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Implementation the Strengthening of Character Education through Social Studies Learning and School Culture

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Abstrak

Pembinaan karakter dan peningkatan intelektual peserta didik merupakan hal yang penting dan diprioritaskan dalam sistem pendidikan nasional di Indonesia. Tujuan dari penelitian ini adalah untuk menjelaskan dan mengetahui hasil implementasi Penguatan Pendidikan Karakter (PKK) melalui pembelajaran IPS dan budaya sekolah di SMP Sunan Giri Menganti Gresik. Penelitian ini merupakan penelitian kualitatif berdasarkan studi kasus. Penelitian dilaksanakan pada bulan September-Desember 2020 dengan subyek penelitian adalah kepala sekolah, wakil kepala sekolah bidang kurikulum, guru IPS, dan warga sekolah. Teknik pengumpulan data adalah wawancara, dokumentasi, catatan lapangan, dan observasi. Analisis data menggunakan tiga metode yaitu reduksi data, penyajian hasil data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan PKK di SMP Sunan Giri Menganti dalam pembelajaran IPS tertulis dalam RPP berdasarkan acuan Kurikulum 2013 dan budaya sekolah melalui pengelolaan kelas, budaya Islami, gotong royong dan disiplin, kunjungan rumah, Perayaan Hari Nasional , dan Perayaan Hari Islam.

Kata kunci: Penguatan Pendidikan Karakter, pembelajaran IPS, budaya sekolah

Abstract

Character development and intellectual enhancement of students were important and prioritized in the national education system in Indonesia. The purpose of this research was to explain and find out the results of implementation the Strengthening of Character Education (SCE) through social studies learning and school culture at Junior High School Sunan Giri Menganti Gresik. This research was qualitative research based on a case study. The research was conducted in September-December 2020 with the subjects were school principals, vice principals in curriculum, social studies teachers, and school members. Data collection techniques was interviews, documentation, field notes, and observations. Data analysis used three methods, there were data reduction, presentation of data results, and conclusions. The results showed that implementation the SCE at Junior High School Sunan Giri Menganti in social studies learning written in the RPP based on the 2013 Curriculum reference and in school culture through classroom management, Islamic culture, mutual cooperation and discipline, home visit, National Day Celebration, and Islamic Day Celebration.

Keywords: Strengthening, Character Education, social studies learning, school culture.

How to Cite: Putra, A.T.D., Harmanto, & Kasdi, A. (2021). Implementation the Strengthening of Character Education through Social Studies Lerning and School Culture. *The Indonesian Journal of Social Studies,* 4 (1): 27-35

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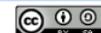
INTRODUCTION

Character development and intellectual enhancement of students are important and prioritized in the Indonesian national education system. The achievement of these goals can occur accompanied by various studies on education and the existence of appropriate laws and regulations on this educational issues. National character development was an important agenda since the beginning of Indonesian independence and was declared the main goal of education at that time (Hulawa, 2019). The Indonesian National Education System which is regulated in Law Number 20 year 2003 emphasizes that national education functions to create the character and develop the student knowledge in order to prepare the future life. The aims of increasing character education are to develop the potential of each student so that they are able to become a fully human being who obey God, have a good moral, have high insight, love family, creative, disciplined, independent, responsible, and able to become a democratic citizen. The National Education Standards which are regulated in Government Regulation Number 32 year 2013 also describe the competencies that students must have, namely aspects of intellectuality and character.

Lickona (2013) mentioned three main elements in character education, they are: 1) knowing the good or knowing goodness, 2) desiring the good or loving goodness, and 3) doing the good. Character education is formed as a result of awareness about challenges in the future of the nation. These conditions require educational institutions to make students have complete and strong personalities with spiritual, moral, scientific and skill values. Mulyasa (2013) mentioned that character education emphasizes the value aspects of environmental creation, exemplary, and habituation. Character education is an effort that has been planned with the aim to make students have a caring attitude; able to internalize and know the values well so they are able to behave as a human being (Samani, 2011).

