



Implementation of Character Education in Forming Confident, Polite and Caring Character through Social Studies Learning at SMP Al-Hasib Malang Regency

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ABSTRACT

Al-Hasib Junior High School is an educational institution that prioritizes student achievement, both in academic and non-academic fields. Therefore, it is expected that students educated in such schools have superior knowledge, intelligence and good morals. However, facts on the ground show that there are still bad attitudes and ethics towards teachers, such as disrespect and disrespect also still exist. In addition, students' confidence in socializing is also still lacking. This study aims to understand overall school policies that shape the social character of AL-Hasib Junior High School students in accordance with guidelines from the Ministry of Education and Culture, and also to explore how the implementation of character education is carried out to form responsible, polite and caring social character. The research method used is a qualitative approach with a qualitative descriptive type. The main sources of information involve the principal, student waka, curriculum waka, and Al-Hasib Junior High School students themselves. This research involves collecting data through observation, interviews, and documentation which will then be analyzed by organizing the data, reducing the data and drawing conclusions. As for the validity of the data, it is tested using triangulation techniques. The findings of the research show that school policies to shape social character start from the implementation of the school curriculum. Learning activities in the classroom and teaching teachers are also directed to implement and fulfill aspects that are in accordance with the guidelines of the Ministry of Education. Then it ends with the evaluation process. At the implementation stage, students apply social character both inside and outside the classroom. This is expected to be a recommendation for teachers in carrying out learning in the future. Teachers are expected to provide deeper instillation of character values in students. In this way, it is expected that students can have a comprehensive understanding in implementing character values that are integrated with their daily learning.

Keywords: Social Character; Social Studies Learning; Students

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INTRODUCTION

The value of social care has begun to disappear, especially among students, as shown by the emergence of problems such as fights between students, indifference to friends, disrespect for others, bullying, and more (Admizal & Fitri, 2018). The value of social care is a character education that is very important to be applied today. School is a formal education system that educates students to create a valuable generation for the country and country. Junior High School (SMP) students are at an age that is a process in the early stages of finding oneself and beginning to understand the meaning of self. At the age of 12 to 14 years, children will find many thoughts in a certain event, which event they can sometimes accept or not (Omeri, 2015).

In education, we must proactively update moral education in the school system. Teachers, schools, and parents become facilitators of students by providing support and encouraging good values in their growth and development. Therefore, the implementation of education in schools must not only be reflected in the family and community environment, but also there must be direction from the school. This has been explained in the function of national education, namely "developing the ability and shaping the character and civilization of a dignified nation in educating the nation's generation, the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Harahap,

2006).

Character education is a purposeful initiative aimed at enhancing the moral qualities of students. Character involves the principles governing human conduct towards God Almighty, oneself, fellow humans, the environment, and one's nationality. These principles are expressed through thoughts, attitudes, emotions, speech, and actions grounded in religious norms, legal standards, ethical considerations, cultural values and customs (Siswati et al., 2018). Therefore, the reason for the need to build the character or identity of the nation is because the existence of the nation's character is an important foundation. A nation with strong character can become one worthy of respect and respect from other nations. Therefore, the goal of building the nation's character is to become a nation with character. A nation with character is a nation that has characteristics including having a high national spirit, love for the motherland, discipline and responsibility, tolerance and respect for differences, love peace, social care and care for the environment (Fauzi, 2016).

One element of character education is attitude or behaviour. Good and bad behaviour of a person is also judged based on others, which is called social behaviour. According to Hurlock B Elisabeth, social character is a person's physical and psychological activity towards others or vice versa to meet the needs of himself or others. Huslin also stated that social behaviour is an atmosphere of dependence experienced by humans (Siswati et al., 2018).

Social studies subjects are essential for students' intellectual, cultural and emotional development (Marhayani, 2018). Social Studies is essential in producing student characteristics based on sound ethics. It can be applied in everyday life as social creatures, especially in developing potential attitudes, student growth and development of their social spirit. Socializing outside of school, in the community, with friends or older people must show exemplary dedication (Anshori, 2014). In addition, much is studied in social studies, including social issues, the context of events, and generalizations. Following the principles of social studies learning, several things need to be stated, including social character; students must be able to form active, independent, cooperative, polite, and good at speaking good words in the community (Sangidatus Sholiha, 2021).

The discussion about the character of social care is essential, including how the role of schools in this case is expected to be an alternative solution in solving the problem of lack of social care in students. In his research (Amaniyah & Nasith, 2022) revealed the role of schools in efforts to instil this social care value through school culture by implementing several routine activities, spontaneous activities and examples. However, this is not enough because there needs to be government participation and support therefore in the determination, school programs need references in the guidelines for strengthening character education, which have all been set by the Ministry of Education and Culture through the Character Education Strengthening Program (PPK) which is an Education movement in schools to strengthen student character.

