).

To overcome these obstacles, the Social Sciences Study Program can take steps to integrate character education into the curriculum, building a campus environment that supports character development. involving students in character development programs. providing training and support for study programs and staff to support student character development (Amin, 2021). Apart from that, it is a way to communicate expectations regarding character to the entire campus community. involving students' parents and families in character development efforts (Anshori, et.al, 2021).

The above explanation can be concluded and it is important to remember

that instilling character requires time and sustained effort, and campuses need to commit to prioritizing this in student education. A campus environment that does not support the formation of positive character can also become an obstacle if there is academic fraud that is not dealt with firmly.

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