



## Character Education in Social Science Lessons at State Vocational High School 1 Seputih Agung Lampung Tengah

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### ABSTRACT

Education is a conscious and planned effort carried out together in order to make students fully human beings with the development of their potential and become human beings with the one and only god. And by having cognitive, affective and personal intelligence and skills needed in the future both for himself, the nation and the community. To realize the goals of national education, it is necessary to inject and intervene in the implementation of education, which in this case is a curriculum that can be a reference in the process of implementing education.

Related to the above, this study aims to determine whether the learning process that has been carried out by social studies teachers has applied character education values to students at SMKN 1 Seputih Agung. The method used in this study is a qualitative descriptive method, using this method is expected to be able to explain and answer the formulation of existing problems so as to get the data needed in this study. Data analysis techniques use interactive analysis consisting of three flows, namely data reduction, data presentation and conclusions.

About the results of this study, it can be concluded that: (1) Efforts to shape character at SMK Negeri 1 Seputih Agung involve several aspects, such as (a) morning interaction and religious activities, (b) participation in extracurricular activities, (c) integration of character in learning activities, and (d) various teaching methods used by teachers, such as lectures, dialogues, discussions, roles, and presentations. (2) The integration of character education in social studies subjects is documented in the Learning Implementation Plan. (3) The character building process is strengthened by factors such as qualified human resources and adequate school facilities. (4) On the other hand, there are several inhibiting factors, such as lack of moral understanding of students and lack of attention from parents.

## **INTRODUCTION**

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## **BACKGROUND**

According to Law of the Republic of Indonesia No. 20 of 2003 Article 1 Paragraph 1 concerning the National Education system (SISDIKNAS) states that education is a conscious and planned effort to be able to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. In order for teachers to be able to realize the contents of the law, educational institutions need to make efforts to improve education and invite all levels of society to take an active role in improving education in the State of Indonesia.

To be able to improve student learning outcomes, it is expected that a teacher plays an active role in educating students such as applying an effective approach so that students understand the material taught. Therefore, a teacher is expected to be able to guide students to be active in learning, so that these students are not only accustomed to receiving lessons but also can develop the knowledge they gain during class lessons.

Direct factors that affect the efficiency and effectiveness of the teaching and learning process are the teaching methods used by teachers, in addition to mastery of teaching materials. Majid (2005: 6) explained that the competence possessed by each teacher will show the quality of teachers in teaching. These competencies will be manifested in the form of mastery of knowledge and professionals in carrying out their functions as teachers.

Formal character education is a systematic and planned education to educate, empower, and develop students in order to maximally build character personally. Thus, individuals can grow into individuals who can provide benefits for themselves, for their families, nations, and countries.

Ki Hadjar Dewantara in his book "Karya Ki Hadjar Dewantara Part II A: Kebudajaan" explains more about how the essence of education. According to him, education is a cultural effort aimed at providing guidance in life, the growth of the child's body soul so that the outward innate of each individual and the influence of their environment make their person towards humanity. The point is that education is intended to shape humans to become civilized and humanize humans.

The explanation from Ki Hadjar Dewantara above confirms that education is a guide in the life and development of children. This means that the life of growing children lies in the skills or will of educators. Every child has strength in himself, has experience, and wealth in each child. The educator must guide and strengthen what is in each child in order to improve his behavior, way of life, and growth.

Character education aims to build and form comprehensive self-improvement, in order to shape individual self-abilities. According to the Presidential Regulation on strengthening character education (PPK) requires the community to deepen and main values, namely, nationalist, independent, religious, integrity, and mutual assistance or mutual assistance. The values brought are expected to be applied in every line, especially in our current education system. Strengthening character education is encouraged because of the times and increasingly rapid technology. Thus, it is necessary to strengthen from within the

individual so that it can continue to develop also without any distortion of the original Indonesian culture. Character education also keeps the nation's personality in the character of the Indonesian nation.

Character education as mentioned above must be applied to every line of society. The learning system in character education is emphasized on educational institutions in order to prepare students scientifically and excel in personality. Educational institutions are required to produce students who are strong in moral, spiritual, and of course in their scientific values. As for general, the function of character education in schools is to shape a person's character and personality so that they become people who have high moral values, high tolerance, behave well, and have noble morals. We as teachers are responsible for the formation of students who will become adult humans in the future.

