Teaching Social Studies Education to Foster Civic Characters at the Secondary School in Indonesia: A Review

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Abstract—**Being a good citizen must be formed early. An important way to shape students into good citizens is through education. Character is closely related to morals, good behavior and actions, therefore education has a big task to help students grow and form good character. Character education must be applied at every level of education, even in the learning process character values must be integrated, especially subjects in Social Studies (IPS). Social studies is a subject that has a big contribution because it has the goal to shape students into good, critical, creative, and humanism. Models, methods, strategies, techniques, and tactics are needed in the delivery of social studies learning that is integrated with character values. The results of this study are expected to inspire teachers in Indonesia in utilizing learning methods that are following the material, knowledge, and character values that they want to grow.**

Keywords: teaching method, character value, social studies education

I. INTRODUCTION

Each country has their backgrounds to grow good character to the generation/children of their people. However, the main reason for most countries in the world is because of moral decay, deviant behavior, disrespect and respect for the rights of others, to intolerance [32]. This problem arises because of many factors, such as the environment in which they were born and grew up, the use of social media, the influence of peers, and the influence of other things. Every aspect of society, especially young people in America, has suffered character damage, ranging from drug and alcohol abuse, adverse sexual activity, violence, lying, cheating, stealing, and intimidation or bullying. Children in Japan have a bad mindset, do not respect themselves or others, have bad lifestyles, have low normative awareness, lack of social skills [24, 26].

Indonesia is also not much different about the problems experienced by other countries related to the character of children/ students. Such as moral decadence, brawl, pornography, dishonesty, drugs, destruction of property rights of others, crime against friends or bullying, sexual harassment, ignoring noble values and norms, up to the problems of the simplest characters such as breaking traffic, not wanting to queue, throwing cigarette sticks randomly when on the road, driving for children who do not have a driving license [6, 11, 12, 13, 27, 31].

Historically the problems mentioned above ultimately required and obliged in various countries to include in the education curriculum regarding character education. As in Japan, character education is called *"Moral Education"*, in Slovakia it is called *"Ethical Education"*, in Korea it is called *"Personality Education"*, in America, Denmark, European countries and various countries others, such as Indonesia, are called *"Character Education"* [1, 21, 28, 37].

The problem of bad character has indeed been present in children since before. Then it got worse with the rapid development of social media today. Without supervision from parents, the information in the form of audio or video can be accessed easily, whether the information is good or bad. This is a challenge in itself, and a big task for teachers to compensate for the character problems in students at this time. Through education and with the efforts of teachers, it is hoped that good character can be formed optimally, seeing that the country of Indonesia is a country that upholds noble values in behavior, life, society, and citizenship.

The most important thing to consider in the education process is that the teacher should not be focused on the academic abilities of the students. This will hamper the character education process [41, 43]. The teacher must integrate character education that contains character values in every learning process both in the classroom and outside the classroom. Every subject at school is required to integrate character values in their learning [48]. Moreover, Social Studies (IPS) subjects, which have the main goal is to shape students to be good citizens, improve students' social skills, so that students have good social control behaving in life, students are able to analyze problems later making good decisions [29, 30, 36, 39, 42].

There has been a lot of research that discussed the importance of integrating the values of characters in learning. Education in Indonesia, especially teachers have tried to implement character education, with a variety of models, methods, strategies, techniques, and tactics of learning, as well as various media used as supporters to design academic education and integrated character education. So that students still get character education in addition to getting academic knowledge [27, 7].

II. CONSTRUCTION OF CHARACTER VALUES

Character, based on the origin of the word from English is a character, while from Greek, is "*charassein*," "*kharax*," which means "to engrave" or "to mark" which means to paint, carve, scratch, or mark [8, 23, 40, 48]. Character is also interpreted as a lot of morals, personality, behavior, mental nature, and courtesy that distinguishes each individual from the other [33]. Character Education Partnership (CEP) defines the concept of character as a form of caring, understanding, and attitude in acting based on ethical values, such as respect, responsibility, honesty, fairness, and caring [22].

