Original Article

Social Studies Learning in Elementary Schools Based on Character Education

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Abstract:
This research aims to determine the role of social studies learning in creating students with character. The writing method used is literature review using books and articles that have similar themes as references. Based on the results of the literature review, the findings in this paper are that social studies learning has an important role in realizing students from an early age (elementary school level). The PBL model is a learning model that is very relevant in integrating character values in social studies learning in elementary schools.

Keywords: Social Sciences, Character Education

Introduction
In facing various current crises, education plays a very central role. One of them is social studies learning which is expected to be a solution to this problem. Character education must be instilled in students as early as possible, including at the elementary school level. By learning social studies, it is hoped that it can increase knowledge related to morals, ethics, norms and national insight which leads to the formation of good character in students. Social studies education can form the characteristics of students who are able to balance knowledge and character which is expected to give birth to an intelligent generation both intellectually and conscientiously based on religious emotions. (Bahri, 2016; Lusiana & Fatonah, 2022). Social Sciences as an educational program and field of knowledge does not only present social knowledge, it must also be able to create students and citizens who have responsibilities to the nation and state. Learning material is not only related to knowledge but is able to provide an understanding of the values inherent in students. Through character education in social studies learning, it is hoped that it can form good individuals, citizens, and citizens so that it becomes a support for anticipating various moral crises in creating a young generation with character (Iyan et al., 2022; Sari & Faizin, 2023). Social studies subjects essentially lead to the goal of creating students who are democratic and responsible citizens who love peace (Davies, 2023). The content of social studies material is expected
to be able to improve students' abilities both in terms of affective, cognitive and psychomotor skills (Dewi & Wulandari, 2022; Mensah, 2020). In practice, character education provided through social studies learning only touches on learning values and norms, not yet at the level of internalization and real action in everyday life (Anam et al., 2019; Haris, 2019; Hidayati et al., 2020; Masriana et al., 2023; Oktaviani, 2022). There is a positive relationship between character education and social studies learning because social studies is an important foundation for the development of personal, social, emotional and intellectual intelligence. The implementation of character values learning is not only at the cognitive level, it still touches on the internalization and real experiences of students in everyday life in society. (Sudrajat & Hernawati, 2020; Williams et al., 2003). IPS is necessary for the successful transition of life towards a more mature life in an effort to shape national character in accordance with national principles and spirit. In this way, students in social studies learning are trained to solve social problems with a holistic and integrated approach from various points of view (Olovsson, 2021; Salsabilah et al., 2022; Syukur, 2021; Wijayanti & Armiyati, 2014).

**Method**

The writing method used in writing this article is the library research method. The library method is research carried out by reading books or magazines with other data sources in the library (Armann-Keown & Patterson, 2020). The author uses references from both books and journals. The author uses literature that is appropriate to the theme or material and also comes from the author's empirical studies related to character education.

**Discussion**

**The Importance of Character Education for Students**

Implementing character education in learning is a systematic and sustainable effort to awaken and strengthen the character of students. Character is the values of human behavior related to the Creator, oneself, fellow humans, the environment and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, manners, culture and customs. Character education is absolutely necessary, not only at school but also at home and in the social environment. Character education is not only intended for school-aged children but also adults for the survival of the nation (Makkawaru, 2019; Sciences et al., 2018). Character education is interpreted as values education, character education, moral education, character education whose aim is to develop students' ability to make good and bad decisions. Character education for students is preparing good citizens who have the ability and willingness to apply the values of Pancasila in their lives as citizens. Character education aims to develop all students' potential, the manifestation of potential development will build a self-concept that supports mental health (DeBettignies & Goldstein, 2020; Omeri, 2015).

Character education not only encourages the realization of good deeds for students, but also improves their cognitive quality. Character building requires participation and responsibility from parents, society and government. Moral education in schools today seems abandoned due to lack of attention, which has implications for the large number of students who fall into unethical actions (Annisa et al., 2020; Safitri, 2020). Such as falling into drugs, free sex and other negative impacts. The role of character education "must be acknowledged" in returning our eastern
culture to be known as people who have good morals and dignity.

Character education is education that supports the development of students’ social, emotional and ethical aspects. The main aim of implementing character education is so that students are resilient in facing challenges in the future era of globalization (Muyasaroh et al., 2023). Today's students, who are pampered with various sophisticated facilities, have a great influence on their independence and social sensitivity. Addiction to gadgets no longer seems to give us space to teach our students about character education which has become absurd due to advances in technology and information.

The heterogeneity of the various problems faced by this nation, including in the world of education, "forces" us to return to our identity as a nation that is cultured, civilized and has character values that have long been embedded in Indonesian society. The current youth generation’s neglect due to the influence of globalization and westernization, must be a collective responsibility to revive character education learning in all educational institutions.