The points of Indonesia's national education have passed a process of transformation, hopefully they will be able to contribute the progress of the nation that experienced the challenges of paradigmatic fundamental changes. The transformation of socio-cultural in the life of society and the shift of life values drastically (Ali & Nugrahani, 2019). In education, learning will be successful if there is a change in a person (Baharun & Ummah, 2018). The transformation of Indonesian education is desirable to provide answers or responses to various demands, challenges, and needs as a consequence of the current state of education in Indonesia. The transformation and improvement of Indonesia's national education can be started by putting back character as a dimension or spirit in all aspects of national education. The character applied in each educational unit must be accompanied with the student competence which includes intellectual value.

The Indonesian government through Presidential Regulation Number 87 year 2017 launched the Strengthening of Character Education (SCE) program in all education units. The Strengthening of Character Education program in Indonesia is a program or movement carried out in educational institutions to improve the character of students through a process of formulation, transformation, transmission, and development of potential according to the Pancasila philosophy of life. In the process of achieving character education, need support and public involvement cooperation between the families of students, schools and the community are needed, which is part of the National Movement for the Mental Revolution (NMMR). Teachers' professionalism in teaching determines students' learning outcomes in the field of cognitive (intellectual), the field of attitude (effective) and the field of behavior (psychomotor) (Dimyati & Mudjiono, 2009).

The Strengthening of Character Education (SCE) that needs to be implemented in each education unit refers to the five main values, including nationalist, independent, religious, integrity, and mutual cooperation. Pancasila comprises five pillars that act as the basis for the ideology of the Indonesian state and people. It was proposed by the nation's founders for building the character and culture of the nation under the assumption that homogeneous ideologies would create

stability and strengthen cohesion in Indonesian society (Subaidi, 2020). Therefore, the five character domains are the embodiment of the mandate of the law so that they can be referred to as national characters because these five core characters are the spirit in the implementation process of the national education system (Suherman *et al.,* 2019).

The effort to strengthening character education at schools in Indonesia, which focuses on the abovementioned five domains of characters emphasizes on: 1) The preventive actions to respond to negative influences of information and communication technology and teenager lifestyle that neglects the religious and local wisdom values; 2) Crisis of identity and life goals disorientation as impact of lack of parental assistance; and 3) Inoptimal students' potential development in harmonizing their heart (ethics), thought (literacy), feeling (aesthetics), and body (kinesthetic) (Kemendikbud, 2017).

The process of implementing SCE in each educational unit, can be implemented through several activities. First, Strengthening of Character Education (SCE) can be implemented through intra-curricular activities. Intra-curricular activities are teaching-learning activities by school institutions that are carried out on a scheduled and regular basis which must be followed by all students. The intra-curricular program is filled with various learning activities to improve the Competency Standards for Graduates (CSG). Fulfillment of CSG demands is carried out through a Basic Competency (BC) that must be possessed by each student. The learning process in the intra-curricular program is carried out 5 educational institutions continuously every day based on the academic calendar. Second, Strengthening of Character Education (SCE) can be implemented through co-curricular activities. Co-curricular activities are teaching and learning activities that can support and relate to intra-curricular activities. The implementation of co-curricular activities does not coincide with intra-curricular schedules which have the aim to make students more understand about intra-curricular material. Co-curricular activities can be done by projects, assignments, or other activities that are still related to intra-curricular material that must be completed by students. Third, Strengthening of Character Education (SCE) can be implemented through extracurricular activities. Extracurricular activities are activities that are carried out outside the schedule of teaching and learning activities (intra-curricular) for character development. Extracurricular activities functions in developing and channeling the interests and talents of students with various aspects that need attention, including the characteristics of students, the carrying capacity of the available environment, and local wisdom of the area.

The educational institution that also implements Strengthening of Character Education (SCE) for all its students is Junior High School Sunan Giri Menganti-Gresik. Junior High School Sunan Giri Menganti is an educational institution located on Arkun Menganti Krajan Road, Menganti District, Gresik. Based on research conducted by Agboola & Tsai (2012) it is written that character education is needed by students in learning classes at school. Character education is a discipline that develops in the world of education to optimize students' ethical behavior. The process of building good character in students is carried out together by parents, teachers, and school members as stakeholders.