The terminological character meaning according to Thomas Lickona is an inner attitude within a person that is used to respond to situations in a morally good way. Noble character includes one's knowledge of goodness which fosters commitment or intention to goodness, until in the end actually does goodness. In short, a character refers to knowledge, attitude, motivation, and behavior and skills [18]. For the character to be truly formed, it is necessary to have treatment/actions/deed, not only limited to knowledge. An individual who has good and bad knowledge may not be able to act by his knowledge, so it is necessary to practice doing good [18]. So, this is where education seeks to be a place for students to practice good deeds, so that good personality or character is formed optimally. Thomas Lickona also interpreted that character education is a conscious effort made from all dimensions of social life, to help each individual carry out optimal character formation [19].

The importance of character education carried by Thomas Lickona in the 1900s was explored from the views of Greek philosophers such as Aristotle and Michael Novak. According to Aristotle, good character is the right thing to do for someone and others. Aristotle also warned against forgetting a virtuous life, self-control, and moderation, being generous and compassionate. The purpose of the message is so that humans can now control themselves, their desires, their urge, and do good things for others [19, 3].

Michael Novak is a contemporary philosopher who has a view of character as a religious tradition, the wise, and a collection of people of common sense. Based on the classical understanding of Aristotle and Michael Novak, then Thomas Lickona concluded that the right character for value education is in which there is operative value or value in action [19]. There are ten-character values that must be instilled to students according to Thomas Lickona, including wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility [19].

Figure 1. Framework for Character Education Lickona [15, 38, 54].
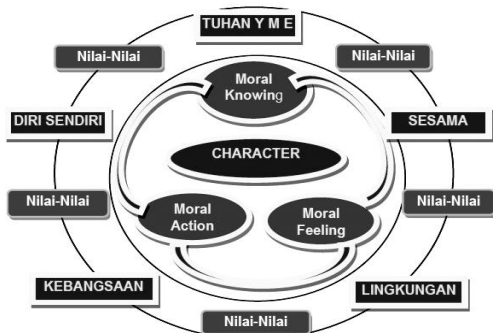
While the reasons for the need for character education must be in schools or educational institutions are: (1) is the best way to guarantee students have a good personality in their lives; (2) ways to improve student academic achievement; (3) some students do not have a place to form strong good character; (4) prepare students to live in society and respect the rights of others; (5) many problems related to social morals (not polite, dishonest, violence, harassment, and low work ethic); (6) the best preparation for students to have good behavior in the workplace; (7) teaches cultural values or applicable norms [19].

Education in character building has two main paradigms. First, the paradigm that character education is in the scope of a narrower moral understanding. It means that it has been agreed that certain characters will only be given to students. Second, the paradigm that character education is a pedagogy that places every individual in the world of education is a major actor in character development. Furthermore, it is seen that students are life-supporting agents, and at the same time implementers of character values through their freedom [2].

A. Reconstruction of Character

Character or basic characteristics possessed by each individual can be formed into good characters. Two factors affect the character of a student: (1) endogenous factors or factors originating from within students. A good character has become a trait inherited from a child's parents. Good character can be embedded depending on the motivation given by parents or people around the child. (2) exogenous factors or factors originating from outside the students themselves. This character can turn out to be good or bad because it is influenced by exogenous factors which include, educational dimensions, social dimensions (family social environment, and school social environment) [25, 45].

Character is also greatly influenced by the year of birth. These character differences eventually led to different generations, such as veterans, baby boomers, X, Y, Z, and Alfa [35, 58, 59]. Students at junior high school level are now better known as generation Z, this is motivated by technological advances. The previous generation had a critical character, tough, disciplined, responsible, as well as a love for the nation and the high state. Currently, generation Z has multi-tasking capabilities, which is the ability to use applications so that various activities at one time can be done with the help of a smartphone. Since generation Z was born already familiar with technology and familiar with smartphones/ gadgets/ sophisticated devices that indirectly affect his personality. For generation Z, technology has become a part of their lives. They were born at the time of information via the internet is very accessible and has become a global culture. This is what influences the values, attitudes, views and life goals of this generation [35].

