The Contribution of Social Sciences in Strengthening the Character Education of Elementary School Students

Eko Mafrudin[1*]

[1]SD Kristen Maranatha Kedungadem, Bojonegoro, Indonesia

Abstract: One of the objectives of social studies education is to form good citizens. To be a good citizen, every student must have good character as well. This implies that social studies education must be able to contribute to shaping student character. In this study, we will review the role of social studies education in strengthening character education in elementary schools. This research uses a library research approach. Sources of data are obtained from research results that have been published in scientific journals, books, and legislation related to the education system. The results of the study show that social studies education has a very important role in strengthening character education in elementary schools. The role of Social Studies Education in character building is to contribute in the form of basic values, concepts, and rules in shaping student behavior both in the school environment and in the community environment.

Keywords: Character education; Elementary school; Social science

Introduction

The rapid development of the times, both in science and technology, encourages every person or human being to continue to develop in various fields, including education. Indonesia, a developing country, aspires to become a developed country. To achieve this goal, a new generation must be formed that is able to build their country well so that it can compete with other developed countries. This is where education is needed as a tool to prepare and build quality individuals or human resources for the country (Susrianto & Putra, 2022; Nugraha & Frasandy, 2018).

Education is very important in human life. Through education, humans will be able to live well in society, this is in accordance with the function of national education itself, namely developing the ability to shape dignified national character and civilization in national life with the aim of developing the potential of students to educate them to become people of faith, fear of God. , and have noble character, virtuous, healthy,

knowledgeable, capable, creative, independent, and become responsible democratic citizens (Hurri & Munajat, 2016). Life in this era of globalization is increasingly advanced in technology and information, education is needed which is able to develop various kinds of knowledge. Globalization also has a negative impact on social life, namely a decrease in personality values among students (Mahanal, 2014). Progress in the era of globalization should not eliminate the character of the Indonesian nation which is known to be polite, friendly and full of kinship. Character is one of the national development missions that must be prioritized to "Create a Nationality of Morals that is tough, competitive, noble, based on Pancasila, characterized by Religion, faith and piety as well as the character and behavior of the Indonesian nation God Almighty, kindness, tolerance, cooperation, love of the motherland, dynamic development, science and technology oriented" (Surahman & Mukminan, 2017).

Social science as an educational program and field of knowledge not only provides social knowledge, but

also must develop into citizens and have rights as citizens who are responsible for society, nation and state. So, the topics presented are not limited to knowledge, but also values. -values that students must hold (Amanda et al., 2022; Ariyani & Kristin, 2021; Jumriani et al., 2021; Susanto, 2014). Especially if these values are given to children such as very good elementary school students, through character education in social studies learning it is expected to shape the child's personality and make him a good person, good citizens, which allows them to see the symptoms of a moral crisis and play a role in raising the younger generation (Rufaida, 2017; Sapriya, 2017; Wahyuni et al., 2022).

Method

The method in this research is a qualitative type of literature study. Data collection techniques used by researchers are literature study techniques and internet searching. This literature study is an activity that collects data such as articles related to research themes, reads, or records and processes them (Zed, 2018). The purpose of this research is to find out how the role of social science education is in realizing character strengthening in elementary schools which is expected in the learning process to apply students' character values so that it can help achieve national education goals. This research was conducted by researchers by collecting several appropriate articles and then reviewed by researchers. Internet searching is a data search using internet sites from various sources. In this study, researchers used laptops in all stages of compiling articles and collecting data related to the research objectives.

Result and Discussion

The nature and objectives of Social Science Education in Elementary Schools

There are many opinions regarding the use of Social Sciences in education. In elementary schools, social studies is a single subject or stand-alone that is integrated from various concepts of social disciplines, science, and humanities as well as various social problems and issues (Myers, 2006; Lopes et al., 2004). The term "social science" comes from America, and means "study or study of society" (Hidayat, 2020). Social studies education includes social sciences, state ideology, and other disciplines as well as relevant social issues, arranged and presented psychologically and scientifically for educational purposes in primary and secondary schools (Somantri, 2001). Social science consists of various branches of social science, such as sociology, history, geography, economics, politics, law, and culture (Gherardini & Frima, 2019). Social science also discusses the relationship between humans and

their environment, in which students grow and develop. Social science also uses an interdisciplinary approach from aspects and branches of social science (Sapriya, 2017).

Social science as a field of science that appreciates, processes, studies, and discusses matters relating to human relations problems so that they can be understood and resolved thoroughly (Surahman & Mukminan, 2017; Sardiman, 2010). Selected branches of social science, such as history, economics, sociology, geography, anthropology, and social psychology, must be presented in an integrated manner in the presentation of social studies (Zoher, 2017). Therefore, it is simplified based on the interests of each school and its level of education. According to some of the experts above, it can be concluded that social science is a branch of science that studies the relationship between humans and other social sciences, such as geography, history, cultural anthropology, social psychology, sociology, political science, economics, and social science. -Other social sciences.

There are several objectives of social studies education in elementary schools, including the following: First, provide knowledge to students to become good citizens; realize that they are God's creatures; respect their rights and obligations as citizens; and have national identity and pride. Second, improve critical thinking and inquiry skills to understand, identify, analyze, and then have social skills to participate in solving social problems. Third, practicing independent learning and building togetherness through more creative and innovative learning programs. Fourth, Improving intelligence, habits, and social skills. And Fifth, Teach students to live the values of life (Setiwan, 2013; Anshori, 2014; Amirin, 2013; Widodo et al., 2017). Thus, based on the findings from the explanation of the objectives above, it can be said that the purpose of learning Social Sciences is to help students acquire basic knowledge and skills that will help them live their daily lives in their family, community and country environment.

