

Formation of Social Care Character Through Social Studies Learning at SD Muhammadiyah 1 Bandung

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Abstract

This study explores the formation of social care character through Social Studies learning at SD Muhammadiyah 1 Bandung. Employing a qualitative approach, the research utilizes data collection techniques including interviews, observations, documentation, and questionnaires. Data analysis involves reduction, presentation, and conclusion drawing. Findings reveal that Social Studies learning significantly enhances students' social care character. This process involves integrating social care values into the Learning Implementation Plan (RPP) and applying these values through Direct Learning Practices (PPL). Social care character formation is achieved through both classroom instruction, where teachers provide explanations aligned with social care material, and practical activities. Students integrate these values into their daily routines, fostering a culture of social care at SD Muhammadiyah 1 Bandung.

Keywords: Social Character, Social Studies, Learning

1. Introduction

Character formation at the Elementary School level can be achieved through various methods, including classroom instruction, extracurricular activities, and school culture. This stage is critical for shaping future leaders of the Indonesian nation, making it essential to focus on character development amidst the challenges and negative influences from media and external sources. Schools must create an environment that supports character development and fosters positive learning experiences.

Current issues highlight a general lack of public awareness regarding mutual respect, underscoring the need for effective education that promotes empathy and social awareness. Education should not only impart knowledge but also ensure that students can apply what they have learned in real-life situations. Educators must prioritize quality over quantity in their teaching, guiding students to understand and care for others. This approach aligns with Imam Ghazali's perspective that the application of knowledge represents its highest form.

The moral crisis we face today calls for solutions such as character education. As noted by John Stuart Mill and cited by Barnawi and M. Arifin, character education is a strategic approach to addressing social challenges. Socially caring characters can be developed through both classroom learning and practical activities. Teachers are expected to design the learning process with a focus on socially caring character development, using specific operational terms to plan, implement, and evaluate the effectiveness of this education.

Social care character is crucial in education, influencing teaching methods, media, and assessment strategies. Educators must prepare Learning Implementation Plans (RPP) as a foundational step in implementing socially caring character education at SD Muhammadiyah 1

Bandung. The RPP integrates theoretical knowledge, basic skills, and an understanding of learning objectives and contexts. In addition to classroom instruction, socially caring character formation is supported by extracurricular activities, which help students develop leadership qualities, a caring personality, moral values, and life skills. These activities balance intellectual development and enhance students' potential for the future.

2. Theoretical Basis

Character can be defined as a set of habitual traits that become ingrained in an individual. According to Jonathan Webber in the Journal of Philosophy, character is an accumulation of various traits manifesting in a person's thinking, feeling, and acting. Victor Battistich further elaborates that character encompasses a wide range of attitudes, actions, motivations, and skills. Key components of character include:

- a. Sincerity or Honesty this reflects actions that align with one's actual deeds without embellishment or deceit.
- b. Compassion According to Thomas Lickona, this attitude involves a deep concern for others and a sense of empathy without barriers.
- c. Courage the ability to make bold decisions is essential for demonstrating leadership and signifies strong character.
- d. Kindness Students are expected to show compassion both within their environment and towards others, facilitating their personal growth and development.
- e. Self-Control This aspect of character involves managing emotions and maintaining balance in daily life, helping students prioritize effectively.
- f. Cooperation This involves mutual assistance and synergy among students and between students and teachers, supporting positive character development.
- g. Hard Work a diligent attitude signifies dedication and the ability to achieve one's goals, reflecting a committed and effective character.

3. Research Methods

This study employs a qualitative research method, utilizing data triangulation through interviews, observations, and documentation.

3.1. Data Sources

The study relies on both primary and secondary data. Primary data is collected directly from the main source through interviews, while secondary data is gathered from documents, observations, photographs, supplementary data, and relevant prior research. According to Lexy J. Moleong, qualitative data sources encompass both spoken and written words, as well as objects observed in detail to grasp the underlying meaning in the documents or objects.

3.2. Data Collection Techniques

Data collection in this study is conducted using the following techniques:

- a. Observation this technique involves systematically observing and recording information visible to the senses from the research subjects. Observation provides insights into clear, observable phenomena.
- b. Interview this method gathers information through a structured question-and-answer process directly with the research subjects. Interviews aim to collect in-depth data on the formation of student character through social studies learning at SD Muhammadiyah 1 Bandung.

- c. Documentation this technique involves collecting records of past events such as notes, transcripts, books, news articles, magazines, inscriptions, meeting minutes, and other relevant documents.