Al Hasib Junior High School is one of the madrasahs that has a vision of the school to realize an institution as an educational centre that can prepare and develop human resources based on "Al-Hasib" (Religious et al., and Useful). This school has many advantages in various fields. Especially in religious matters, including carrying out dhuhur prayers in the congregation every week, holding several Yasin and Tahlil routines, reading the Quran every month and religious activities carried out by all elements of the school. This is in line with the Ministry of Education and Culture's PPK program, which aims to strengthen student character through the harmonization of heart sports (ethics), taste sports (aesthetics), thought sports (literacy) and sports (kinesthetic) with the support of public involvement and cooperation between schools, families and communities.

This school prioritizes discipline and is even a top priority. Students who violate the rules will be punished according to school rules. In addition, Al-Hasib Junior High School is also an educational institution that prioritizes student achievement, both in the academic and non-academic fields. So, students educated at the school are expected to have superior knowledge, intelligence and *alkhlaqul karimah*. However, recent data shows that many students are affected by changing times, ranging from their behaviour to some differences in attitudes towards ethics. Based on information and facts in the field, many Al-Hasib Junior High School students still need help socialising with friends. Unkind student attitudes towards teachers, such as disrespect and disrespect, and other opinions remain. From this background and image, applying character education and social behavior is important.

METHODS

This study uses a qualitative descriptive method, which describes explicitly applying character education in shaping social character through learning social studies subjects at SMP Al-Hasib Malang Regency. The subject of the study is determined purposively or based on specific considerations, and the research will enter certain social situations, make observations and interviews with people who are considered to know about those social situations and the object of research of the author. The subject of the study is determined purposively or based on specific considerations, and the study will enter certain social situations, make observations and interviews with people who are considered to know about those social situations and the object of research of the author (Sugiyono, 2010). The interview was used to obtain more in-depth information about implementing character education in shaping social character through social studies learning at SMP Al-Hasib Malang Regency.

RESULTS AND DISCUSSION

In the process of implementing character education to form social character through learning social studies subjects at SMP Al-Hasib Malang Regency through several expectations starting from the establishment of school policy programs in general, which include through

Curriculum implementation

The school curriculum is the main thing that is very important in the formation of school policy programs and, of course, must always refer to the rules and guidelines by the provisions of the Ministry of Education. Not only that, the curriculum also regulates student character education. The components in learning tools, such as in making lesson plans or syllabi, must include aspects that have been determined. Similarly, schools also make programs, programs, activities, regulations, and so on. Al Hasib Junior High School also does this in the implementation of several school policies. In addition, the forms of social character applied in social studies learning will be adjusted to the topic or material to be discussed. This form of social character is also in line with the vision and mission of the school, namely leadership and high social spirit.

This follows the attitude competencies listed in the 2013 curriculum, which in the form of assessment is divided into 2, namely spiritual attitudes and social attitudes, following the 2013 Ministry of Education regulation regarding the structure of the junior high school curriculum. The spiritual competence is in K1, among others: respecting and living the teachings of the religion he adheres to. Then, the competence of social character itself is found in K2, namely respect, honest behavior, discipline, responsibility, caring for tolerance and mutual assistance, being polite and confident, caring for others, and interacting in the social sphere within reach of its existence is following the attitude competencies listed in the 2013 curriculum which in the form of assessment is divided into 2, namely spiritual attitudes and social attitudes following the 2013 Ministry of Education regulation regarding the structure of the junior high school curriculum. The spiritual competence is in K1, among others: respecting and living the teachings of his religion. Then, the competence of social character itself is found in K2, namely respect, honest behaviour, discipline, responsibility, caring for tolerance and mutual assistance, being polite, confident, caring for others, and interacting in the social sphere within reach of its existence (Agung, 2017).

Regarding social character based on the 2013 curriculum and strengthening character education guidelines in Al Hasib Junior High School, it is by existing regulations. Although Al-Hasib Junior High School has yet to use references in the guidelines for strengthening character education, the form of character education instilled in the SMP itself is included in the contents of the PPK.

Learning activities

Some policies and regulations set by schools and teachers will help students carry out activities to express their social character. Here, the role of the teacher as a student guide is vital. These forms of activities are divided into two activities in the classroom and outside the classroom. The forms of activities from the school, both in the classroom and outside the classroom, are also adjusted to the vision and mission of the school and aspects that exist in social character. The role of the teacher as a student facilitator is vital in implementing the social character of students.

