Role of Social Studies Teacher to Inculcate Student Character Values

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Abstract: This study aims to investigate the role of social science subject teachers in instilling character values in students through the process of teaching and learning activities. This study used a quantitative approach with a case study type conducted at SMP Muhammadiyah Indramayu. The results of the study show that teachers of the Social Sciences subject at SMP Muhammadiyah Indramayu have tried their best to carry out their duties, especially in instilling historical awareness as well as values of nationalism, identity and character in their students. This is proven when the writer observes while teaching in class being able to use strategies, various methods and modes so that the classroom atmosphere is lively and full of enthusiasm and is able to develop students to think historically analytically with various assignments. Besides that, teachers outside the classroom always monitor the character and attitudes of students to measure the extent to which what has been taught has an effect.

Keywords: Teacher Modelling, Character Education, Learning Process, Value of Nationalism

Introduction

In essence, the teacher's modelling in the teaching and learning process has an important role. The teacher is the key to the success of the students. How the form of students will be formed is very dependent on the teaching staff, If the teacher educates according to the basic concept of a teacher as an educator, then success is achieved, both specifically, namely the students or general, namely the achievement of the national education goal (Zhang, Yu, &

Jiang, 2020). This study will explore the role of social studies teachers in inculcating character values through some activities and habituation in the school (Chan & Li, 2020).

In conditions like this, the teacher has a very important, even very decisive role, not only in directing the teaching and learning process but in designing and controlling the learning process. Because if the teacher can implement it effectively and efficiently in engineering teaching in schools by itself, there will be an effective and efficient teaching and learning process. So, in the end, the expected behaviour pattern is realized (Huang, Yang, & Li, 2019; Kim, Im, & Shin, 2021).

The teacher is a figure who becomes an idol for students. Its existence as the spearhead and heart of education cannot be denied. Good or bad education really depends on this one figure. All efforts must be made to equip teachers to carry out their functions as driving actors in the history of human civilization by producing future cadres of the nation who are of excellent quality both in terms of cognitive, affective and psychomotor (Arribas-Marin, Hernandez-Franco, Plumed-Moreno, & Blanco-Blanco, 2021).

In line with the challenges of global life, the roles and responsibilities of teachers in the future will be increasingly complex, thus requiring teachers to constantly make various improvements and adjustments to their professional abilities. Teachers must be more dynamic and creative in developing the learning process of students (Lent, do Céu Taveira, Cristiane, Sheu, & Pinto, 2018). Teachers in the future will no longer be the only people who are most well informed about various information and knowledge that are growing, developing, and interacting with humans in this universe. In the future, the teacher is not the only person who is smarter in the midst of his students.

In line with what E. Mulyasa said that the teacher's function is multifunctional. He is not only an educator but also a teacher, mentor, coach, adviser, reformer, model and personal role model, researcher, promoter of creativity, generator of views, routine worker, camp changer, storyteller, actor, emancipator, evaluator, preservative and culminate. In the context of character-based education or nationalism, the teacher's role is very vital as someone who is idolized, as well as being a source of inspiration and motivation for his students because the teacher's attitude leaves a deep impression on a student (Strickland & Horney, 2022).

The results of the research conducted by Putri The basic problem that needs to be addressed immediately is to find and find the right and effective way to build the nation's character. This task is not easy and can be carried out quickly, but it is a long-term process that must involve the awareness, duties and responsibilities of all parties involved (Yang & Zhang, 2022). The value of forming the nation's character needs to be designed and engineered in

such a way, then disseminated and instilled widely. It is within the scope of this last discussion that it is important to revitalize the values embodied in the national consensus (Fitchett & Moore, 2022).

Based on the results of the preliminary study, it is necessary to conduct research on social studies subject teachers' practices in instilling commendable character values in students, such as integrity, discipline, honesty, mutual respect, and so on. in order to improve and maintain this nation, that is, every social studies subject, a teacher should approach historical values whether it's historical values that smell local or national to increase their spirit of nationalism. Because in the next 100 years, there will definitely be a lot of challenges that the Indonesian people will face. To face it all, the youth who are the spearhead of this nation's struggle relay must have a solid shield, one of which is a high spirit and spirit of nationalism (Aftab, Abid, Sarwar, & Veneziani, 2022).