Based on the description above, it shows that the school environment and the role of teachers are important factors in character building in students. This is encouragement for researcher to take a research about the implementation Strengthening of Character Education (SCE) which refers to the five main values which include religious, nationalist, independent, mutual cooperation, and integrity through social studies learning and school culture at Junior High School Sunan Giri Menganti-Gresik.

METHODS

This research was a qualitative research based on a case study which the researcher acts as a key-instrument. The research was conducted at Junior High School Sunan Giri Menganti in September-December 2020 with the research subjects are school principals, vice principals of curriculum, social studies teachers, and school members. This study tried to describe the reality

of the implementation Strengthening of Character Education (SCE) at Junior High School Sunan Giri Menganti. **In collecting data, this research was used several techniques, namely** interviews, documentation, field notes, and observations. Data analysis techniques used three methods of analysis carried out at the same time, namely the process of data reduction, presentation of data results, and drawing conclusions or verification (Prastowo, 2011) **(Fig. 1).**
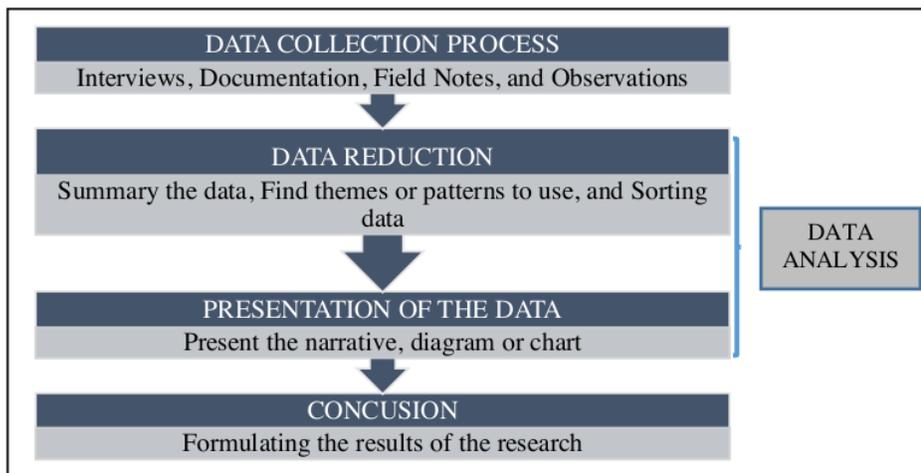

Figure 1. Data Analysis Components (Prastowo, 2011).

The validity of the data obtained was checked using triangulation of sources. Researchers triangulated in various ways, including by: a) Comparing interview data with observational data, b) Comparing the answers to questions from institutional leaders with teachers and school members, c) Comparing answers to questions from research subjects in research situations with what they said throughout the time, and d) Comparing the notes of the interview results with other relevant documents. Inspection techniques were needed to determine the validity of data.

RESULTS AND DISCUSSION

The Strengthening of Character Education (SCE) through Social Studies Learning at Junior High School Sunan Giri Menganti Gresik

Strengthening of character education was a conscious important and planned effort that must be carried out in learning activities at school. One of the efforts to strengthen the character education was the implementation of curriculum updates. The curriculum that applied at Junior High School Sunan Giri Menganti was 2013 curriculum which that curriculum has committed to strengthening the values and character of students. The 2013 curriculum was not only focused on improving the level or cognitive aspects, but also on the affective aspects and skills of students. Learning using 2013 curriculum was based on the core competencies to be achieved, namely religious attitudes and social attitudes as affective components achieved by indirect teaching, knowledge and application as cognitive components and skills achieved by direct teaching (Hasan, 2013). The use of the 2013 curriculum as the basis for learning activities at Junior High School Sunan Giri Menganti was already customized with the needs and learning objectives to be achieved.

In the learning process, the attitudes of students or the character of students greatly affect the learning outcomes of students. This shows that character has a big influence on students. In the 21st century, the world of education has begun to switch from values-based education to character-based education. There was a decrease in the value of morality, injustice, and a low level of solidarity that has plagued the world of education (Kardiyem, 2013). Character is the

shape of a person's attitude and behavior in acting. Character reflects how the person lives his daily life. A person's character appears when there is interaction in a social entity, both in urban and rural communities. Therefore, there are several activities and lessons that include Strengthening of Character Education (SCE) at Junior High School Sunan Giri Menganti, one of them was social studies learning.

