The Implementation of Character Education Classroom Based Learning in Social Sciences Primary School

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Abstract—The implementation of education character in the formal classroom-based education environment in Social Sciences has an effective influence in overcoming the phenomenon of anarchism, student brawl, respected diversity, drugs trafficking, morality and environmental crisis, and another social pathology tendency. Formal education is an education system that is organized, systematic and measurable. The curriculum 2013 was emphasized moral oriented, affective, and value strengthening, the concepts of spiritual attitude, social attitude, knowledge, and skills. This study aims to describe teachers' practice in applying education character class-based in Social Sciences, from planning, learning implementation until learning evaluation to strengthen the character of students at 4th-grade SDN Jati 07 Pagi. a descriptive qualitative method was used in this study through interactive models that data analysis this study consists of data collection activities, data reduction, data presentation, and concluding. the technique of data collection used triangulation, namely observation, interviews, and documentation. The findings of this study are Social Science learning is contained in the Learning Implementation Plan and is accompanied by other activities that support class-based learning such as extracurricular, cocurricular, extracurricular, and habituation that include character values, namely religiosity, nationalism, independence, cooperation, and integrity.

Keywords—Character Education, Classroom Based, Social Studies Learning.

I. INTRODUCTION

Strengthening character education is one of the priority programs of President Joko Widodo (Jokowi) and Vice President Jusuf Kalla who will strengthen the quality of Indonesian education. This is on the Nawacita agenda No. 8 namely strengthening the national character revolution through character and building the character of students as part of a mental revolution, which places proportional aspects of education, such as teaching the history of nation formation, patriotism values, and patriotism, the spirit of national defense and character in the Indonesian education curriculum. The above is reinforced by the concept one of them is realizing a generation with personality in Culture, then later explained in the 2015-2019 Medium-Term Development Plan (RPJMN) namely strengthening character education for school-age children at all levels of education to strengthen the moral values, morals, and personality of students by strengthening character education integrated into the subjects (smartberkarakter.kemdikbud.go.id).

Character education, of course, is not only the responsibility of the school [1]. Character education is a shared responsibility of all those who touch the values and lives of young people, starting with the family and extending to the faith community, youth organizations, business, government, and even the media. The hope for the future is that we can gather together with the same cause to raise the character education of our children, our character as adults, and ultimately the character of our culture.

According to Thomas Lickona, Character Education is character education that involves aspects of knowledge (cognitive), feelings (feeling), and action (action) [2]. Character education is one of the efforts that schools must carry out to foster character and morals following the norms and values of God

Almighty. Character education is carried out as a form of forging students' attitudes as children of the nation so that the development of character for students will be able to form a strong nation and be able to compete healthily in the era of globalization[3].

In the Big Indonesian Dictionary, characters are innate, heart, soul, personality, character, behavior, personality, character, character, temperament, character. The characters are personality, behavior, character, character, and character. According to, a character refers to a series of attitudes, behaviors, motivations, and skills [4]. Character comes from the Greek which means "to mark or focus and focus on how to apply the value of goodness in the form of actions or behavior so that people who are not honest cruel, greedy and other bad behavior are said to be people of bad character. Conversely, people whose behavior is following moral rules are called noble characters [5].

Suwarno cites several definitions of education from experts. Among them, John Dewey mentioned education was the process of forming fundamental intellectual abilities emotionally and toward nature and fellow human beings. Driyarkara mentioned the education of young humanity or the appointment of young people to the human level. Ki Hajar Dewantara, said that education is a guide in the life of growing children, meaning that education guides all-natural forces that exist in these children so that they as humans and as members of society can achieve the highest safety and happiness. Tilaar said that education is an effort to empower people. Namely, humans who can think creatively, who are independent, and who can build themselves and their communities [6].

According to developmental psychologists, every human being has an innate potential that will manifest after he is born, including the potential associated with virtue characters or values. In this case, Confucius who is a Chinese philosopher stated that humans basically have the potential to love virtue, but if this potential is not followed by education and socialization after humans are born, then humans can turn into animals, even worse [7].