B. Character Education in Indonesia

The main foundation of character education in Indonesia is Pancasila. Then it is elaborated and downgraded into the education curriculum through RI Law No. 20 of 2003 concerning the National Education System which confirms that national education has a function as a capability developer and character maker and a dignified national

civilization. Furthermore, in Government Regulation No. 19 of 2005 concerning National Standards of Education, it asserts that education is tasked with developing character as well as intellect in the form of student competency [17].

The master design of character education in Indonesia, explained by the Indonesian Ministry of Education and Culture, is configured in a psychosocial and socio-cultural context in four main groups, namely: (1) spiritual and emotional development or *"olah hati"*; (2) intellectual development or *"olah pikir"*; (3) physical and kinesthetic development or *"olah raga dan kinesthetic"*; and (4) effective and creativity development or *"olah rasa dan karsa"* [16].

There are eighteen values of character education developed by the Ministry of Education in Indonesia including: (1) religious; (2) honest; (3) independent; (4) discipline; (5) hard work; (6) creative; (7) tolerance; (8) democracy; (9) curiosity; (10) national spirit; (11) patriotism; (12) appreciated the achievements; (13) befriends or communicate; (14) likes to read; (15) care for the environment; (16) peace-loving; (17) social care; and (18) responsibilities [34]. The whole character value is actually to form students into good citizens.

According to John J Cogan and Ray Derricott, in their book *Citizenship Education for the 21ˢᵗ Century*, a good citizen is characterized as follows: (1) able to recognize and approach problems as citizens of a global community; (2) able to cooperate with others and assume responsibility for obligations in society; (3) able to understand, respect and accept cultural differences; (4) able to think systematically and critically; (5) has human rights sensitivity and is able to defend human rights (such as the rights of minorities, women, ethnicities, etc.); (6) being able to change lifestyle and patterns to protect the environment; (7) able to resolve conflicts in a peaceful manner without violence; (8) able and willing to participate in political life at the local, national and international levels of government [5].

The eight characteristics above are the ideals of education in Indonesia. Students who still do not have a concern, do not respect the rights of others, act as they wish, without regard to actions, as well as behavior, must be followed up in education by inculcating and forming good character values. Do not let the Indonesian people do not have the characteristics of good world citizens, because it will harm yourself, to the detriment of others.

III. CHARACTER IN SOCIAL STUDIES

Social studies have become an important foundation for the intellectual, cultural, emotional, and social development of students. Social studies are expected to help students to be able to develop ways of thinking, behaving, and behaving responsibly towards themselves, society, country, and citizens of the world. The task of social studies that is no less important is to develop the potential of students to be sensitive to social problems that occur in the environment and society, have a positive attitude and mentality to be able to correct inequality, and be skilled in dealing with any problems that afflict themselves and others [20].

Social studies (IPS) is important because it is an approach that deals with humans, society and the environment. Learn various social, emotional, spiritual, rational, intellectual, and global aspects, by combining concepts and study materials

from traditional to new studies. Therefore IPS has an important role in strengthening character education in schools, this is in line with the dimensions of educational goals which contain the essence of civic education (*citizenship*) or tradition [4]. The development of social studies education in America is called *citizenship education* which is located as one of the dimensions of social studies education goals, so this reinforces the importance of social studies in the process of character formation in students [46].

Reorientation of IPS in Indonesia in line with character education include:
(1) IPS' vision to develop individual students as social actors who can make decisions that can be justified, as well as smart, responsible, committed, and participatory citizens.
(2) IPS' mission to utilize concepts and principles, as well as social science methods to develop the character of social actors or students and citizens who are good and intelligent Indonesians. (3) IPS as a forum for social education [46].