The Importance of Strengthening Character Education in Elementary Schools

The term character comes from the Greek charassein and "kharax" which means a tool to make or to engrave which means to carve, it was widely reused in French for 'characters' in the 14th century and then entered English as 'characters' before finally changing to Indonesian in "characters" (Yalida, 2019). Shaping character as we engrave on gemstones or hard metal surfaces. Character is a person's character, manners, morals, or personality which is formed from the results of internalizing various virtues which are believed to be the basis of one's perspective, way of thinking, attitude

and way of acting (Muthoifin, 2015). These virtues consist of: a set of values, morals and norms such as honesty, courage to act, honesty, respect for others. Character emerges from the nature of society and the nature of society is formed by the nature of each member of society. Character development or personality development of community members, theoretically and empirically, is carried out from childhood to adulthood (Jatmiko & Abidin, 2017). Based on the explanation above, the character is seen to apply the individual way of thinking of each individual, namely the values of kindness in action or behavior, so that it is individual for everyone. Individually, anyone who has character is an individual who can make something firm and ready to take responsibility for the impact of the decisions taken. This is in line with the opinion which states that "character is an internal value of action that starts from an inner awareness that can be trusted to respond to situations in that way according to good morals" (Pala, 2011).

Education is the creation of a conscious and planned learning atmosphere and learning process so that students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Education creates an atmosphere of conscious and planned learning and learning processes so that students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (Taufiqurrahman & Nida, 2019). Character education is an education system by cultivating values according to national culture with components of knowledge (cognitive), emotional (feeling of love) and good deeds to God Almighty both for himself, society and the nation.

The Law on the National education system has formulated the functions and objectives of national education that should be used in developing educational initiatives in Indonesia. Article 3 of the law on the National Education System states that "National education functions to build capabilities and shape dignified national character and civilization to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty God, noble, sane, wise, capable, creative, independent, and become a democratic and responsible citizen" (Government Regulation of the Republic of Indonesia, 2003). The goal of national education is the formulation of Indonesian human qualities that must be developed by each educational unit. Therefore the formulation of national education goals is the basis for the development of character education.

The development of character education is very strategic in relation to sustainable development and the nation's future excellence. Such development requires good planning, appropriate learning approaches and methods and effective learning (Meilani et al., 2021). In accordance with the nature of the value of character education is a collaborative school effort and therefore must be carried out together with all teachers, all departments and become part of that which cannot be separated from the school culture. Character education is in line with the goals of social studies education, namely fostering students to become good citizens with knowledge, skills and social care that are beneficial to themselves and others to society and the country (Somantri, 2001). To achieve this goal there is a process of teaching and teaching, not only limited to the appearance of knowledge (cognitive) and skills (psychomotor), but also includes aspects of morality (affective) and responsibility, according to those contained in the values of Pancasila (Ibrahim, 2016).

The Role of Social Studies Education in Realizing Strengthening Character Education in Elementary Schools

At present, education in Indonesia is experiencing difficult times, and the characteristics that are by the values and norms of Pancasila are starting to fade. This is caused by many factors, one of which is the nation's inability to fundamentally solve educational problems. One of the main problems is the lack of attention given to efforts to create moral, pious, and faithful national children. This should be a top priority to find a solution or way out soon. Thus, social studies learning, which has an important role in improving student character, is needed in the world of education. Social studies lessons are responsible for building the character of the nation's children to be better, useful, and by prevailing values, to build student character to become good and useful citizens in the future (Ridwan, 2016; Sardiman, 2010; Kuntari, 2019). Therefore, social studies lessons are considered very important. In its implementation, social studies learning must be used as a vehicle for building the character, personality, and morals of students by the goals of religion and national education. In addition, as stated by (Suprayitno, 2021; Zoher, 2017), social studies learning must be adapted to its conceptual framework to become integrated and emphasize interdisciplinary and transdisciplinary relationships. Undoubtedly, it must be through fun, active, and transformative learning that is relevant to the development of people's lives (Rachmah, 2014; Gunawan, 2016).

In social studies learning, there are nine pillars of character derived from universal noble values. The first pillar is love for God and all that He created; the second is responsible and independent; the third is trustworthy or trustworthy and diplomatic; the fourth is courtesy

and respect; the fifth is mutual help or generosity, as well as cooperation and cooperation; the sixth is a hard worker and has high self-confidence; and seventh is to be a person who believes in oneself and God (Anshori, 2014). Social studies learning is very appropriate as a character strengthening based on the nine pillars. Also, in today's highly sophisticated and all-digital world, upgrading characters is very important. It is hoped that through social studies learning, students will not only gain knowledge and remember the material, but also implement it in everyday life. Stick to the values taught while considering the consequences of certain actions. Especially in elementary schools, marked by characteristics and traits that can be easily identified through individual behavior. In addition, between the ages of 10 and 12, children enter a stage of physical development, which is indicated by their height and weight. Children's moral development is also marked by their understanding of the norms and rules that apply in their environment. Thus, proper coaching is needed to keep students' character appropriate and positive.

Conclution

Social science consists of various branches of social science, such as sociology, history, geography, economics, politics, law, and culture. Thus, based on the findings from the explanation of the objectives above, it can be said that the purpose of learning Social Sciences is to help students acquire basic knowledge and skills that will help them live their daily lives in their family, community, and country environment. Strengthening character is very important, just like social studies learning which is very important to instill character values. Many efforts have been made to improve the character of the nation's children who are gradually starting to move away from Pancasila principles. However, it must still be used as motivation to improve every effort. Social studies learning has a very important role in strengthening students' character, especially in elementary schools.

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