Understanding the description of the meaning of education and character, character education is a conscious effort that is planned and directed through the learning environment for the growth and development of all human potentials who have good personality traits, morality, and positive constructive effects on nature and society. The idea of character education can be implemented in all educational environments, both formal, non-formal, and informal education. That is, the development of character education is the responsibility of all parties. The implementation of character education in the formal-school education environment is the main actor because in formal education institutions the learning is more organized, various subjects are taught, as well as teachers who have a variety of academic experiences and understanding. In

line with that, mentioned that schools or colleges must address character education as seriously as schools facing academic education because schools that only educate thought without educating morals are schools that are preparing dangerous societies [8].

Based on the understanding of the characters above it can be said that character building is the process of carving or sculpting the soul in such a way that it is unique, interesting, and different or can be distinguished from others [9]. This research explores how social science education in schools can contribute to the education of national values and character. Learning social science is indeed directed to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all inequalities that occur, and be skilled at overcoming problems that afflict themselves and the community [10].

In the classroom learning process that is not fun and boring and meaningless, it occurs because the learning process that takes place the teacher is more teaching (Teaching) than teaching students or students learning (Learning). Therefore, through learning that teaches students, the teaching and learning process will run according to these expectations and goals, through active, creative, effective, and fun approaches, the teacher can condition students in the process of transforming knowledge and students can construct their thinking through the material the subject taught in the class.

Based on the results of interviews with school principals, homeroom teachers, and fourth-grade teachers at SDN Jati 07 Pagi, the following data were obtained: in terms of strengthening character education, principals, homeroom teachers, and class teachers think that the lack of awareness of students is related to the culture of courtesy, students sometimes are often late in class, and sometimes some students who pass in front of the teacher do not show friendliness and smiles and greetings and just walk away. Students prefer external culture from their own culture in terms of behavior and clothing, the lack of children's participation in social activities that take place in the community, and other social pathology tendencies. Learning in the classroom lacks the courage and inactivity of students in class discussions, sometimes teachers still do teacher-centered learning, there are still students who reflect on behavior that does not respect differences in ethnicity or religion with peers.

Seeing the problems found in the above field, this research focuses on the implementation of class-based character education, to strengthen the values of religiosity, nationalism, independence, cooperation, and integrity in learning Social Sciences in class IV. With sub-focus as follows: 1). Teacher activities plan for character education in the study of Social Sciences in grades IV, 2). Teacher activities teach Social

Sciences in class. 3). The teacher's activity evaluates the learning of Social Sciences in the classroom.

Based on the analysis of preliminary research and relevant research, the newness (state of the art) in this study is the Implementation of the 5 main values of class-based character education in Social Sciences learning and describes the implementation of the value of class-based character education in social science learning and the paradigm shift from teaching teachers to learning students in social studies learning in class. This is not found in previous studies so researchers consider this as the novelty of the research to be conducted.

II. METHOD

The research method used by researchers is a descriptive qualitative research method, namely, the research method used as a research procedure that produces descriptive data [11]. Thus the data collected by researchers through data collection techniques of observation, interviews, and documentation will be processed in a descriptive form.

The data in this study include all information regarding the activities of teachers planning class-based character education in the learning of Social Sciences in the classroom, teacher activities in carrying out social science learning in the classroom, teacher activities evaluating the learning of Social Sciences. Sources of data in this study were principals, teachers, and students. Researchers will conduct interviews, observations, and documentation of participants regarding the phenomenon of character education that is implemented in social science learning in class IV SDN Jati 07 Pagi East Jakarta. This was done as an effort to present the social world based on the participants' perspectives in terms of concepts, behavior, perception, and issues regarding class-based character education, so that researchers can describe the implementation of class-based character education in

learning social science in class IV SDN Jati 07 Morning comprehensively.