3.3. Data Analysis

Data collected from various research methods undergoes selection and organization to derive meaningful insights. This process involves qualitative descriptive analysis, where the researcher describes and explains the information obtained during the study. An inductive approach is used, starting from specific events or conditions to draw broader, universal conclusions. The study includes observation of phenomena arising from learning activities, with participant observation where the researcher is actively involved in the field.

4. Results and Discussion

The formation of socially caring characters through social studies learning at SD Muhammadiyah 1 Bandung involves several key stages, primarily through Social Studies (IPS) education. Character education in this context aligns with national education objectives, which aim to develop students into individuals who are devout, ethical, healthy, knowledgeable, capable, creative, independent, and responsible citizens.

4.1. Planning for the Formation of Socially Caring Characters through Social Studies Learning at SD Muhammadiyah 1 Bandung

- i. Class IV Learning Planning effective character formation through social studies requires meticulous planning, formalized in a Learning Implementation Plan (RPP) based on the syllabus. The syllabus serves as a framework for developing and reviewing the learning process. Planning involves preparing materials, media, and learning resources, as well as determining instructional strategies. Lesson plans reflect teachers' understanding of the curriculum, their ability to set learning objectives, and their proficiency in organizing and assessing teaching materials. At SD Muhammadiyah 1 Bandung, lesson plans are created collaboratively with other schools in the Teacher Working Group (KKG) meetings, held monthly. These plans are tailored to the specific characteristics of each institution, including SD Muhammadiyah 1 Bandung, and integrate social care values. Proper lesson planning is crucial for optimizing the teaching and learning process, ensuring that educational goals are effectively met.
- ii. Class V Learning Planning prior to implementing lessons, thorough preparation is essential. The RPP acts as a crucial guide in the teaching process, aiding in the effective integration of social care values. A well-prepared RPP ensures that these values are embedded in the classroom activities. The RPP should reflect the social care values outlined in the syllabus, with clear indicators for achieving Basic Competencies (KD). These indicators are formulated with operational verbs to facilitate easy attainment and serve as a basis for assessing students' attitudes, knowledge, and skills. To achieve the objectives of socially caring character formation, teachers must link subject matter with these indicators and provide real-life examples to enhance students' understanding. Additionally, suitable learning methods and media, such as engaging educational videos, should be utilized. Character formation extends beyond the classroom, with social care values also promoted through Direct Learning Practices (PPL).
- iii. Class VI Learning Planning eEffective planning is crucial to achieving educational goals. It simplifies the process for all stakeholders involved in education. Thorough planning ensures that learning objectives are met and helps facilitate the application of concepts, ideas, and decision-making processes, leading to changes in students'

knowledge, skills, values, and attitudes. Before initiating classroom teaching, teachers prepare a Learning Implementation Plan (RPP). The RPP outlines the learning activities for one or more sessions, including goal formulation, assessment methods, materials to be presented, and the process and methods for delivering content. Additionally, it involves the preparation of learning tools or media. Careful planning equips teachers to conduct the teaching process more effectively, enhancing the learning experience. This planning aims to implement the appropriate learning strategies and achieve desirable outcomes. It also serves as a means to integrate religious and social care values into the curriculum. Based on observations and interviews with sixth-grade teachers, it is evident that the planning process has been thoroughly prepared, with an emphasis on methods that encourage active student participation, such as the discussion method.

4.2. Implementation of Social Care Character Formation through Social Studies Learning at SD Muhammadiyah 1 Bandung

- a. Implementation of class IV learning teaching and learning are interactive processes involving students, teachers, and the environment. Active student participation is essential for effective social studies learning. Under normal conditions, classes run from 07:00 to 14:30. However, during the pandemic, face-to-face learning was limited to two sessions: the first from 07:00 to 10:00 WIB and the second from 10:00 to 13:00 WIB, with only 10 students per class, social distancing measures, no break time, and students allowed only to bring their own water. Student engagement and a positive classroom atmosphere are key to effective learning. At SD Muhammadiyah 1 Bandung, social studies is well-received by students, who appreciate the pleasant classroom environment and friendly teachers. Lentera Nararya Margiyanto, a fourth grader, noted enjoying social studies due to its focus on community life and the approachable, attentive nature of the teachers. Social studies lessons at this school provide insights into social interactions and community living while introducing students to engaging and supportive teacher figures. Teachers who are well-liked and respected by students manage the learning process effectively, maintaining student enthusiasm for social studies. Fourth graders have commented that lessons with Mrs. Naili are consistently engaging, contributing to a warm and enjoyable classroom environment. Effective classroom management is essential for successful learning. Recognizing that students have varied abilities in understanding material, teaching social studies requires patience, perseverance, and genuine commitment from teachers. As noted by the teacher, each student's different learning pace necessitates a patient and dedicated approach to delivering social studies content.
- b. Implementation of Class V Learning In Class V, social studies learning is conducted based on the principles of being active, creative, effective, and innovative. The teaching approach is designed to ensure that the material is engaging and well-received by students in a positive atmosphere. Normally, classes run from 07:00 to 14:30 WIB. During the pandemic, however, social studies classes are split into two alternating shifts of three hours each: the first shift from 07:00 to 10:00 WIB and the second from 10:00 to 13:00 WIB. Each shift is limited to 10 students, adhering to social distancing protocols. During breaks, students are required to bring their own snacks from home and are not allowed to purchase food outside. Observations made on November 2, 2021, in Class V Nakula during the first shift revealed that students were highly engaged and enthusiastic about their social studies lessons. Despite the small class size, students maintained high spirits, and the learning environment was orderly and engaging. Active participation is crucial for effective learning, and a positive classroom atmosphere

