



TITLE WRITTEN WITH CAPITAL LETTERS, CLEAR, SOLID AND INFORMATIVE. JARGON AND ABBREVIATIONS SHOULD BE AVOIDED. WRITING TITLE IN ENGLISH**Saipullah¹**¹ Master of ips education, Lambung Mangkurat University, *Indonesia*

ARTICLE INFO*Article history:*

Received 05 January 2021

Accepted 10 April 2021

Available online 15 April 2021

*Kata Kunci:*Pelaksanaan Pendidikan;
Pendidikan Karakter;
Pembelajaran IPS*Keywords:*Implementation
education; Character
Building; Social Science
Learning

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan Pelaksanaan pendidikan karakter dalam pembelajaran IPS yang meliputi, perencanaan, pelaksanaan, penilaian. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Subjek penelitian ini adalah guru mata pelajaran IPS di SMP Negeri 1 Tapin Tengah. Objek penelitian ini adalah Pelaksanaan pendidikan karakter dalam pembelajaran IPS di SMP Negeri 1 Tapin Tengah. Data diperoleh melalui wawancara, observasi kelas, dan analisis dokumentasi. Uji kredibilitas data yang digunakan dalam penelitian ini adalah ketekunan pengamatan dan triangulasi metode. Data yang diperoleh kemudian dianalisis menggunakan model analisis Miles dan Huberman untuk diperoleh kesimpulan. Hasil penelitian yang diperoleh pada penelitian ini adalah pendidikan karakter sudah diintegrasikan dalam pembelajaran IPS di SMP Negeri 1 Tapin Tengah, baik dalam perencanaan, pelaksanaan, dan penilaian pembelajaran. Pada tahap perencanaan pembelajaran, guru IPS di SMP Negeri 1 Tapin Tengah sudah mengintegrasikan nilai-nilai karakter yang akan diimplementasikan dalam pembelajaran pada silabus dan RPP. Pelaksanaan pembelajaran IPS di SMP Negeri 1 Tapin Tengah secara keseluruhan sudah mengintegrasikan nilai-nilai karakter. Penilaian pembelajaran IPS di SMP Negeri 1 Tapin Tengah berdasarkan RPP yang dibuat guru IPS sudah meliputi penilaian afektif. Penilaian dilakukan melalui pengamatan, soal, dan diskusi kelas.

ABSTRACT

This study aims to describe the implementation of character education in social studies learning which includes planning, implementation, and assessment. This research is a descriptive study with a qualitative approach. The subjects of this study were teachers of social studies at SMP Negeri 1 Tapin Tengah. The object of this research is the implementation of character education in social studies learning at SMP Negeri 1 Tapin Tengah.

Data obtained through interviews, classroom observations, and documentation analysis. The data credibility test used in this study is the persistence of observations and the triangulation of methods. The data obtained were then analyzed using the Miles and Huberman analysis model to obtain conclusions.

The results obtained in this study are character education has been integrated in social studies learning at SMP Negeri 1 Tapin Tengah, both in planning, implementation, and learning assessment. At the learning planning stage, the social studies teacher at SMP Negeri 1 Tapin Tengah has integrated character values that will be implemented in learning in the syllabus and lesson plans. The implementation of social studies learning at SMP Negeri 1 Tapin Tengah as a whole has integrated character values. Assessment of social studies learning at SMP Negeri 1 Tapin Tengah based on the lesson plans made by the social studies teacher includes affective assessment. Assessment is carried out through observation, questions, and class discussions.

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PRELIMINARY

The problem of the character of our nation today is a problem that is widely discussed among the public. Various events that occur in our country, indicate as if there is something wrong with the learning that we have instilled in school. Even more fatal, many problems are solved by violence, which is caused by the behavior of a small part of the community. Events like this are of particular concern, especially for the world of education. At this time the problem of character became a major topic in national policy in the field of education. The solution that can be done to minimize or reduce the character problem is through formal education. The hope is that through education the problems of the character of the nation's children can be resolved, but this is not like turning the palm of the hand, of course there are many obstacles and obstacles that require a joint commitment.