PBL, Learning Model Implementing Character Education

One learning model that is currently popular and receiving attention from educators is the Problem Based Learning (PBL) model. This model is considered relevant to the demands of a changing society, a creative and innovative society, and a modern, competitive society. PBL changes the assumption that students have nothing into objects that can become partners, contributors and provide inspiration for the continuation of learning. (Syamsidah & Hamidah Suryani, 2017). PBL is a learning approach that challenges students to learn how to learn, working in groups to find solutions to real world problems. PBL is learning that is centered on students by providing problems from the real world at the beginning of learning. PBL encourages students to know how to learn and work together in groups to find solutions to problems in life. The application of PBL arises from the concept that students will be better able to explore their critical thinking skills if they are actively involved in solving a problem (Rahmadani, 2019). The characteristics of PBL are; 1) problems are used at the beginning of learning; 2) the problem used is a real world problem; 3) problems require multiple perspectives; 4) students are challenged to learn new things; 5) prioritizing self-directed learning, 6) utilizing varied knowledge sources; 7) collaborative learning (Alrahlah, 2016; Hotimah, 2020).

One of the concrete steps that educators can take in creating students with character is by creating strategies, approaches, models, methods, media and learning techniques that are up to date, interesting and innovative. In the learning model aspect, PBL can form components of students' character. Students critically express ideas in collaborative groups, starting from planning something about how to gain knowledge, processing collaboratively and meaningfully, concluding, to exchanging information between groups before group presentations are carried out. (Maduretno & Maduretno, 2018). The theoretical basis of PBL is collaborativeism, namely the perspective that students will construct knowledge by building reasoning from all the knowledge they already have and will obtain results from interacting activities with all individuals (Anisa, 2023). The current implementation of learning focuses more on the activeness and creativity of students so that they gain meaningful knowledge and experience. Therefore, educators must be able to choose the right model, which is able to generate character values in the teaching and learning process.
Integration of Character Education in Social Sciences Material in Elementary Schools

In this sub-section, we will analyze the Class V student's book on theme 4 History of My Country (SDLB Class V for the Deaf) on sub-theme 3 The Struggle of My Heroes by identifying the character values implied in the material. The value integration that will be presented includes; 1) hard work, 2) unity, 3) democracy, 4) national spirit, and 5) friendship. The results of the analysis are as follows:

1) The Value of Hard Work
   In lesson 1 with material on the Struggle for Independence, the value of the character of hard work is felt because the material describes several resistances in various regions as an effort to gain Indonesian independence. In fact, some of the images displayed illustrate the value of the hard work carried out by the Indonesian nation's fighters in winning independence. The material presented briefly reviews the struggles of Pangerang Diponegoro, Imam Bonjol, Pangerang Antasari and Pattumura. The assessments presented are also in accordance with the learning theme by providing suggestions to students to understand the role of regional resistance in realizing Indonesian independence.

2) The Value of Unity
   In lesson 2 with the material Struggle to Maintain Independence, the value of unity is very visible, this can be seen from the 3 pictures displayed on the first page of the theme, namely; the struggle using guerrilla tactics carried out by General Soedirman, Bung Tomo's struggle in Surabaya, and the Andi Aziz Rebellion in South Sulawesi. The battles in an effort to defend it in various regions of Indonesia show the value of unity that exists among the Indonesian people in an effort to defend independence which was proclaimed on August 17 1945. The theme of the material presented is a description of the value of the character of unity which can be used as a lesson for students about the importance of the value of unity in realizing Indonesian independence at that time. The value of unity implied in this incident inspired the students' enthusiasm that no matter how difficult the struggle faced, if unity is prioritized it will be resolved.

3) Value of National Spirit
   In the 3rd lesson with the theme Heroes of the Revolution, the image displayed on the first page is a picture of a hero of the revolution which depicts a photo of the heroes of the revolution with a backdrop of the Garuda bird, which is a symbol of the Pancasila sacred day which is celebrated every October 1 each year. National values are felt strongly in this sub because the G 30 S/PKI incident was a very historic moment for the Indonesian nation, where the PKI’s efforts to change the state ideology to a communist ideology were thwarted by the national spirit which was based on diversity. The commemoration of the sacredness of Pancasila will suggest to students that the generals who were killed in this incident were revolutionary heroes who should be remembered and respected so that the spirit of nationhood and nationalism is instilled in students.

4) Democratic Values
   Democratic values in the 4th lesson with the theme Women Heroes. If all this time we have been dominant in talking about and discussing male heroes, then this is a manifestation of our democratic values and our love for all the heroes who have contributed to realizing an independent Indonesia, regardless of gender. The
dominant role of men in this portion of Indonesian history seems to negate the war of female heroes who had the same role as men in realizing an independent Indonesia. With this theme, it will invite students to be more democratic in seeing the role of all elements in realizing and maintaining Indonesian independence.

**Suggestion**

The suggestion in this article is that in social studies learning in elementary schools we should integrate character values in an effort to instill character values in our students at an early age. Instilling character values in social studies learning is an effort to restore eastern values for our students to implement in their daily lives. In the teaching and learning process, educators should choose the right model so that character values in learning can be realized. One of the recommended models is PBL. Various character values can be identified in the social studies learning theme, including unity values, democratic values, national values, unity values and various other character values, thus enabling social studies learning to play an important role in instilling character values in students.

**Reference**


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