The focus of this study is to investigate the teaching of character education through social studies learning, the learning model in social studies based on Curriculum 2013, and some of the character values that have been implemented in the Senior High School of SM Muhammadiyah Indramayu. Indonesia's plural culture, diverse ways of life, and different cultural backgrounds are elements that can be used as indicators that this country is very rich in cultural values. This factor has become a strength in itself for the Indonesian nation to remain united and fight against various types of oppression. It is on this basis that the author tries to explore the richness of Indonesian culture to instil a strong spirit of nationalism (Lee, Kang, Choi, Lee, & Olds, 2019).

Research Method

The paradigm of this research is a qualitative approach with case studies. The case study was chosen by considering: (1) the title of the research relates to the role of social studies teacher in inculcating character education values, thus requiring in-depth interviews to be able to reveal how students can actualize the values of local wisdom in themselves and what values have been successfully actualized in their behaviour, (2) the object of research is social studies teachers, headmaster, and students, (3) learning model to train the students about character values (Yip, Yip, & Tsui, 2022).

The subjects of the study were the principal, teachers, and students in SMA Muhammadiyah Indramayu. Determination of the research subject is done by purposive sampling. The purposive sampling technique is done by selecting a number of respondents adjusted to the purpose of the study. In the study of individual phenomenology, the researcher will use informants who can provide a good explanation. In the study of individual phenomenology,

the informants are those who can explain well from the principal, senior teachers, and students.

Data collection method

Data collection techniques used by researchers are non-participant observation, in-depth interviews, and documentation. The following explanation is observation. In this case, the researcher jumps directly into the research location and participates in activities that occur in the school environment while making observations. The forms of activities that researchers observed include; learning activities in class, extracurricular activities, a celebration of Islamic holidays (PHBI), and other activities organized by the school.

In-depth interviews, in this study, are the form of interviews with informants using interview guidelines to make notes about the main questions in accordance with the research objectives (Cao, 2022). The documentation in this study is a process of taking several documents that serve as rational and empirical evidence related to the research objectives. The documentation method is carried out by investigating written objects such as vision and mission, teacher learning administration, and school programs.

Data analysis

The researchers use the interactive model to analyse the data introduced, which includes: the first stage is collecting data. The second stage is reducing data, the purpose of reducing this data so that data is not biased, then the third stage is presenting the data, and the last stage is concluding and withdrawing data that has been verified. As long as the research is ongoing, any conclusions set are continuously verified until a valid and solid conclusion is obtained. In this study, the data analysis model follows this figure 1.
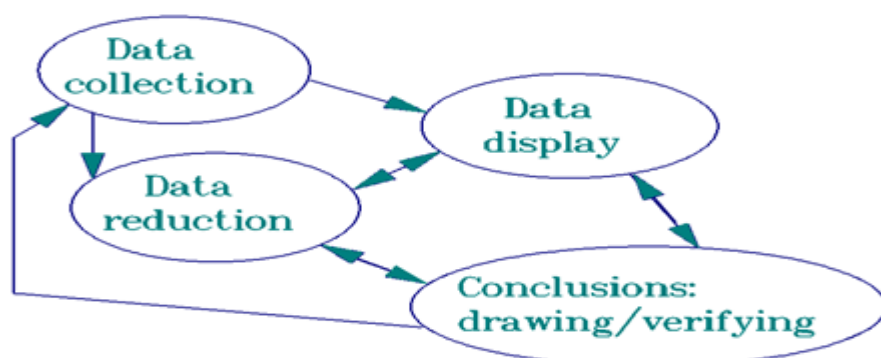
Figure 1 Data Analysis Model

Data Validity

Checking the validity of the data in this study through several techniques. This technique is intended to find the characteristics and elements in the situation that are most relevant to the preparation and issues being sought and then focus on these matters in detail. The persistence of observation can result in the depth of the data obtained. For this reason, researchers make careful and detailed and continuous observations of visible phenomena. The techniques referred to include:

1. Credibility implies that the data and information collected must contain a truth value, meaning that the results of qualitative research must be trusted by critical readers and acceptable to respondents who provide the information collected. To get it all, in this case, the researcher used a social approach to the respondents. Thus, the respondent no longer hesitates to provide actual information because the researcher and the respondent already feel close due to the openness of the researcher. In addition, researchers also approached informants as supporting instruments in gathering research information and obtaining results that could be accounted for.