Data collection techniques in this study, namely: observation, interviews, and documentation, the three data collection techniques synergize continuously to get the validity of the data obtained. As for the implementation, this research was carried out according to procedures including the pre-field stage, implementation, data analysis, and ending with report writing. During the data analysis phase, Miles and Huberman's data analysis techniques are carried out, including data collection, data reduction, data presentation, and data verification or concluding [12], [13].

A. Maintaining the Integrity of the Specifications

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III. RESULTS AND DISCUSSION

Based on the findings of this study, with the focus of research on the implementation of class-based character education, to strengthen the values of religiosity, nationalism, independence, cooperation, and integrity in learning Social Sciences in class IV can be explained through the table below:

The implementation of class-based character education in learning social science (IPS) class IV SDN Jati 07 Pagi to strengthen the values of religiosity, nationalism, independence, cooperation, and integrity in class IV which are the findings in research can be explained in the picture below:

Fig. 1. Implementation of class-based character education in social studies learning in class IV SDN Jati 07 Pagi

Based on the implementation of class-based character education described in the picture above that SDN Jati 07 Pagi has implemented class-based character education to strengthen the character values of students through habituation based on learning activities in the classroom and outside the classroom as explained above, as for the character values that have been implemented in class-based character education include: faith and piety, clean, tolerance, love the motherland, the spirit of nationalism, respect for diversity, creative, disciplined, brave, learners, cooperation, mutual help, solidarity, honesty, polite and polite and exemplary. In the implementation of character education, students do not only know what knowledge is and how to get knowledge, but students can understand and apply mutual respect and respect for social, cultural, economic, ethnic, and religious diversity as an identity of the Indonesian people who should be grateful for and carry out obligations as a human being continuous as a process of habituation that will shape character.

From the research results described in the previous chapter, there are three aspects that researchers need to explain in the findings of this study in terms of aspects of classroom-based learning, namely: aspects of learning planning in class, aspects of implementation and aspects of evaluation, this is explained following the sub-focus on research so that problems are found in the class. The discussion of the findings in the study is as follows:

A. Teacher Activity Planning Character Education in Learning Social Sciences in Class IV

Based on the field findings in this study it can be seen that the fourth-grade teachers of SDN Jati 07 Pagi have planned the implementation of character education in social science learning in the form of lesson plans (RPP) and syllabus by integrating character values at each step learning steps and prepared small notes that become the teacher's guide delivered to the students, these small notes are intended so that the teacher reflects the students' knowledge in previous learning before the teacher enters into the core learning in class.

As conveyed by G1 grade IV related to planning learning in class IV based on KI KD and Indicators on social science subjects are as follows: "In the physical form, I teach students through daily RPP, syllabus and structuring my classroom. often prepare small notes containing character values that I must convey to

children about the importance of understanding cultural, economic, and religious diversity and related character values not all written specifically about what character to measure but the values many of these characters are implied in the steps and learning processes that take place "(W1.G1.No.3.12/06/2020).

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B. Teachers' activities in learning Social Sciences in class.

In the activities of teachers teaching Social Sciences (IPS) in the classroom, three aspects are used by teachers, in this case, the fourth-grade teacher carries out classroom management to create active, innovative, and creative teaching and learning namely strengthening the strengthening of character education, literacy, and 21st-century skills or often also called 4C (Creative, Critical thinking, communicative and collaborative).

This is following the statement from the G1 informant stating that: "The way we / the teacher teaches students in class is done with three aspects, among others: strengthening character education, literacy, and 4C skills Mr. Her," he said. .No.1.19/06/2020).

First, strengthening character education in learning activities, especially in social science subjects as occurs directly in class discussions, so students are told to come forward reading the results of discussions and answering questions from teachers and other students, this is done so that students have the character of confidence, active and responsive.

