

IMPLEMENTATION OF CHARACTER EDUCATION IN SOCIAL SCIENCES LEARNING AT VII GRADE STUDENTS OF SMPN 1 SUNGAI GERINGGING, PADANG PARIAMAN REGENCY

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ABSTRACT

This research was motivated by the many students who do character deviation during the school's learning process and the surrounding environment. Therefore, this study aims to analyze the character education program in social studies learning—implementation of character education in social studies learning. Character education constraints in social studies are learning. This type of research was qualitative. There were three primary data sources, consisting of one principal and two teachers in social studies subjects. The data used were primary data and secondary data, where the data analysis included four activity streams, namely the process of data collection, data reduction, data presentation, and conclusion/verification. The results showed that the character education program had been programmed, both in general and specifically in the social studies subject. Meanwhile, five character values are applied: the value of discipline, respect, and attention, perseverance, the value of responsibility, and accuracy. This program has been implemented through social studies subjects. Cultivating character values is adjusted to each meeting's learning material so that not all meetings can be applied—5 character values selected for social studies learning.

Keywords: Character Education, Social Studies Learning



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INTRODUCTION

One of the subjects used as a container for character formation in VII grade students is Social Sciences subjects. The purpose of learning Social Sciences is to prepare students to become good citizens of life in society. In Social Sciences, learning activities are strategic subjects to instill students' moral values. In particular, Social Sciences education plays a role in producing quality students, namely humans who can think critically, creatively, logically, and take the initiative in responding to social symptoms and problems that develop in society caused by technological developments in the global era.

When viewed from the phenomena in the field, various problems relating to the character-building of grade VII students of SMPN 1 Sungai Geringging are still widely found. There were fights between them at school and outside of school often. In the 2017-2019 timeframe alone, it was found that almost every semester, there were notes in the picket teacher about fights involving their students, in addition to letters of students who did not speak politely to the teacher, students who skipped school and pulled out during learning hours. Seeing the condition of moral decline, it is necessary to have character education actualized as a systemic vehicle for developing emotional intelligence and social intelligence (Putra, 2010). It needs the support of various parties in producing student outputs who have intelligence plus moral competencies. However, the field's facts show

the dominance of learning with methods that do not develop in the classroom's learning process, which is still a strong indicator of a barrier to actualizing students' emotional and social intelligence skills. Conventional learning with the following characteristics: 1) teacher-centered approach; 2) expository dominance; 3) textual oriented learning; 4) low-level cognitive-oriented evaluation; and 5) the position of the teacher as a transfer of knowledge from various studies and research results have not optimally contributed to the development of students' moral intelligence. Learning in education, which is still dominated by the transfer of knowledge due to the growth of a verbalized culture, is the cause of learning in education, prioritizing academic competence (Muhtadi, 2010).

Based on the objectives, character education should be implemented so that the child's ability to exercise self-control, both for himself and the surrounding environment, can be better, and the child's ability to relate or interact with others can run according to good manners and morals. It is time for character education in Indonesia to be applied and developed in its implementation, given the increasing number of brawls between students and other forms of juvenile delinquency. The character strengthening program aims to instill the nation's character-building values massively and virtually by implementing the National Mental Revolution Movement (Religious, Nationalist, Independent, Mutual Cooperation, and Integrity). It will become the focus of learning, habituation, and civilization so that it becomes national character education that can change the behavior, way of thinking, and practice of acting of the entire Indonesian nation for the better and with integrity (Setyaningrum, 2016).

Judging from the application of character education in social studies subjects for grade VII, character education has been implemented since 2011. However, based on the researchers' initial interviews, this activity did not run optimally, such as the cultural agenda, but was implemented. Sometimes not every time it was time, except during the fasting month. The cooperation activity, which was held once a week on the agenda, was not running anymore. Obstacles in historical, social studies learning that contain character education material are among the inhibiting factors for achieving social studies learning objectives. The problem of limited time allocation, lack of learning resources, media, and the lack of variety in methods is a problem that must be resolved if we want to achieve the goals of social studies learning. Based on the description above, it can be found that the implementation of character education has been implemented in class VII of SMPN 1 Sungai Geringging. However, implementing character education has not been able to make a significant contribution to the formation of their behavior. Judging from these problems, researchers were interested in assessing how the process of implementation of character education in schools and will further researchers analyzed in a scientific paper entitled "Implementation of Character Education in Social Sciences Learning at VII grade students of SMP Negeri 1 River Geringging Padang Pariaman".