Based on this explanation, researchers are very interested in seeing whether character education has been seen or seen in the process of teaching and learning activities in social studies clusters by conducting research entitled *Character Education in Social Science Lesson Clusters at State Vocational High School 1 Seputih Agung Central Lampung*.

## **METHOD**

The method used in this study is the descriptive method, by trying to find a comprehensive picture of the actual data, facts and events regarding character education in the social studies lesson family.

The descriptive method according to Winarno Surachmad (1990: 139) is an investigation that sorts, analyzes and clarifies investigations using survey methods, interview techniques, observation questionnaires, quantitative analysis, case studies, comparative studies, motion and time studies, and cooperative or operational studies.

### **Data Collection Techniques**

#### **Observation Techniques**

According to Usman Husaini and Purnomo Setiady Akbar (2009; 52) Observation is a systematic observation and recording of the symptoms under study. There are two senses that are vital in making observations, namely the eyes and ears. The observation used by researchers is to see directly about the object to be studied. This observation technique aims to assist researchers in collecting data by making direct observations of the object of the problem being

studied so as to obtain data related to what characters are in the social studies subject family.

### Interview Techniques

Interview or interview method, including the method used by someone for the purpose of a particular task, trying to get information or stance orally from a respondent, by conversing face to face (Koentjaraningrat, 1997: 63). This technique is to find complete information, based on this definition, the researcher conducted an interview technique with teachers who were sampled in this study to find out what characters exist in the social studies subject family

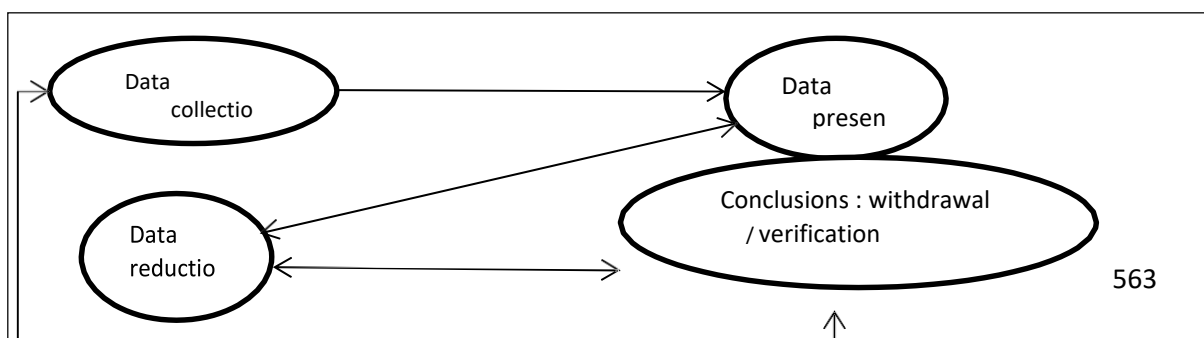
### Documentation Techniques

According to Suharsimi Arikunto, "Documentation technique is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, leggers, agendas, and so on (Suharsimi Arikunto, 1997: 236).

### Data Analysis Techniques

In this study, the author used qualitative data analysis techniques because the data obtained was not in the form of numbers so it could not be tested statistically. In addition to qualitative data analysis that can provide real explanations in our lives in accordance with the things to be researched. So in this study researchers analyze the data qualitatively, which explains, describes and interprets the results of the study with the arrangement of words and sentences as answers to the problems studied so that the data obtained can be understood by readers. Data analysis in qualitative research, is carried out at the time of data collection, and after completion of data collection within a certain period. Miles and Huberman in Sugiyono (2008: 246), Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. The steps in analyzing data in a study can be described as follows:

**Figure 3.5 Components of Data Analysis (Miles and PR:1992; 20**



## **RESULTS AND DISCUSSION**

### **Social Studies Teacher Understanding**

School leaders and teachers explain that value and character education is a process of understanding, appreciation and followed by the practice of an educational value or character. The implementation of the curriculum aims to develop and cultivate ways of thinking, behaving and having good morals and in accordance with the values, norms and morals of religion and life in society in students. The values and characters developed include love of the country, honesty, responsibility, discipline, religious, tolerant, creative, independent, democratic, communicative, respect and attention (respect), dilligent and responsibility, which leads to students who have noble morals.