The theories and regulations of the Ministry of Education and Culture regarding character education are

in line with several Al Hasib Junior High School programs that were created to shape the social character of students. Related programs implemented by SMP Al Hasib include holding social services and infaq every Friday. This is following the competency standards' provisions for graduate students regarding the character value of relationships with fellow environments. Furthermore, there are several competitions, basic leadership training, and the habit of praying and shaking hands with teachers before entering class following the Ministry of Education and Culture regulations regarding character values towards God, oneself, and the environment. This is continuous and by the purpose of character education, where moral intelligence is the certainty of each individual about the ability to understand and distinguish what is good and right. This shows that every individual must have a strong moral stance and be able to act well. According to Michele Borba, it was emphasized that moral intelligence can be developed through education and moral culture from an early age. In general, concepts related to morality include a) Every action has a concept of right and good b) This concept refers to the value of individual, social and spiritual values of religiosity c) The concept of kindness refers to the value of aesthetic values d) harmonization between the mind, heart, feelings and psychomotor e) Minimize the dissonance between cognition, emotion and practical and balanced action f) Developing universal values in life g) Interact and cooperate with others h) Demonstrate professional and responsible actions (Yusti et al., 2011).

Evaluation Process

The character values formed by teachers in social studies learning already include aspects in the character-strengthening guidelines. Student graduation standards and strengthening character education in the 2013 curriculum cover several aspects of assessing student attitudes and skills. Teachers integrate social characters adapted to learning materials in the classroom. Based on student character assessment guidelines, teacher assessment goes through 3 stages, namely how to shape student speech, shape student behaviour and how to think that is applied daily. In addition, teachers are required to have a daily journal of students. In determining the assessment of the final results, the teacher first makes observations of the closest students and teachers of other subjects, after which it is discussed with the homeroom teacher (Tim Pusat Penilaian Pendidikan, 2019). From several attitudes instilled in social studies learning here, theoretical conformity with research results is obtained, where student graduation standards include independent values, mutual assistance, confidence, care and so on.

Implementation Process of character education in shaping social character in SMP Al Hasib

In implementing character education, it is divided into 2, namely, implementation in the classroom and implementation outside the classroom.

Classroom Implementation

Of course, in learning, we do not only assess cognitive and academic aspects; this aligns with the objectives of character education, whose goals include developing students' emotional intelligence and establishing relationships with each other and others. The emotional intelligence of these students also includes how sympathetic the child's character is, as well as responsibility and sociability. The purpose of character education is that it not only makes students bright in the classroom but also how to form personality characters under applicable norms and values is no less critical. In addition to the 2013 curriculum and the provisions of the Ministry of Education through the book *Strengthening Character Education*, a study presented by Mahmud in the *Journal of Citizenship Proceedings* also explained that social character includes many aspects, including being honest, sportsmanship, tolerance, discipline, caring for the environment, being independent and so on (Yusti et al., 2011). Based on the description above, social studies subject teachers not only focus on cognitive and academic domains, but teachers must also focus on and integrate character values in the classroom. Then, in aspects related to social character, teachers have instilled in students through existing learning materials.

From several observations and research conducted at SMP AL Hasib in grades VII, VIII and IX regarding the implementation of character education in shaping students' social character, there is an alignment between theory and data obtained. Based on the study's results, teachers cultivate good and positive attitudes, especially in instilling polite, caring and confident social characters. In instilling this social attitude, teachers adjust to the material and learning methods in social studies learning. This is continuous with the guidelines for strengthening character education set by the Ministry of Education and Culture in implementing character education in the classroom. Among them is strengthening character education in the classroom, which teachers can use

contextually; there are discovery learning methods, group work, discussions and so on by adjusting the existing material to the conditions of students' understanding. The polite, caring and confident social characters that are met.

Self-confidence is one of the social characteristics implemented in social studies learning following the guidelines for strengthening character education, among others. It is a confident attitude that makes children active and independent in class. According to (Saksono, 2010), The solution to building children's self-confidence has four stages as follows: 1) Make children want to respect themselves, 2) Guide the child not to burden the mind with other people's races, 3) Exhale a feeling of pleasure and calm attitude when you want to do everything and 4) Do not be afraid to be wrong. From the research results, these aspects have been achieved and realized in Al-Hasib Junior High School students during classroom learning, where students can explore knowledge widely and have a high curiosity. In this case, researchers found several social characteristics of Al Hasib Junior High School students in classroom learning activities. Instilling confident character values in social studies learning includes the stages of learning planning, implementation and assessment of learning. In the social studies learning process, the teacher provides stimulus/stimulation to students so that learning can attract the attention of students (Sangidatus Sholiha, 2021). After students are interested, it will be easy to receive the material, and students become enthusiastic to be active so that the escape is readily accepted. With maximum acceptance of learning, this can increase self-confidence in students so that they can be brave and respect themselves. In addition, Al Hasib Junior High School students are also taught that when there are friends who lack understanding, there is such a thing as peer tutors so that friends who understand better will teach their themes who do not understand deeply so that all can understand. There are no more negative views among friends. In the learning process in class, teachers also give direction when learning something or doing anything. All must begin with a sense of pleasure so that children are no longer a burden when they make mistakes and are always confident in everything.