There are several reasons behind the teaching of social studies as subjects in schools, including: (1) IPS is a place that gives students the freedom to learn and practice democracy; (2) IPS is a design that will help students to explain their "world"; (3) IPS is a means for positive student self-development; (4) IPS can help students to gain a fundamental understanding of geography, history, sociology, anthropology, and other social sciences; (5) IPS helps to increase students' sensitivity to social problems and issues [10].

Barr, Barth, and Shermis formulated three main perspectives of IPS tradition. These three main traditions are indirectly a way to grow and instill character values, including: (1) IPS is delivered and taught as the inheritance of citizenship values; (2) as social sciences; and (3) as a reflective inquiry. Then Roberta Woolover and Kathryn P. Scott, added two other perspectives namely, (4) IPS is delivered and taught as personal development of students; and (5) as a form of rational decision making and action [4, 47]. Seeing from the five perspectives above, IPS as a subject has a big task to form good character in students. Do not let the students become citizens who are not of good character, not a humanist, not respecting the rights of others, and immoral, so forget about the values of a good tradition that has existed since a long time in Indonesia.

IV. TEACHING METHODS TO FOSTER CIVIC CHARACTER

A. Learning Methods

Metodos is the origin of the Greek method word. It has the meaning of a path that is traversed to reach a goal [49], an orderly and well thought out way to achieve a goal [51]. So the learning method means a way that is needed to present learning materials to achieve the objectives of learning [53]. Learning methods can also be interpreted as tools consisting of devices or parts of learning strategies [50].

Based on the literature above, it can be stated that the learning method is very important because it is a way to achieve learning objectives. Learning methods become even more important when needed to be used in conveying the value of character in learning. To encourage the success of the teacher in the learning process together with the growth of character values, the teacher must know to master the methods of learning, starting from planning, knowing their

functions, to the steps of implementing the learning method [53].

There are several factors that need to be considered in selecting and applying a learning method: (1) goal that will be achieved; (2) teacher skills and abilities; (3) students; (4) the atmosphere, situation and conditions of the teaching place; (5) availability of facilities; (6) time; (7) advantages and disadvantages of the method [57]. In addition to the factors in selecting methods, there are also some elements in the: (1) a description of which will be studied in the classroom; (2) exchange of thoughts and discussions; (3) activities using instructional, laboratory, and other tools; (4) activities in the environment around the school such as exploration, research, visits, fieldwork, and others; (5) activity that uses various sources for learning such as library books, audio-visual equipment, and others; (6) creative activities such as drama, handwork, fine arts, music, and so on. The elements mentioned above will later help in explaining, directing, and guiding the learning process to achieve the objectives of each topic discussed [53, 56].

B. Various Learning Methods

Learning methods that can be used by teachers include:
1) Lecture method, learning in the form of interaction between the teacher and students. Usually, in this learning, the teacher becomes the center of information, while students become passive and only listen.

2) Question and Answer Method (Response). This learning is done by the teacher asking questions than students answer. This method can be combined with other methods, such as the lecture method.

3) The method of discussion, carried out to solve problems that require several alternative answers that are very close to the truth in the learning process.

4) Demonstration method, focusing on learning that uses teaching aids. Teaching aids will help students understand the learning material.

5) The Sociodrama Method, this method focuses on the process of dramatizing or acting out some actions. This method aims to foster a spirit of empathy.

6) The field trip method, done by inviting students to walk outside the classroom, showed directly the things or events related to learning.

7) The experimental method, focusing on learning by practice, which uses laboratory equipment [56].

The Ministry of Education and Culture has also formulated some learning methods that are appropriate for fostering a critical attitude. Learning methods that can be used by teachers contextually to integrate character education into learning include:
1) Scientific learning methods. This learning is based on scientific processes with the initial step is the formulation of problems, then hypotheses, data collection by students, then data analysis and conclusions.

2) Problem-based learning methods, focusing on identifying and solving real, practical, contextual problems following what exists in student life. Activities can be done in groups.