Social studies teachers also stated that social studies education plays a role in educating students' values and character in the form of cooperation, love for the country, and mutual assistance. In content standards, IPS is very thick with values that knit diversity, national history, a sense of responsibility, mutual respect, and so on. The values and characters developed through social studies learning are cooperation, mutual assistance, love for the motherland, responsibility, and respect and respond to the nation's problems. The books used for social studies learning are the Integrated Social Studies Package Book, modules made per subject by social studies teachers (History, Geo-Sociology, Economics); Books for accelerated classes made by social studies teachers, and Books available in the library.

The supporting factors for the education of students' values and character, according to social studies teachers, are learning equipped with media, documentary film screenings, installation of images / posters and writing articles. In addition, all community members have the willingness and willingness to change and work, the cooperation of parents, students, teachers, employees, and relationships with the world of education, business, and alumni. The inhibiting factors of student values and character education through social studies learning are when the learning approach is dominated by problem-

solving skills or cognitive aspects only. More negative influences come from outside the school, namely from mass media that are less supportive.

The teacher agreed with the curriculum used because it has a high commitment to the education of students' values and character; Likewise, school leaders also expressed agreement. Curriculum change is an obligation and necessary is creativity in carrying it out. Preparations that have been made by social studies teachers for the implementation of the curriculum are in the form of workshop activities, ranging from socialization, discussion, study, and potential analysis to participating in trainings, being active in MGMP, and carrying out independent activities or being included in scientific forums.

### **Teacher Performance**

As a public school, it is natural for schools to carry out their educational and learning duties as well as possible. In the implementation of learning, teachers of each subject, including social studies, should emphasize and strengthen students' adherence to Indonesian character. But this sometimes does not appear in daily activities, in this case the teacher always emphasizes students to behave / tell the truth, even though the reality is not / has not been satisfactory. According to the teacher, the material taught in social studies subjects does not entirely support the development of student obedience to Indonesian character. Therefore the teacher emphasizes to students the importance of honesty in life, being honest is always applied in exams and other activities; There are also students who are disappointed when they find out that a friend is cheating.

Social studies learning fosters students to have noble ethics (akhlaqul karimah); attitude of courtesy, obedience and obedience. The teacher gives real-life examples. In the learning process, teachers provide direction and example for students. For example, sociological materials are discussed about social deviance and dress code. What happens in social studies learning is that students are very polite with the teacher in behavior and in attitude; For example, when meeting with the teacher, students must always greet and kiss the teacher's hand, then when entering the room always give greetings. Students wear clothes according to Islamic law; female students wear long clothes and hoods; Teachers always give appreciation to their students.

The learning process uses learning methods or models that can develop and grow the character to be achieved, by prioritizing personal experience through the process of observing, asking and reasoning. In daily activities at school, teachers

are familiar with and apply the steps / activities recommended in the scientific approach such as observing, questioning, and reasoning. Teacher activities are supported by complete library facilities, a conducive learning environment, laboratories, LCD, WiFi and cooperatives. In addition, learning is also supported by school or madrasah policies, which not only prioritize science and technology (IPTek) but also faith and taqwa (ImTaq).

The learning process is quite good, supported by school rules and the commitment of the academic community to character development. Almost all subjects carry out learning that is useful in realizing good and moral student character. Libraries, mosques, laboratories, fields, IT rooms, student council rooms, classrooms with complete facilities and infrastructure such as computers, LCDs, WiFi, and cooperatives all provide support for value and character education. The teacher acts as a role model to be exemplified or give examples, both in word and deed to students. The role of students is as learners who learn, understand, and practice characters both in everyday life inside and outside school.

Character education in social studies subjects is inseparable from total character as the goal of the school, the school environment is a strong supporter in instilling character and character implementation in social studies subjects. As a school that also prioritizes character education, supported by a school environment that carries out religious activities, every day the school has formed students to have religious character. Because social studies subjects consist of economics, history and geography-sociology, teachers always design extra-curricular activities together. For example, conducting a joint bazaar where children learn to hone creativity and independence.

Social studies learning trains students to be tolerant, in group assignments students cooperate in groups and exchange opinions. The teacher allows students to drink in the learning process, because the teacher considers that in learning students also have a sense of saturation; In this process of exchanging opinions students are trained to be tolerant. There are times when teachers explain geographical locations in Indonesia in which there are each community of residents with their respective cultures.