Thus G1 states "*Strengthening character in social studies learning needs to be done early on, by looking at the many issues intolerance, religious and ethnic issues played by irresponsible people, then this is relevant to social studies learning which is very closely related by learning tolerance, respecting respect among others, so that in my view basic social science like this is very important to instill early on to shape the character of children, such as the character of tolerance, patriotism, solidarity and as well as other characters related to values "social values," he said (W1.G1.No.9.12/08/2020)*".

Based on the results of the interview, this is in line with the results of direct observations of researchers in the classroom, where students are directed by teachers to discuss the diversity of Indonesian culture, in which teachers emphasize more on the introduction of national culture and mutual respect in each of the differences. The material on "My Nation's Cultural Diversity" is also included in the Learning Implementation Plan RPP (see Doc. RPP).

The second is literacy, based on classroom observations on social science learning activities, each time a student meeting is directed to read, listen, understand and tell stories related to learning material. This is also explained in the lesson plan through Basic Competence, one of the indicators is identifying cultural, ethnic, and religious diversity of classmates as the identity of the Indonesian nation (Doc. RPP).

Thus the researcher interviewed with G2 informants stating "*Literacy activities are very important to be carried out to welcome this 21st-century education era, because we teachers try to habituate scientific activities like this, whether literacy is reading, writing or media so that students have the knowledge and they can construct their thoughts, he concluded "(W1.G2.No.10.12/08/2019). In line with the statement of G1 in interviews with researchers who stated: "In social studies learning activities in the classroom, I always advise children to learn more and read, read anything, provided that at any time they have time to read, this is done so that children are accustomed to reading culture, so that they will become children who excel and be proud of* "(W1.G1.No.10.12/08/2019)

Then the third is: 21st-century skills or so-called 4C (Creative, Critical thinking, communicative and collaborative) namely creative, critical thinking, communication, and collaborative, in this aspect the teacher invites students to be more active in discussions in class and outside the classroom so that students do not get bored with ongoing learning, apart from that, accustom students to communicative, collaborative and critical thinking by directing students to construct knowledge on the material being taught so that learning objectives are achieved.

Furthermore, the three aspects described above are following the results of an interview with G1 which states: "*My efforts in learning social science to students so that learning objectives are achieved, namely by applying three aspects of 21st-century learning, 3 aspects are intended are: strengthening character education, literacy, and skills of the 21st century or often also called 4C which means more or less creative, critical thinking, communicative and collaborative (Creative, Critical thinking, communicative and Collaborative)* "(W2.G1.No.4.19/08/2019).

In connection with the activities of the teacher teaching students in class IV SDN Jati 07 Morning in learning social science, the teacher before learning begins to encourage students to pray first, after that the teacher gives direction to students about the material

that has been conveyed at the previous meeting and then the teacher enters learning when the teacher teaches social science looks active students, creative and dare to answer questions from the teacher because the model used by the teacher in learning is a model of constructivism with the method active discussion and learning. As explained by Schuman that constructivism is based on the premise that we all construct our perspectives on the world, through individual experiences and schemes, constructivism focuses on preparing learners to overcome problems in certain situations [14].

C. The teacher's activity evaluates the learning of Social Sciences in the classroom.

Based on the results of observations, interviews, and documentation conducted in this study that the learning process in class IV, especially in learning social science, several things become aspects of evaluation or evaluation in learning social science (IPS) SDN Jati 07 Pagi, in the initial stage the teacher performs daily tests after one month the students receive material from the teacher following the theme taught then in the next theme the teacher performs daily tests again after receiving material following the theme, then likewise with the next theme the tests are repeated daily until the end material taught (D.KM2.9/9/2019). Thus in line with the statement from G1, he stated in the Record which was approximately 2 minutes long that, " *In the initial stage, we as teachers did a daily test after a month of meeting with the theme, then we did the daily test again after the children received material following the theme, then so did the next theme, Mr. Her, he said"* (W2.G1.No.14/19/08/2019).