3) Project-based learning method. This learning uses the project as a medium in the learning process. This method emphasizes activities to produce products by applying skills in researching, analyzing, making, to presenting products based on real experience.

4) Inquiry/discovery learning method. This learning focuses on the process of finding information, by asking questions or taking action to find information.

5) Cooperative learning method. This learning model is done by grouping students into several groups whose members are heterogeneous (gender, ability level, and different ethnic or race). The purpose of forming groups so that students help each other and work together in understanding the subject matter.

6) The method of text-based instruction or genre-based instruction, this learning focuses on the ability of students in composing text. This method is based on text and analysis of its characteristics. Learning design with this method is directed so that students can understand and produce written and oral texts in various contexts. So students are expected to understand the social function, structure, and language of the text [17].

C. Methods to Foster Student Character

Based on the results of the survey, it has been shown that several methods are suitable for use in learning by integrating character values. Such as problem-based learning that is appropriate for material containing contemporary social issues. The method can develop social skills and social sensitivity so that students can learn the value of characters related to humanism, "olah fikir", "olah rasa" dan "olah karsa", because it is in direct contact with social communities. While the Cooperative learning method, with the STAD or Jigsaw strategy, and non-test evaluation, is more effective in developing students' social skills. The media used if it is more concrete in the cooperative learning method will also help students develop social skills, for example watching films, visiting laboratory or museum, making it easier for students to participate directly and hone students' sensitivity to the social environment [20].

Some relevant research shows that some methods are suitable for integrating character values in social studies learning. Imam Suyitno has examined the development of character education with local wisdom. The research uses a collaborative method between scientific learning, problem-based learning, and inquiry. Selection of these methods are based on the material presented insightful local knowledge, and the students immediately asked to go to the field to observe directly solve problems, develop hypotheses, to the evaluation stage [44].

Previous researches on highly effective learning methods that are used to improve students' ability to think critically in social studies are problem-based learning. Besides fostering critical abilities, it can also help to foster students' skills in problem-solving as well as in self-regulation [52]. Critical thinking can improve the ability of students to organize, change, adjust, or improve their thinking, so they can make the right decisions and actions [55]. So the problem-based learning method is not only suitable for learning knowledge, but can also be used as a method in growing the character of students to become good citizens by thinking critically,

skilled in solving problems and acting following mature decisions.

Ridwan Effendi developed and provided direct examples of methods based on the main social traditions of Barr, Barth & Shermis and Roberta Woolover & Kathryn P. Scott [9]. These methods will greatly help teachers to integrate character values in social studies learning. Following are the developments and concrete examples:

1) IPS is taught as a form of inheriting the value of citizenship or citizenship transmission with a community-centered approach. The aim is to prepare students to become good citizens with the foundation being the nation's values and culture. Usually to instill the character of good citizenship is to use the inculcation or indoctrination approach [9]. The form of concrete examples of social studies taught as citizenship inheritance values in the table below:

TABLE 1. EXAMPLES OF THE VALUE OF INHERITANCE METHOD FOR CITIZENSHIP [9].

Component	Information
Purpose	Inheritance of citizenship values
Method	Use the text-based instruction method or textbook, question and answer or practice problem-solving activities.
Material	The material is selected by the teacher and can describe aspects of the character values that will be grown and shaped.

2) Social studies are taught as a form of social science education with an integrated approach from various social sciences such as history, sociology, geography, anthropology, economics, law, politics, and other social sciences. Specifically, the social sciences study human behavior with each other, their environment, and study human behavior in specific situations. The main objective is to prepare students to become humanistic citizens based on human values and respect for other human beings [9]. In the form of concrete examples, social studies are taught as integrated social science education in the table below:

TABLE 2. EXAMPLE METHOD FOR LEARNING SOCIAL SCIENCE EDUCATION AS IPS

Component	Information
Purpose	Forming students who are humanist and behave well
Method	Using problem-based learning or cooperative learning
Material	The material is selected by the teacher, which deals with social issues, to increase students' sensitivity