2. Dependability, namely the criteria for examining whether the research process is of quality or not. To check whether the results of qualitative research are quality or not, researchers do this very carefully so that there is little potential for error. Therefore, before going to the field, the researcher had conceptualized the plan beforehand. After obtaining data from various sources, researchers collect data so that the data does not accumulate. Researchers interpret the data that has been collected in a written research report.

3. Confirmability is a criterion for assessing the quality of research results by recording data and information tracking as well as interpretations supported by existing material on audit tracking or tracing. To fulfil this audit tracing, the researcher has prepared the necessary materials such as raw material data (field notes and interview transcripts), recorded results (documents and photos), results of data analysis (summaries, working hypotheses and concepts), and notes regarding the implementation process (methodology, strategy, and legitimacy efforts).

4. Transferability means that the results of research conducted in a particular context can be applied or transferred to other settings to build the transferability of this research that can be applied to other situations. Therefore, the researcher immediately writes a report on the findings as carefully as possible, which describes the context in which the research was conducted with reference to the focus of the research. This detailed description reveals everything that is needed by the reader in order to understand the findings obtained by the researcher (Moleong. In addition, the researcher discloses all

research findings in detail so that the results of this study can be used to see similar problems in different places.

Result and Discussion

Teaching Character Education

As the goal of national education is to educate the nation's life so that Indonesian people become dignified human beings and can compete with other nations. Therefore, professional educators are needed who are able to create a learning climate that is not only able to transfer knowledge but able to transfer values and good character to students(Chan, 2019). So as to be able to give birth to students who are intellectually intelligent and have good character, and have a good understanding of carrying out the values and norms that exist in society. Education is the future asset in shaping human resources (HR). Thus, education plays a key role in the provision of quality human resources and even determines the success or failure of a nation's development. To fulfil these human resources, education has a very important role. This is in accordance with Law No. 20 of 2003 concerning the National Education System in article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, and are healthy, knowledgeable, capable, and creative (Grinerud, Aarseth, & Robertsen, 2021).

Based on the functions and objectives of national education, it is clear that education at every level must be organized systematically in order to achieve these goals. This is related to the formation of nationalist values, identity and character of students so that they are able to compete, be ethical, moral, polite and interact with the community. Because character education is one of the goals of national education. Article 1 of the 2003 National Education System Law states that among the goals of national education is to develop the potential of students to have intelligence, personality and noble character. This is where the importance of internalizing and implementing the values of nationalism, identity and character in the world of education, especially in schools in an intensive and systematic manner with exemplary, wisdom and togetherness, both in intra-curricular and extracurricular programs as a useful foundation for the future of students.

Nationalism education is an education system that focuses more on instilling the values of nationalism, identity and character in school members, which include components of knowledge, awareness or will, and actions to carry out these values, both towards God

Almighty (YME), yourself, others, the environment, and the nation so that you become a good human being (al-Insan al Kamil). In nationalist education in schools, all components (stakeholders) must be involved, including the education component itself, namely curriculum, learning and assessment processes, quality of relations, handling or management of subjects, school management, implementation of curricular activities or activities, empowerment of infrastructure facilities, financing, and the work ethic of all residents and the school environment.

Nationalism-based education is an effort to help the development of children's souls, both physically and spiritually, from their natural nature towards a humane and better civilization. Character education teaches habits of thinking and behaviour that help individuals to live and work together as a family, community, nation and state. As well as helping others to make responsible decisions. In other words, this nationalism education teaches students to think intelligently and to activate their thinking naturally(Rosita, 2016).

In the past, a teacher was highly respected by his students. It was rare that there were almost no cases where students dared to fight against the teacher. While today's students mostly only spread their sweetness in front of the teacher, outside of that, it is very concerning that student who has achievements and abilities in the academic field can be snared by the flow of educational problems. The teaching and learning process of history at SMP Muhammadiyah Indramayu Regency emphasizes more on inculcating the values of historical awareness and vigilance, namely by motivating and familiarizing students with analytical, critical and historical thinking, and this has all been done for a long time. It can be seen in the preparation or making of lesson plans. And Syllabus on these subjects and from extracurricular activities in SMP Muhammadiyah Indramayu Regency.