Politeness is the process of integrating character education in social studies learning; students also apply some characters that are done while learning; polite and honest behavior is also instilled in social studies learning at SMPN Al-Hasib. For example, children are required to greet and greet when meeting with teachers or fellow friends, this is taught through the habit when students before entering class must shake hands with the teacher. Not only that, but the students of Al-Hasib Junior High School must also be polite to anyone older; This is always taught by teachers in the classroom by sharing appropriate examples of how students should behave toward their elders or peers. Politeness is the process of integrating character education in social studies learning; students also apply some character traits while learning; Polite and honest behavior is also instilled in social studies learning at Al-Hasib Junior High School; For example, children are required to greet and greet when meeting with teachers or fellow friends, this is taught through the habit when students before entering class must shake hands with the teacher. Not only that, the students of Al-Hasib Junior High School must also be polite to anyone older; This is always taught by teachers in the classroom by sharing appropriate examples of how students should behave toward their elders or peers. As explained by (Fauziyah, 2022) in her research, according to the understanding of some adolescents, manners are behaving according to manners, respecting and respecting older or younger people. In addition, habituation, namely in shaping student manners through school rules, cannot be separated from integrated strategies through habituation at school. Teachers are also used to forming a good attitude towards students. According to (Ratnasari & Arsana, 2013a), the character of manners can be formed through example, namely the cultivation of manners as moral education to students through discipline initiated by the school by providing examples of compliance and implementation of school rules because teachers are role models for their students.

Caring is also instrumental in forming students' social character and embedding caring attitudes, where students remind each other, help each other in terms of difficulties, and so on. This is also in line with the researcher's findings in the results of observations in the field. The last is the character of discipline and obedience, which is the integration of social character in this integrated social studies learning; teachers apply the material to be discussed and combine it with learning methods that follow the circumstances of students to capture the knowledge conveyed. In this case (Arif et al., 2021) also state that the cultivation of social care attitudes in children must begin with teachers who also need to teach with exemplary patterns and habituation that must be done continuously to get used to forming good attitudes toward students.

This shows that implementing confident, polite and caring character education integrated with social

studies learning indeed aims to shape the social character of students. The formation of students' social character is essential to build the mindset of students' characters and attitudes and also in the graduation standards set by the government. Then, the process of character education in shaping the social character of students at Al Hasib Junior High School follows the theory above, where in its implementation, the integration of social studies subjects with social character is carried out by adjusting the learning material, where the suitability will be sustainable in it. Therefore, the implementation of character education must be undertaken by all parties, including the principal, teachers, administrative staff, sweepers, canteen guards, and especially parents at home (Julaiha, 2014).

Out-of-Class Implementation

The process of implementing character education is not only carried out in the classroom, but outside teaching and learning activities are also needed. Al-Hasib Junior High School students apply confident, polite and caring characteristics through activities implemented at school, as it is known that every time before entering class, students shake hands with teachers in neat rows; this is in line with the guidebook put forward by the Ministry of Education and Culture that one of the social characteristics of students is to be polite to others and others. Then, the rights and obligations have also been applied by students in working on pickets to clean schools and classes (Kemendikbud, 2013).

From the results of research on the process of implementing character education implementation in forming confident, polite and caring characters, it can be concluded that all students of Al-Hasib Junior High School have relatively applied character education, where the characters themselves are included in the values of independence, honesty, responsibility for rights and obligations, honesty, care, and so on.

The process of implementing social character applied to students at Al-Hasib Junior High School is sufficient and by the scope based on the 2013 curriculum and following the existing character education strengthening guidelines. As explained in the guidelines for strengthening character education, Al-Hasib Junior High School teachers have applied several methods in social studies learning that follow students, such as problem-based learning, literacy-based learning, questions and answers, cooperation and so on, following the themes and existing materials. In addition, learning focuses on strengthening cognitive aspects and is balanced with affectionate reinforcement by prioritizing self-actualization in students.

CONCLUSION

The study yielded several findings. First, the school policy program plays an important role in shaping the character of SMPN AL-Hasib students, especially in the aspects of confidence, courtesy and respect. The initial process starts from curriculum implementation, learning implementation, and evaluation. SMPN AL-Hasib has implemented several regulations in its programs and policies in accordance with the guidelines set by the Ministry of Education and Culture. Not only that, social studies subject teachers have also applied various learning methods and connected them with various materials taught. Next, the process of implementing character education to form confidence, politeness and caring through social studies learning at SMPN AL-Hasib can be divided into two parts. First, it is done inside the classroom, and second, it is done outside the classroom. Both of these processes are carried out by applicable regulations, involving examples and habits shown by teachers and all parties in the school as an excellent example for students. Thus, students will follow in the same footsteps and continue developing positive character patterns.

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