At the junior high school level, social studies were required subjects that must be implemented with the 2013 curriculum. The 2013 curriculum required the teacher to have a comprehensive knowing because the progress of globalization was very fast. This era of globalization supports students to find many learning resources out there, so that teachers have a big role to be able to provide new knowledge and skills for students. Indirectly, the teacher's role was to encourage students to have a sense of responsibility to others and the environment, interpersonal and interpersonal skills, and have critical thinking skills.

Based on the results of interviews with social studies teachers, it was stated that the teacher began the learning by watching the video lessons. The students become interested to learn when initiated by watching videos which were part of learning. To manage the situation so that learners can easily achieve the learning objectives, a teacher must show his ability in designing the subject matter so that it can generate interest (Irwandani, 2016). Increasing a sense of nationalism and integrity through learning with this method was good because students become more open and willing to accept material well. Social studies learning was a learning that very suitable for character education. Based on the results of the interview with the social studies teacher at Junior High School Sunan Giri Menganti, it was stated that the social learning material taught during social studies learning was very suitable to be combined with values of character education.

The application of social studies learning expected can permanently create good characters of nationality and religion. Together teachers, parents, and staff must join together to encourage students to realize good values in their lives (Agboola & Tsai, 2012). Social studies learning explores the relationship of human interaction in culture and its area by paying attention to the past, present and future in order to foster the intellectual, social and personality development of students so that they have the competence to participate in decision making and other social activities (Pramono, 2013). Social studies learning was designed to make students into virtuous people (Rosardi & Zuchdi, 2014). Social studies education was very involved in realizing student characteristics based on good morals and can be carried out in everyday life as social creatures. The implementation of social studies learning activities at Junior High School Sunan Giri Menganti has been able to facilitate the strengthening of character education for students. This was shown from the results of research that has been done that in every learning activity the teacher provides examples of good character attitudes. The success of social studies education that was considered successful in the community can shape the behavior of students in courtesy, can get along, can put things in their place, and can distinguish between good and bad in daily actions.

According to Djalil & Megawangi (2006) things that can be done by teachers implementing character education were: 1) Implementing communicative and participatory learning so that students are active in learning activities, 2) Forming a sporting and conducive learning environment, 3) Providing examples and implementation directly related to good character by providing examples, and 4) Able to interpret each student's uniqueness in forming a particular learning method. Based on this description, the social studies learning at Junior High School Sunan Giri Menganti has been able to implement character education in every learning activity.

The Strengthening of Character Education (SCE) through School Culture at Junior High School Sunan Giri Menganti Gresik

a. Class Culture (Classroom Management)
One of the keys of the educational process was how classroom culture as a place for students to gain knowledge can be managed in such a way. The process of internalizing the five basic values

of character education that can be done in the classroom was related to the management of the curriculum, how the class was managed such a way, and the learning methods that were carried out. Regarding the internalization of the basic values of character education in terms of curriculum management, it was necessary to understand that the curriculum was needed so that the goals to be achieved can be directed in accordance with the set expectations, namely internalizing the basic values of character education in a complete and comprehensive manner (Firmasnyah, 2017). Classroom management which was implemented at Junior High School Sunan Giri Menganti was very conducive to internalize a disciplined character and care for the environment. Classroom management techniques that promote the character of discipline and care for the environment like this need to be maintained. Based on the results of the study, it showed that classroom management improveed student order, safety, comfort, and activity.