During the teaching and learning process, there are students who openly skip classes and make excuses for being late for lessons because nowadays, students who are late for school are sanctioned to clean the school hall and bathroom from the first hour to the third hour. Not to mention when outside the classroom, many students treat their teachers as friends with inappropriate words, making the teacher not have authority in the eyes of students. Even though they have received a verbal warning, writing and even such actions will still be repeated. Moreover, there is an assumption that Social Science subjects are not so important when compared to mathematics and other subjects. When going to the UN, the students suddenly feel good and want to hear what the teacher says (Sudrajat, 2011). Even though they change for the better, not because they want to listen to the teacher's words but because they are afraid of not passing, nevertheless, students are students who need to be given understanding not only in material but also in morality. Especially students at the upper secondary level. Here, the role of the teacher is only as a facilitator. That is, a teacher must

provide motivation and enthusiasm for students so that they can study well and diligently, and this should be given more attention.

Teaching Social Studies should no longer place too much emphasis on teaching memorization of facts and doctrinal effectiveness but more on the practice of critical analytical thinking. With this new approach, students (especially higher school levels) are accustomed to seeing/receiving historical images with critical historical logic (not passively receptive). So that the teacher does not always have to be guided in interpreting the various events of history lessons, in this new history teaching scenario, it is necessary to provide more portions to familiarize students with discussing (reviewing) various historical writings and comparing them on the basis of solid historical logic.

During these several periods, history learning had problems, the crucial of which was the method, approach and professionalism of the teacher. From these problems, it is necessary to revitalize historical learning. History learning can use cooperative learning methods, expository methods, inquiry methods, PAKEM methods, problem-based learning methods and others so that Social Science subjects can be fun lessons and have their own charm as other subjects. The results that can be expected from the above approach are expected to be able to foster the ability/skills in students to deal with the fact that historical works tend to contain subjective nuances and then be able to distinguish which historical works are correct (strong historical logic and solid supporting facts) and which are crooked (containing trick).

In line with PP No. 19 of 2005 concerning National Education Standards (SNP) Article 20, "Planning the learning process includes syllabus and lesson plans which contain at least learning objectives, teaching materials, teaching methods, learning resources and learning assessments". Classroom teaching at SMP Muhammadiyah Indramayu Regency is an educational process for students. Knowledge, concepts and skills of reading, writing, arithmetic, and the right attitude as a tool for further learning that must be built at the beginning of student education are broadly called basic skills in learning.

Conveying the information contained in knowledge in daily educational activities is not an easy thing. Teachers must convey ready-to-use experiences, carry out administrative tasks, hold approaches to students and so on. In the teaching process, the teacher must instil "how to", not "what to".

As professionals, teachers must prepare applicable teaching plans. Planning teaching in the form of teaching preparation derived from the Syllabus requires the professional skills of teachers to find and interpret competencies to implement the curriculum. Teaching planning must be done systematically and logically to study teaching problems in order to get solutions that are tested for validity and can be implemented.

Historical education is an important vehicle in the formation of national character. This is because, through historical education, the younger generation learns about problems that occurred in the past and the present and solves these problems, and the younger generation learns to take experience from past events to be used as a mirror to look at a better future. Therefore, historical education has a strategic function to develop the soul and character of the nation. Pak Aryadi, S.Pd is a Social Science subject teacher at SMP Muhammadiyah Indramayu Regency. He has been teaching at the school since 2008. In describing the atmosphere of learning history, he stated that there were a few changes that occurred in the world of teaching when it was still very young. Very few people can use internet media, so the material provided is based on what is in the book. Unlike now, the material in the textbook can be combined with the insights of teachers and students obtained from the internet. The teaching media now uses power points because every teacher at SMA Muhammadiyah Karangampel, Indramayu Regency, already has a laptop. Some even carry a tablet.

At this time, learning history is faced with the development of the era, which provides all-around convenience and many learning resources that should be able to produce better quality learning and are required to present learning schemes that are active, creative, effective, innovative and fun for students. In the process of teaching and learning history, Muhammadiyah high school teachers develop more of the CBSA approach (active learning way of students). Here, it should not merely emphasize students' activeness in learning, but more than that, it is necessary to pay attention to its broader meaning, such as developing an analytical, critical attitude in accepting descriptions. Teacher or in observing historical phenomena/events and various critical historical thinking skills.

Learning Model in Social Studies

Social Studies subject matter is commonly used as material or media to develop the values of nationalism, national identity and character. Teachers do not need to change the existing subject matter but use the subject matter to develop cultural values and national character. Also, teachers do not have to develop specific learning processes to develop grades. One thing that must always be remembered is that a learning activity can be used to develop abilities in the cognitive, affective, and psychomotor domains. The social studies learning strategies at SMA Muhammadiyah Indramayu Regency are grouped into 3, namely: first, strategies for organizing teaching materials. Historical material must be organized through a group approach so that it becomes a structural building for history teaching materials. Second is the strategy for delivering teaching materials, which is often termed the teaching method. Third, learning outcomes will be determined by learning conditions which include students, fields of study and teaching methods used (Nowell & Poindexter, 2019).