This is consistent with the results of an interview with GI which stated that "*In evaluating and evaluating learning in the classroom, for this class (class IV) this semester we conducted daily tests after one month of students learning or receiving material, that was for each theme, every there are repetition themes, repetition themes and until the end of the material taught, well today or this week there are PTS (Mid-Semester Assessment) or early October and approximately for UTS 2 months after PTS, close the usual homeroom teacher bu Indres"* (W2.G1.No.15.19/08/2019). This statement is supported by records that are presented at the time of presentation of results (Rec.G1.03 / 10/2019).

Then the next researcher asks about how the teacher evaluates or assesses the attitudes of students in learning social science in class. "*Attitude assessment conducted by us (Teacher) Mr. Her, we see the extent of changes in the behavior of polite, caring and children's responsibility after the social studies material has been revealed in teaching and learning activities. The assessment is rubrically taking into account the indicators used* "(W2.G1.No.16.19/08/2019). Furthermore, the G2 informant explained about the evaluation activities in

the discussion, he stated that: "*When the discussion activities take place, I always judge from the children's ability to respond to the discussion, listen, body language, expression, voice and participation in conveying ideas and thoughts, this is done by use the rubric following the assessment indicators, more details are in the RPP document,* Mr. Her "(W1.G2.No.14.12/08/2019).

The evaluation activities of social science learning in class IV SDN Jati 07 Pagi is not only done in written assessment but also there is a special assessment of the teacher in seeing the activeness and behavior of students in teaching and learning activities in class, this is done so that students can measure learning achievements and teachers continue to make improvements in the teaching and learning process because one of the main objectives of evaluating learning in class is to describe the learning skills of students so that teachers can find out the strengths and weaknesses in the learning process of social science, which is the middle implemented later knowing the success of the learning and teaching process ie how far it is effective in changing the behavior of the students towards the expected learning goals.

Thus, it is clear the pattern of implementation of class-based character education in social science learning in class IV SDN Jati 07 Pagi, consisting of SDN Jati 07 Pagi which is summarized in the vision and mission of the school, then made a school program to succeed the school goals in the vision and mission, then the school program is applied through the RPP Syllabus on social science subjects through themes that are taught to students in which are integrated 5 main values of character education both written in the RPP and directly implied in learning, which will create students with character in the classroom, at school and in the wider community.

IV. CONCLUSION

Implementation of class-based character education in class-based learning in social science, in class IV, can be done with three aspects, including the following:

First, the activities of teachers planning character education in social science learning in class IV have planned character education in social science learning in the form of lesson plans and syllabus by integrating character values in each subject. As for the character values contained in the RPP and the Syllabus, some are explicit (written directly the character values to be applied) and some are implied by the character values implicit in the learning steps and then prepare small notes that are prepared As a guide for teachers to be conveyed to students before the learning activities take place, these small notes are intended so that the teacher reminds students of the knowledge of previous learning before the teacher enters into the core learning in class.

Secondly, the teacher teaches Social Sciences in class IV SDN Jati 07 Pagi to students, the teacher

designs, implements and manages learning that goes well with an atmosphere of group learning, discussion, active learning, and fun. This is seen when the teacher implements learning in the class. In this learning, students are more active in constructing their knowledge while the teacher is only a facilitator who regulates the learning process.

Third, in evaluating the learning activities of Social Sciences in the classroom, several things need to be known by the teacher in evaluating learning in class, namely: the assessment of learning outcomes by teachers is carried out continuously to monitor the progress and improvement of learning outcomes in the form of repetition daily, midterm tests, end of semester tests, and class improvement tests, this assessment is used to see: 1). Seeing the achievement of student competencies 2). Material for preparing learning progress report 3). Improve the learning process

Then furthermore From the three aspects that researchers observed, interviewed, and documented in the social science learning activities, SDN Jati 07 Pagi class IV had carried out social studies learning that strengthened the values of character education, including the following values of religiosity, nationalism, independence, cooperation, and integrity that is done by the process of habituation in the classroom and through the example of the teachers that are made as a culture of learning that is continuously carried out so that learning objectives are achieved.

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