One of the efforts to realize an education like the one above, students must be equipped with special education that carries the main vision and mission in character building and there must be an effort to make these values back into characters to be proud of. Therefore, the internalization of character education, from an early age, must be implemented by schools in the education process in schools, especially proclaiming and internalizing character values in the school curriculum which becomes a guide for every academic community. The development and guidance of character education can be applied in all subjects, one of which is social studies subjects. Efforts must be made to develop character for students, especially in social studies learning must be integrated into the learning process contained in the curriculum document. Learning activities are designed to make students recognize, care, and develop character values into good behaviors in their lives.

Character education is a form of planned activity in which there are educational actions related to efforts to build the character of students aimed at future generations. With character education can be taught about the values of life so as to avoid bad behavior. In the implementation of character education in schools, it must be based on the character values of character education, which will be developed, according to the needs of students, and natural conditions, as well as an adequate school environment. It was further explained that character education is everything that teachers do in the learning process, which can have an influence on the character of students. This is related to the behavior of the teacher in the classroom and, how to communicate and the techniques used in delivering learning materials.

In the implementation of character education in schools, elements of character values can be integrated in learning in each subject. Learning materials in each subject can be

developed and linked to the daily context of students. This can be implemented in accordance with the teacher's ability to carry out character education, both in terms of the use of learning media, the methods used in the learning process, and skills in compiling and carrying out assessments.

The implementation of character education in schools is also closely related to the implementation of school management or management. Management is meant by planning, implementing, and controlling and supervising the implementation of educational activities in schools. Matters related to management include, among others, the values that must be instilled, the content of the curriculum developed, the implementation of the learning process, assessment techniques, teachers and school administration staff. So basically character education has a very important function to develop and build the personality of students, with positive values.

The implementation of character education in schools aims to form perfect, integrated, and balanced character traits of students, in accordance with the expected competency standards. Through character education, students are also expected to be able to improve and use their knowledge, examine and implement character values and character in the behavior of everyday life. As for the institutional level, character education leads to the formation of school culture and the behavior of school residents. This is related to traditional values, daily habits, and symbols carried out by all school members, and the community around the school. According to Kesuma (2011:9) the objectives of character education are:

1. Improving and developing the values of life that are considered important, so that they become the distinctive personality/ownership of students as the values developed.
2. Correcting the behavior of students who are not in accordance with the values developed by the school.
3. Building a harmonious connection with family and society in playing the responsibility of character education together.

In the implementation of character education, there are several foundations that can be used as a reference. This is so that the character education taught does not deviate from the identity of the Indonesian people and nation. The values developed in character education are identified from the following sources:

- a. Religion

As is well known, Indonesian society is a religious society. Therefore, both the lives of individuals, communities, as well as the nation and state, are always based on religious

teachings and. On this basis, the values of character education must be based on values and rules that come from religion.

b. Pancasila

Character education aims to prepare students to become better citizens, namely citizens who have the ability, willingness, and apply the values of Pancasila in the life of the nation and state. The Republic of Indonesia as a unitary state is upheld on the principles of national and state life called Pancasila and is described through articles in the 1945 Constitution. The values contained in Pancasila are the basis for implementing values in social, political, legal, and social life. economy.

c. Culture.

These cultural values are used as the basis for interpreting a concept and meaning in the implementation of communication between community members.

d. National Education Goals

The purpose of national education which contains various human values that must be owned by Indonesian citizens. Therefore, the goal of national education is the most operational source in the development of cultural education and national character.

Based on the four sources of value, 18 values can be identified that must be applied in the learning process. The values of character education are as follows:

1. Religious
2. Honest
3. Tolerance
4. Discipline
5. Hard work
6. Creative
7. Independent
8. Democratic
9. Curiosity
10. National spirit
11. Love the homeland
12. Rewarding achievements
13. Friendly/communicative
14. Peaceful love
15. Likes to read

16. Care for the environment
17. Social care
18. Responsibility

In the implementation of character education to the fullest, there are several principles that need to be considered. In this case, these principles can be used as a reference or material in the implementation of character education. In the micro context of the education unit, character education programs need to be developed according to Hermann, 1972 (in Saleh, 2012: 22) based on the following principles:

- a. Sustainable, namely that the process of developing character values is a continuous process, starting from the first time students enter school until they finish from an educational unit.
- b. Through all learning subjects, self-development, and the culture of the Education unit, through curricular activities for each subject, co-curricular and extra-curricular.
- c. Values are not taught but developed, this can be done through the development of students' abilities through the learning process.
- d. The educational process is carried out by students in an active and fun way. Where the teacher must be creative in planning learning activities, which later students will be active in making questions, seeking information to solve the problems contained in these questions, managing and processing the information that has been obtained. So that this can foster character values in students.