This is where the understanding and acceptance of plurality of society occurs, in this case students are given insight into the variety of societies in Indonesia so as not to create a culture of discrimination and offend ethnic, religious, racial, and intergroup (SARA) issues. In the election/formation of any committee, decision making, no one should impose the will.

Social studies learning trains students to work together, teachers form study groups in the learning process. If there is one friend who experiences a disaster / illness, classmates and teachers visit the sick friend together. Social studies learning trains students to be generous, loving each other. According to the teacher's presentation, the material taught is not always supportive for training generous students. But the importance of caring and generous attitudes can be inserted in the learning process. Teachers try to accustom students' mindset to love the environment. Attitude change is exemplified by teachers followed by students. Some students ask various things to the teacher, social studies learning trains students to love reading. Social studies learning trains creative and innovative students; Teachers do games on economics subjects, with the topic of economic actors and economic systems. Game symbols are also used; The teacher shows and asks students to find out and explain the various symbols contained in the map. Social studies learning trains students to be democratic and competitive; The teacher provides equal opportunities for each student to compete quickly in answering the questions asked by the teacher. In the selection of class president, there are usually 2 candidates who will advance; elections are conducted by voting; If one is not elected, he will accept defeat sincerely or willingly (legawa).

According to social studies teachers, aspects of character education are not included in a topic/theme; If forced to include all values/characters, it seems forced to expand learning to various other aspects. Based on the results of observations in the classroom, the application of character education can be seen from how to analyze the material and teaching methods of teachers in the classroom. In the process of instilling values/characters, teachers emphasize it more through the material and some examples associated with the material taught. In social studies subjects, there are four branches of science, namely history, geography, sociology, economics, and each branch of science has its own value / character emphasis.

### **School Environment Strengthening & Support**

For self-development, the school pays great attention to students' talents, interests, and potentials through extra-curricular activities, including robotics, animation, compiling web blogs, broad casting, music, al-banjari flying music, journalism, Quran reading, theater, vocal building, painting, karate, taekwondo, sacred sites, basketball, table tennis, badminton, football/futsal, chess, calligraphy, scouts, PMR, PKS, paskibraka, and Youth Scientific Work (KIR). Guidance and Counseling is a process of psychological assistance from humanity

scientifically and professionally provided by the supervisor to the guided / student in order to develop optimally.

It is realized that the essence of social studies learning is to bring students aware of various aspects of their social life so that they can become effective members of society later. School activities in formal learning, school culture can reinforce each other; Training students in mutual cooperation greatly supports the achievement of the essence of social studies. Students are trained to help each other and are given the freedom to create and innovate. The cultivation of the value of cooperation is carried out by students consciously through an attitude of caring for friends; Schools often hold positive things to train students to be generous, such as devotional camp activities, and distributing meat during Eid al-Adha. This activity indirectly plays a role in developing students' souls to be generous and build social care.

## **CONCLUSION**

Character is the psychological, moral or ethical qualities that distinguish a person from others, character, disposition. Character means to have a disposition, to have a personality. Character becomes a pattern, be it thoughts, attitudes or actions, which are attached to a person very strongly and difficult to remove. The relationship of values, character and morals is very synergistic or mutually reinforcing; When those values are closely attached to a person's personality it shapes character, and when character comes out in the form of an understanding of what is considered good/considered bad the code of conduct is used.

Character descriptions can vary, being 10 points as in the objectives of national education, or 18 points as detailed in the text Development of Cultural Education and National Character: Central School Guidelines for the Ministry of Education and National Curriculum, or even 32 points as previously formulated in the Guidelines for the Appreciation and Practice of Pancasila (P-4); It all boils down to the elements of dignified character, that is, peace, independence and justice.

Social studies subjects aim to make students familiar with concepts related to community life and their environment; have basic abilities for logical and critical thinking, curiosity, inquiry, problem solving, and social life skills; have a commitment and awareness of social and human values; and have the ability to communicate, cooperate and compete in a pluralistic society, at the local, national, and global levels. The scope of social studies subject matter includes aspects of people, places, and environments; time, sustainability, and change; social and cultural systems; economic behavior and well-being. In learning, the

importance of universal, national, religious values and respect for culture is emphasized. Teachers realize that the main mission of social studies is to help students learn the social world in which they live, face social reality, develop knowledge, attitudes and values, and various skills needed to enlighten humanity. Social studies education not only adds insight and sharpens students' intellectuals but also students' social, moral and character skills.

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