While the history learning method carried out at Muhammadiyah High School Karangampel Indramayu Regency is divided into two major parts, namely the expository method and the inquiry method, only limited to learning methods for the cognitive domain. For the affective domain, there are other methods such as sociodrama, value clarification methods, simulation methods, brainstorming methods and so on. Learning methods for the psychomotor domain include a number of practical methods, project methods, role-playing methods and so on. And all of these methods must be mastered by all teachers, especially social science teachers.

Meanwhile, the learning principles used in the development of cultural education and national character seek to make students recognize and accept the cultural values and character of the nation as their own and are responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining a stance, and then making a decision. Value according to self-confidence. With this principle, students learn through the process of thinking, acting and acting. These three processes are intended to develop students' ability to carry out social activities and encourage students to see themselves as social beings.

The following are the principles used in the development of cultural education and national character.

1. **_Sustainable;_** implies that the process of developing cultural values and national character is a long process, starting from the beginning students enter until they finish an educational unit. Actually, the process starts from grade 1 of elementary school or the first year and lasts at least until grade 9 or the final grade of junior high school. Culture and national character education in SMA is a continuation of a process that has been going on for nine years.

2. **_Through all subjects, self-development and school culture;_** requires that the process of developing cultural values and national character be carried out through every subject and in every curricular and extracurricular activity.
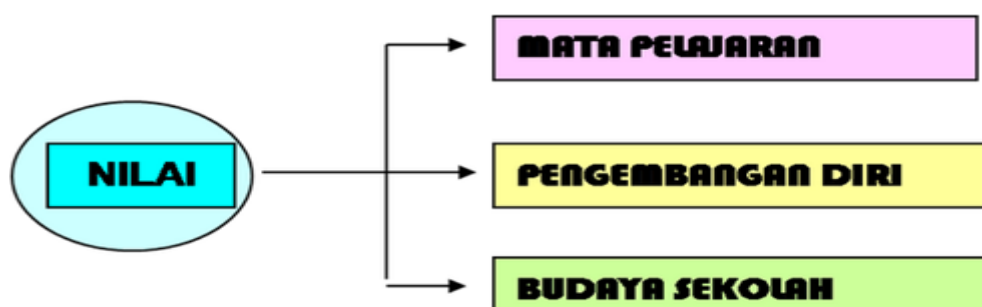

Figure 2 Below Shows the Development of Values Through These Pathways

The development of cultural values and national character through various subjects that have been defined in the Content Standards (SI) is described as follows:
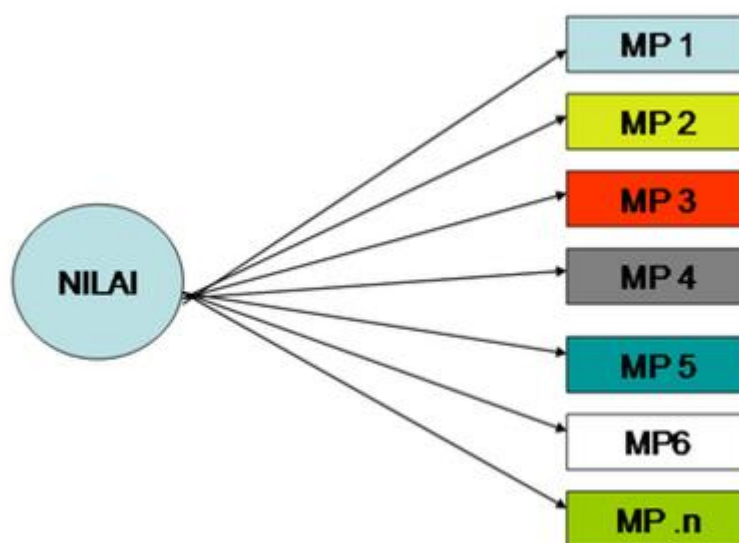

Figure 2 Development of Cultural Values and National Character through Each Subject