In accordance with the above opinion, the principles of character education carried out in schools must be carried out in a sustainable manner. Character education should be developed and integrated through all subjects, through self-development in schools and culture developed in schools or educational institutions. If character education is integrated into subjects, the learning process will bring students to play an active role in the learning process, and learning will be more enjoyable.

RESEARCH METHODS

The main problem in this research is the planning, implementation, assessment of character education contained in the curriculum of SMP Negeri 1 Tapin Tengah in social studies learning. This study seeks to describe phenomena in natural conditions related to character education planning that is integrated in social studies learning, implementation of learning by integrating character values to students, as well as character education assessments carried out in the classroom learning process, using a qualitative approach.

Sources of data are written data, interviews, and social studies learning process activities at SMP Negeri 1 Tapin Tengah. Sources of written data in the form of syllabus, lesson plans, and observation sheets.

RESEARCH RESULTS AND DISCUSSION

Implementation of character education in schools that are integrated into social studies subjects. Integrating character values into social studies subjects, starting from the planning that must be made by the teacher. Planning for the implementation of character education in learning is carried out through making syllabus and lesson plans. The results of the document analysis show that the subject uses the learning syllabus made in the Subject Teachers' Deliberation (MGMP) activities. The lesson plans were revised and analyzed according to the needs and abilities of the students. This is in accordance with the theoretical study obtained, namely according to Wibowo (2012: 86), the character values to be achieved are included in the syllabus and lesson plans made by educators.

In accordance with the conditions at SMP Negeri 1 Tapin Tengah, the implementation of character education teaches students an understanding of behavioral norms related to themselves, fellow humans, the environment, which is manifested in attitudes, words and actions so that behavior conforms to norms, and customs. The implementation of learning, mostly actualizes the character values contained in each basic competency. Likewise, the media used contains character education values. And teaching and learning activities are guided by lesson plans that are adapted to class conditions, interests and abilities of students.

In learning activities often use the discussion method. It aims to instill the value of tolerance and cooperation among students, and students become more active in solving problems they face and are able to establish relationships between group members. In learning activities, teachers need to present learning materials, with learning methods that encourage students to be active in the learning process, and connect learning materials with contextual learning. This is in accordance with the theoretical study obtained by Amri, et al. (2011: 66), in implementing character education activities, teachers need to present learning materials, implement learning methods, encourage students to be active, link learning materials with life, and foster interpersonal relationships.

The implementation of character education in SMP Negeri 1 Tapin Tengah is based on the results of interviews also through teacher examples. The results of this study are in accordance with the theoretical study obtained regarding the application of character education in learning. According to Noor (2011: 63), students understand character education through the

behavior of all school members and through school activities. Therefore, when students are in school the teacher not only teaches character education through the sciences but also through the example of the teacher.

Based on the results of interviews, all teachers stated that teaching and learning activities were guided by the lesson plans that were adapted to class conditions. The implementation of the learning process often uses discussion learning methods to instill the value of tolerance and cooperation. Through discussion activities, students become more active in solving problems they face and are able to establish relationships between group members. This is in accordance with the theoretical study obtained by Amri, et al. (2011: 66), in implementing character education activities, teachers need to present learning materials, implement learning methods, encourage students to be active, link learning materials with life, and foster interpersonal relationships.

The implementation of the character education assessment is carried out through questions and observations. Assessment activities through observing student behavior are carried out during KBM and outside KBM. This is in accordance with the theoretical study obtained according to Zuriah (2011: 249-250), that the assessment of student character is not only done in the classroom, but can be done through observing student interactions.

CONCLUSION

Based on the results of research and discussion on the implementation of character education for students in social studies learning, the teacher plans the implementation of character education in learning, through a syllabus made at the beginning of each semester and lesson plans made before learning. In learning planning activities, the teacher selects character values to be achieved by adjusting materials, methods, strategies, and learning media. The implementation of the learning process often uses discussion learning methods to instill the value of tolerance and cooperation. Through discussion activities, students become more active in solving problems they face and are able to establish relationships between group members. Assessment of the implementation of character education can be done through questions, to reveal students' abilities in practicing character values. Assessment of character education is also carried out through observing student behavior during and outside KBM.

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