3) Social studies are taught to students as a Reflective Inquiry, emphasizing how to motivate students to be able to think logically, scientifically, and be able to answer the issues and problems raised or even those that are real in life. The teacher does not ask students to memorize issues or problems, but rather to evaluate critically. The aim is to train students to think critically and solve problems that exist in people's lives [9]. The form of concrete social studies examples that are taught as reflective inquiry in the table below:

TABLE 3. EXAMPLE AS A METHOD FOR LEARNING IPS REFLECTIVE INQUIRY

Component	Information
Purpose	Form students who are critical and can solve social problems
Method	Using inquiry/discovery learning, problem-based learning, and cooperative learning.
Material	The material is selected by the teacher, which deals with social issues, to increase students' critical thinking

4) Social studies are taught as a form of personal development for students. The aim is to develop students' overall potential in terms of social, physical, and emotional knowledge [14]. Students who have the potential and are well channeled will foster a high level of confidence [47]. Teachers are expected to be able to develop the mental, physical, and soul of students so that they can become productive members of society [14]. Then it also helps to develop a caring attitude towards the environment and yourself. The social environment of students is a place to interact so that it has a great influence on students, therefore it is important to help students develop their personality with good character [9]. The form of concrete social studies examples that are taught as a form of personal development of students is in the table below:

TABLE 4. EXAMPLES OF METHODS FOR LEARNING AS A FORM OF PERSONAL DEVELOPMENT IPS STUDENTS

Component	Information
Purpose	Forming students who care about social, environmental, self and others
Method	Using project-based learning, and cooperative learning
Material	The material is selected by the teacher, which is related to the environment, caring, and cooperation between people

5) Social studies are taught as a form of affirmation or mature students' minds in rational decision making and social action. The aim is to hone students' abilities in making rational decisions that involve high intellectual skills. Students who have been able to make decisions rationally will show good actions, and be able to take responsibility for their actions [9]. The form of concrete social studies examples that are taught as a form of honing students' ability to make decisions in the table below:

TABLE 5. EXAMPLES OF METHODS FOR IPS LEARNING AS A SHAPE OF STUDENTS ABILITY TO TAKE DECISIONS

Component	Information
Purpose	Forming students who can make rational decisions and actions
Method	Using inquiry learning, and cooperative learning, scientific learning, can be with debate and discussion
Material	The material is selected by the teacher, which relates to associative and dissociative actions

The five main IPS traditions are an inseparable unit. Based on the above findings, the learning method can be integrated with strategies, learning techniques that support and are perceived to function to instill character values. The thing that needs further attention from various previous studies is not to forget that students are the center of learning,

don't let students feel pressured and do not have a good interest in learning, because this will be a barrier to the character of students formed.

The thing that needs to be further consideration is the appropriate method for social studies learning for students who have special needs. Especially for students who fall into the slow learner category. Methods that are suitable and can be used also need to be considered, so that students with special needs can also develop characters that are in line with the goals of education, namely to become good citizens.

V. CONCLUSION

The problems that related to moral degradation in the current generation and previous generations have an adverse effect. Many people are not humane, do not respect the rights of others so that it harms others. before the current generation becomes a generation that is a bad character, then education becomes an important way to characterize students. Character learning must exist at every level of education and in every subject. Subjects that have an important role are social studies because the main purpose of social studies is the same as the main goal of character education, which is to form students into good, critical, creative, and able to solve social problems. The learning process that is appropriate with the purpose of education must include the values of characters in it. Therefore, teachers are required to have models, methods, strategies, techniques, and tactics in the learning process that are appropriate with the learning objectives. Methods that can help the integration of character values optimally include scientific learning, problem-based learning, project-based learning, inquiry/discovery learning, cooperative learning, and text-based instruction or genre-based instruction. The method can be adapted to the contextual material, media, and character values that will be grown.

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