3. *Values are not taught but developed;* which implies that the material of cultural values and national character is not ordinary teaching material; meaning these values are not used as the subject matter that is put forward, as is the case when teaching a concept, theory, procedure, or facts such as in religious subjects, Indonesian language, Civics, Science, Social Sciences, mathematics, physical education and health, art, and skills. The subject matter is usually used as material or media to develop cultural values and national character. Therefore, the teacher does not need to change the existing subject matter but uses the subject matter to develop cultural values and national character. Also, teachers do not have to develop specific learning processes to develop grades. One thing that must always be remembered is that a learning activity can be used to develop abilities in the cognitive, affective, and psychomotor domains. As a consequence of this principle, cultural values and national character are not asked in tests or exams. However, students need to know the meaning of a value that they are growing in themselves. They should not be in a position of not knowing and not understanding the meaning of that value.

4. *The educational process is carried out by students in an active and fun way;* This principle states that the process of educating cultural values and national character is carried out by students, not by teachers. The teacher applies the principle of "tut wuri handayani" in every behaviour shown by students. This principle also states that the educational process is carried out in a learning atmosphere that creates a sense of pleasure and is not indoctrinating.

Beginning with an introduction to the meaning of values developed, the teacher guides students to be active. This is done without the teacher telling students that they must be active, but the teacher plans to learn activities that cause students to actively formulate questions, seek sources of information, and gather information from sources, process information that they already have, reconstruct data, facts, or values. , presenting the results of the reconstruction or value development process, cultivating cultural values and character in themselves through various learning activities that occur in class, school, and assignments outside of school.

The Implemented of Character Values

Based on the findings in the field through interviews, observations, and documentation analysis conducted from July to September show that in the planning of educational activities in actualizing the values of local wisdom through the learning process. There are several character values developed through the learning process contained in lesson plans, Syllabus, and school programs, the table below will explain a number of local wisdom values that will be developed, namely.

Table 1 Content of Character Values would be actualized

No.	Character Values	Description
1	Religious	Positive behaviour, in this case, is that students have obedience to prayer in congregation and follow the guidance of reading the Alquran
2	Honesty	Most negative cases are cheating during practice and daily tests.
3	Responsibleilities	In this educational context, students are guided to be consciously responsible. As students are given assignments and homework, besides that, when students violate the rules, they are trained for the responsibility of receiving sanctions.
4	Curiosity	Students have the enthusiasm and high interest to learn and understand the values of traditions that are around them.
5	Respect	in the school environment, both in the classroom and outside the classroom, students are trained to be respectful to the theme, educators, education staff, and the community.
6	Environmental care	This attitude and action is in the form of a desire to preserve and maintain the surrounding environment in order to remain clean, healthy, and comfortable
7	Social care	This attitude and action take the form of a desire to help each other in the classroom and outside the classroom.
8	Love of motherland	Positive cases that occur in this case are students have an awareness to love and preserve the local culture where they live
9	Discipline	Students have the enthusiasm and high interest in extracurricular activities and have good achievements in various competitions. But the most negative cases are not doing homework and arriving late to school.

The process of actualizing the character values that are integrated through the learning plans listed in the lesson plans and school programs conducted by the teacher can be seen as determining the values of local wisdom that will be developed in teaching and learning activities. More in detail, Rosyad developed character education integrated into the learning process, which is carried out starting from the planning, implementation, and evaluation of learning in all subjects (Rosyad, n.d.). Among the principles that can be adopted in making learning plans (designing learning activities and assessments in syllabi, lesson plans, and teaching materials) and implementing the learning process. At this stage, the Syllabus, lesson plans, and teaching materials are designed so that the content and learning activities facilitate/are insightful of local wisdom values.

Conclusions

The process of teaching and learning in Social Sciences subjects at Muhammadiyah High School Karangampel, Indramayu Regency, uses a variety of strategies, methods and models that vary. This is done so that the social sciences, especially history lessons, do not have a negative impression like history is just a fairy tale, and it is boring. The demands of a teacher in the teaching and learning process are to try as much as possible to create an active, creative, effective and fun learning atmosphere. The teacher here plays an important role in the development of history learning. This learning not only conveys material so that students are smart but more than that so that students have personal characteristics that are sensitive and responsive to reason in order to solve social problems in social life. Moreover, the character values that have been actualized well in the daily behaviour of students in SMP Muhammadiyah are the values of democracy, religion (religious observance), cooperation, social care, respect, and responsibility. At the same time, the value of honesty and discipline has.

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