METHODS

This type of research was a qualitative descriptive study. This research was conducted at SMPN 1 Sungai Geringging in August 2020 until completing this thesis writing. Informant interviews were conducted in September 2020. Data were collected through direct interviews with informants. The interview guide used was a semi-structured interview guide deepened by the interviewer to obtain further information (Wirawan, 2016). The informants in this study were the principal and teachers in the social studies field. The technique of collecting data using the documentation method was intended to obtain data

utilizing documentation, namely studying documents related to all the data required in the study. The type of interview used was an in-depth interview or a semi-structured interview. The author also made observations by surveying the research location by making direct observations on students' values of character education and observing student behavior at school and home to get accurate and specific data. The Technique analysis data consisted of a process of data collection, data presentation, and conclusion/verification.

RESULTS AND DISCUSSION

Results

Planning character education in the Social Sciences learning at SMPN 1 Sungai Geringging Padang Pariaman was conducted during the study's preparation. It was in the creating of syllabus and lesson plans are following the School guidelines for character education development issued by the Ministry of National Education, namely in character education planning in subjects are included in the syllabus and lesson plans for character education values developed by examples of syllabus compiled by social studies teachers. Implementing social studies learning becomes three stages of learning in which there are preliminary activities, core activities, and closing activities. Based on the search results researchers to the field and the results of applying the teaching and learning activities, teachers apply the values of the characters written in the syllabus and RPP (lesson plans), namely discipline, respect and attention, perseverance, responsibility, and accuracy.

Discussion

Planning learning to apply Character education in VII grade students of SMPN 1 Sungai Geringging, Padang Pariaman Regency was the same as the previous lesson planning, namely by preparing the preparation of lesson plans (RPP), syllabus, promissory notes, and porta, which become the reference for every material to be taught. There was no preparation specifically because this character education is included in the subject. Hence, the preparation or planning required was the same as learning in general; only different things in the lesson plan (RPP) include character-forming values so that learning objectives are achieved, and the goals of national education can also be achieved in a balanced manner. During the first semester of IPS learning in VIII grade of SMPN 1 Sungai Geringging, the teacher has compiled a syllabus and lesson plans by including the expected characters during the preparation stage. Based on the results of implementing the Learning Implementation Plan (RPP) that has been prepared, the teacher conveys the character of discipline, respect, perseverance, responsibility, and thoroughness. Writing characters in the lesson plan is the first step in implementing character education in social studies learning. Furthermore, the assessment looks at the initial activities, core activities, and closing activities in the lesson plans compiled by teachers from the teacher's essential competencies.

Social studies learning effectively integrate character values because the material in social studies lessons is not far from students' daily lives. Social studies lessons contain material about the community environment, social problems. Students must understand this material so that when students are in the community, they can quickly face and solve various issues that occur in society. Indeed, it is not only in the classroom but also outside the class that it is also possible to develop the expected character values. Assessment of the integration of character education in social studies learning includes observations at two stages, namely the preparation and implementation of learning. The preparation stage

includes the preparation of the teacher's lesson plan and syllabus, while the implementation stage is the process of teaching and learning activities in the classroom. Writing characters in the lesson plan is the first step in implementing character education in social studies learning. Furthermore, the assessment looks at the initial activities, core activities, and closing activities in the lesson plans compiled by teachers from the teacher's essential competencies.

The assessment used in implementing character education was an observation, self-assessment, peer-to-peer assessment, and reinforcement tasks. Evaluation of the implementation of character education in social studies learning at SMPN 1 Sungai Geringging, Padang Pariaman Regency, was conducted to observe student behavior, performance, and student learning progress. It used assignments in the form of assignments that are done either individually or in groups. Assignments are used to know the development of student learning and instill values such as responsibility in completing assignments, discipline in collecting assignments on time, and hard work.

CONCLUSION

The character education program has been implemented since 2011. From all the existing character values, there are only five character values implemented in the Social Studies lesson planning design: discipline, respect and attention, diligence, responsibility, and thoroughness. The character value strengthening program is carried out in school literacy, extracurricular activities, intracurricular activities, and school rules. Implementation of character values instilled in students in social studies learning at SMPN 1 Sungai Geringging, Padang Pariaman Regency is adjusted to the learning material provided, in its implementation, planting character values is adjusted to the learning material at each meeting so that not all meetings can be applied five-character values selected for social studies learning. Constraints faced by teachers in class 1) Constraints in arranging character education programs in social studies subjects; 2) Constraints in learning class methods; and 3) Constraints evaluate character learning in social studies subjects.

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