significantly enhances students' ability to understand and respond to social studies content. Students at SD Muhammadiyah 1 Bandung generally enjoy social studies due to the active and enjoyable learning environment and the approachable yet firm teacher. Nakula, a particularly active fifth-grade student, expressed his enthusiasm for social studies, noting that the material's relevance to community life and the teacher's friendly demeanor contribute to his interest. The primary goal of social studies is to develop students into informed and capable individuals who understand their roles in society and value communal living. Effective learning not only involves understanding the material but also seeing its real-world applications, such as through practical activities that benefit the community. This approach aligns with the objectives outlined in the RPP.

- c. Implementation of Class VI Learning Social studies learning in Class VI should be conducted effectively and enjoyably to meet educational goals. Under normal conditions, classes run from 07:00 to 14:30 WIB. However, during the pandemic, face-to-face learning is divided into two three-hour shifts: the first from 07:00 to 10:00 WIB and the second from 10:00 to 13:00 WIB. Each class is limited to 12 students, adhering to social distancing measures, with no break time other than for drinking water brought from home. On November 25, 2021, observations in Class VI Buya Hamka during the second shift revealed an active and engaging learning environment. Despite having only 12 students, they displayed diligence and enthusiasm, participating in the lesson orderly. The classroom atmosphere was lively but not disruptive, with students assisting one another to grasp the material. Such an environment is conducive to fostering social care character values among students. Active participation in learning is essential for building knowledge and skills, and a stimulating atmosphere enhances students' comprehension and engagement with social studies. Students at SD Muhammadiyah 1 Bandung effectively connect their social studies lessons with real-world social interactions. This relevance keeps students engaged and motivated. Adin, a diligent student, remarked that the dynamic and engaging social studies materials contributed to a lively classroom atmosphere, preventing boredom and maintaining enthusiasm throughout the lessons.

4.3. Evaluation of Socially Caring Character Formation through Social Studies Learning at SD Muhammadiyah 1 Bandung

- a. Evaluation of Class IV Learning evaluation is a crucial step in assessing the effectiveness of character education. Teachers evaluate students' character by observing their behavior both inside and outside the classroom. Following the learning process, an evaluation was conducted, including daily tests focused on socially caring attitudes, exemplified by Raja Purnawarman. Class IV teacher Ibnu Rusyd administered a test comprising 20 multiple-choice questions, 10 short-answer questions, and 5 essay questions. During the evaluation, one student demonstrated religious behavior by praying before and after completing the test, a practice of character education. Another example of socially caring behavior was observed when a student borrowed stationery from classmates Athifah and Nurul Khotimah, who displayed a socially caring attitude by sharing their supplies. These actions reflect the successful instillation of religious and socially caring values in the classroom.
- b. Evaluation of Class V Learning evaluation serves as a crucial tool for teachers to gauge students' progress and the effectiveness of character education. In Class V Sadewa, students engaged in social studies focused on human interaction and participated in Direct Learning Practice (PPL) activities, including making processed Kacang Mirasa

and dimsum. For the evaluation, students were tasked with creating an observation report on the dimsum-making activity. The teacher clearly outlined this task before the daily test, and the class leader distributed the observation sheets. This evaluation not only assesses students' understanding of the material but also examines how well they apply character values in practical activities. During the test, all students prayed together by raising their hands and reciting: "Bismillaahirrahmaanirrahiimi Allaahumma laa sahla illaa maa ja'altahu sahan wa anta taj'alul hazna idzaa syi'ta sahan." They concluded the test by saying Alhamdulillah to express gratitude. Actions such as students encouraging each other to pray, Almas Aldo assisting with dimsum illustrations and documentation, and the teacher facilitating learning opportunities before the test, all exemplify the character values of social care.