At the present time, the curriculum implemented in Junior High School Sunan Giri Menganti was 2013 curriculum. The 2013 curriculum was developed based on character with the aim that there was an increase quality based on activities and learning outcomes that were integrated to form good and positive character of students according to the competency standards of graduates in each education unit (Mulyasa, 2013). Classroom management was not only about the arrangement of classrooms. However, there are some basic things from implementing classroom management, such as: 1) How teachers planed, prepared, organized, monitor and evaluate interactions that occur in the classroom and can achieve the desired learning goals, and 2) How teachers were able to build correct habits so it can form the character of disciplined and care for the environment starting from the classroom. The end result of a classroom culture such as classroom management has implications shown in social studies learning activities of the students. They have independent and mutual assistance characters.

b. School Culture (Islamic culture, mutual cooperation culture, home visit, National Day Celebration and Islmic Day Celebration)

School culture was traditional habits carried out from time to time, year to year in the school environment by the school's residents. In the school environment, school culture was the organizational culture of educational institutions. The quality of school life that grow and develop based on the 5 main values of SCE (religious, nationalist, mutual cooperation, independent, and integrity). School culture also determine the quality of learning, work, and interactions between school principals, teachers, education staff, students, and parents of students.

The implementation of school culture that exists in Junior High School Sunan Giri Menganti was very conducive and involves school members to achieve the goals. Educational ecosystem that involves individuals, norms, regulations, and consistency in their implementation. On the other hand, the school's efforts aim to support the formation of school branding (building a unique and special school image). Based on the research results conducted at Junior High School Sunan Giri Menganti, the were existence of good school culture such as Islamic culture, mutual cooperation culture, home visit, National Day Celebration and Islmic Day Celebration can be a school branding. The school culture was good according to society so every new academic year the number of students who registered always increases.

Islamic culture such as the Dhuha sholah every day, reading the Al-Qur'an, and infaq giving positive values to students. Students who were initially required to carry out activities in such a way will gradually get used to it and not make it a burden. This habit will actually become a good habit that can be continued even after graduating from school. Therefore, graduates from Junior High School Sunan Giri Menganti are known as graduates who have good character habituation, one of that was religious character.

The culture of mutual cooperation and the habituation of disciplinary attitudes applied at Junior High School Sunan Giri Menganti also need to be appreciated. This is because the clean Friday (*Jum'at Bersih*) activities which are held every week were followed by all school members. This

shows that the sense of solidarity of the school community was very good. A sense of solidarity created with the same goal which was to clean the school environment.

Home visit was a special program from Junior High School Sunan Giri Menganti which hardly found in other schools. This program requires the homeroom teacher to visit each student's house. The purpose of carrying out a home visit was to keep in touch with the guardians of students and to inform the progress of students to their guardians. In addition, the homeroom teacher functions as a communicator for school information to the student guardians. If there were obstacles conveyed by the student's guardian, the teacher plays a role in providing suggestions in solving these obstacles.

The last school culture program is the National Day Celebration and Islamic Day Celebration. National Day Celebration and Islamic Day Celebration activities were carried out with a morning ceremony and continued with parades and competitions between classes. Such celebration activities were carried out in order to give the impression and message to students that in every celebration there was a historical strories behind it. From this celebration we learn that there was a struggle or a story that preceded the formation of the celebration day. Therefore, from the celebration hoped that students will be inspired and moved to continue the struggle of our predecessors, like heroes. Leadership, patriotism, honesty, diligence, discipline, and responsibility were expected to grow because of the school culture that supports students.

School culture was an organizational personality that has special characteristics and could be used to distinguishing culture from another school. The role of all school members who were part of the school culture when carrying out their duties must be in accordance with prevailing beliefs, values, beliefs, and norms (Suharsaputra, 2010). The school culture at Junior High School Sunan Giri Menganti includes classroom management, Islamic culture, mutual cooperation, home visits, National Day Celebration and Islmic Day Celebration.

CONCLUSION

Based on research that has been conducted at Junior High School Sunan Giri Menganti, the following conclusions can be drawn: Implementation the Strengthening of Character Education (SCE) at Junior High School Sunan Giri Menganti in social studies learning was manifested in learning activities by social studies teachers written on the lesson plans based on the 2013 curriculum references and on school culture through classroom management, Islamic culture, mutual cooperation and discipline. home visit, National Day Celebration and Islmic Day Celebration. The results of the implementation the Strengthening of Character Education (SCE) at Junior High School Sunan Giri Menganti can be seen from the characters that formed in students which shown in social studies learning activities in the form of independent and mutual assistance characters. In school culture, students were also active in it and show religious character (in Islamic culture), mutual cooperation and integrity (in National Day Celebration and Islmic Day Celebration activities)

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