- c. Evaluation of Class VI Learning evaluation is a systematic approach to assess the effectiveness and success of educational programs. Teachers observe students both inside and outside the classroom to evaluate their character development. In the educational program, daily tests follow the learning implementation, such as the topic of Indonesia's role in the ASEAN economy. Before the test, Mrs. Ayuni, the sixth-grade teacher at Buya Hamka, explained the task: students would write a paper on "Limbasari Batik Goes Global," based on their social studies learning and Direct Learning Practice (PPL) activities, including a visit to batik artisans in Limbasari Village. Students were instructed to use notebook paper and follow a specified format: title, introduction, discussion, and conclusion. As the test began, students prepared their stationery, with one reminding his peers to get ready. When a classmate forgot their stationery, others assisted to ensure he could participate. Prior to starting, the class read Basmallah together, and upon completion, they said Alhamdulillah.

The visible results of character education are reflected in students' behavior and actions. Collaboration between parents and schools, along with the use of observation sheets and creative assignments, supports the development of character. Effective planning, implementation, and regular evaluation are key to successful character education, particularly in fostering religious and socially caring values. Developing a socially caring character in schools involves several stages, including through social studies education. This aligns with national education goals aimed at nurturing students to become faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens.

4.4. Discussion

Social Studies (IPS) is a subject taught at various educational levels. While character education is not a standalone subject, teachers integrate character values into IPS lessons. Teachers also guide students to avoid behaviors that may discomfort or endanger others. IPS thus becomes an integrated discipline that addresses complex social issues starting at the elementary level. IPS learning involves delivering material that helps students analyze and understand social phenomena. The 2013 Curriculum integrates character education into all subjects, including IPS at SD Muhammadiyah 1 Bandung. Activities such as community service, assisting friends, Field Learning Programs (PPL), visiting sick friends, and honesty canteens demonstrate how IPS connects to everyday life. In economics, students visit production sites to grasp the importance of social care and interaction. These experiences integrate character values into daily life, fostering high social awareness and creating a harmonious environment. Social studies learning with a focus on social awareness can be analyzed using Albert Bandura's theory.

Bandura's theory posits that human behavior is influenced by interactions with the environment. Learning at SD Muhammadiyah 1 Bandung, which integrates real-life experiences, aligns with Bandura's view that behavior results from environmental interactions and cognitive

processes. Social awareness at this school develops through environmental interaction and social studies learning, relying on role models for effective education. For instance, teachers at SD Muhammadiyah 1 Bandung model appropriate behavior, such as not using cellphones during interactions and greeting students each morning. Bandura outlines four stages in the social learning process: attention, memory, reproduction, and motivation. Students first focus on interesting models, then imitate behaviors, apply what they have learned in real situations, and are motivated to continue improving through rewards. Bandura's theory supports the character formation process, which starts with observation and ends with behavior aligned with the values taught.

Character education, as described in this study, involves systematically developing attitudes that become habitual in students through social activities both inside and outside of school. The integration of social sciences is intended to cultivate a socially caring attitude in students. Thomas Lickona identifies seven essential character elements: honesty, empathy, responsibility, compassion, cooperation, and social concern. Ngainun Naim emphasizes that caring for others should be done selflessly.

5. Conclusion and Implications

5.1. Conclusion

Based on data collected through interviews, observations, and documentation, the study concludes the following:

- a. Social Studies (IPS) instruction at SD Muhammadiyah 1 Bandung is conducted by integrating other disciplines. This integration is not only theoretical but is also practically applied within the school environment. At SD Muhammadiyah 1 Bandung, IPS integration includes Direct Learning Practices (PPL) such as social service activities, support for Muhammadiyah Charity, distribution of ta'jil, Ramadan schedule dissemination, zakat management, honesty canteen, and visits to product distribution sites.
- b. The education aimed at fostering social care attitudes in students employs various methods, including role modeling, promoting honesty, responsibility, mutual assistance, politeness, and concern for others. SD Muhammadiyah 1 Bandung utilizes these methods to cultivate a caring character among students. Evaluation is conducted through peer assessments and parental feedback. Peer assessment encourages mutual reminders and monitoring among classmates, while parental assessment evaluates students' attitudes in community and family settings.

5.2. Implications

This study highlights the significance of instilling social care character values, which impacts personality development and supports the character-building of institutions and nations. The implications include:

- a. The study's findings are expected to contribute to the development of knowledge regarding the integration of social care character values in social studies education at SD Muhammadiyah 1 Bandung.
- b. The results provide valuable insights for SD Muhammadiyah 1 Bandung to continue embedding character values, particularly social care, in efforts to shape a generation of well-rounded, character-driven individuals.

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