

The Implementation of Character Education in Social Studies Learning at Special School D/D1 YPAC Semarang

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Abstract

Social studies have an essential role in applying character values for students. The purpose of social studies is to form a good character and prepare students to be good citizens. It follows the goals of character education for children with special needs. The school makes the efforts by applying an independent, confident, and disciplined character to fulfill the basic needs that will become provisions before living in society. The research used a qualitative approach, the data obtained from the headmaster, teachers, and students. Data collection techniques using observation, interviews, and documentation studies. The sampling technique was purposive sampling to select participants based on informants' ability to provide answers related to the experience under the implementation of characters in social studies at SMPLBD / D1 YPAC Semarang. The research showed that character implementation in social studies learning had been done by two steps, such as planning before the learning process and implementation as a practice of character building in social studies learning. Furthermore, character building in social studies learning has been implemented by applying good character in the learning process by giving assignments, selecting teaching materials, choosing subject matter, and continuously achieving the intended character.

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INTRODUCTION

Character building is a crucial issue that must be considered at this time. Character education is an effort to form qualified humans who also have moral integrity through education. Characteristics of character education

are characteristic in the implementation of character education. Character is developed through the knowledge stage into a habit. It takes three components of good characters, such as moral knowing, moral feeling, and moral action (Banowati et al., 2015). The main objective of character education is to develop values that shape the character of the nation; Pancasila, which includes: (1) developing the potential of students to become good-hearted, insightful, and well-behaved people; (2) building a nation characterized by Pancasila; (3) developing the potential of citizens to have a confident attitude, be proud of their nation and country and love humanity.

In the learning process, both knowledge directions and value directions have an essential role in educational success. The ideal education is an education that successfully combines these two elements in learning so that a virtuous character is obtained and balanced with capable intelligence and cognitive abilities. Strengthening social values based on character education is internalized to students using intervention, modeling, habituation, mentoring, strengthening, and various parties' involvement (Sudiami et al., 2019). In character learning in special schools, the educational orientation that will be achieved is at the level of delivering knowledge as provisions for students and applying values that are trying to be instilled in schools. Based on previous research conducted by (Citra, 2012) character education is a system of instilling character values to school members, including components of knowledge, awareness or willingness, and actions to implement these values.

It is often found in the field that children's character is still not well-formed. Students' low self-confidence evidence this in the self-

exploration process, lack of independent attitude due to their limitations, lack of student discipline, and character education essential to students is a provision for social life, entitled Reflection Studies on Child Character Development Theory through Albert Bandura's Perspective Religious Learning. According to Murali, learning should apply and approach the Transfer of Knowledge and Transfer of Value methods. The study results revealed two learning processes in teaching and learning activities, the first is the imitation process, which was the imitation stage carried out by students to change behavior towards a better direction by using specific stimulation. Second, the modeling process refers to as the modeling stage. The imitation process is a process to change behavior through observing others (Muali & Rohmatika, 2019). It also reinforced with a statement from another research entitled Building Students Independent Character Through Character Education. In his research, Nasution revealed that at this time, the focus of education only focused on cognitive aspects by ignoring other aspects such as moral and character aspects. As a result, students are only competent cognitively but ignore other aspects such as moral and value aspects, which are also important. The research conducted by Nasution revealed that it is essential for every school as a learning tool to implement character education, including independent character for each student (Nasution, 2018).

In learning at school, social studies have an essential role in applying character values for students. Social studies learning and social studies teachers can develop students' attitudes toward social and social responsibility by giving examples of good habits in the learning process (Surahman & Mukminan, 2017). Social study learning aims to form good character and prepare individuals to behave in society to have an important role. It is in line with the objectives of character education for children with special needs, such as meeting requirements, getting used to social life, and forming good behavior and attitudes following the norms prevailing in the society. Character education can be

integrated with the learning process related to norms or values developed words in everyday life one of the social studies lessons (Basuki et al., 2013). Lack of independent character, self-confidence, and discipline of SLB students at YPAC Semarang are problems that still must be faced by teachers and schools as facilitators. A lack of discipline in students accompanies this lack of attitude, so schools must carry out character education. Independent character is one of the most important characters and needs to be instilled in students. By knowing the attitude and such behavior, as expressed, teachers can do repetitions to internalize independent character (Lepiyanto, 2011). The efforts to form student disciplinary character in schools include everything that influences students to understand and adapt to environmental demands (Sobri et al., 2019). It is under the results of research conducted on education and character building in elementary school. The last three main values of Character Education Reinforcement are the values of independence, the values of cooperation, and the values of integrity, have been right implemented but not maximal at school. So, they continuously implement these values in the learning process (Muttaqin et al., 2018). So, the teacher has a significant formation for positive self-concept for children with special needs. In the educational process for them, what is put forward is the mentoring process or what we can call scaffolding. (Nida, 2018).

Implementing these values is still running at the level of indoctrination, which tends to teach values. Education is essentially a process of character formation. However, the facts show that the school has not succeeded in realizing it. The culture of the school community is based on habituation. The learning process that integrates character values becomes a necessity (Karyono et al., 2019).

Further internalization of the importance of independent character, self-confidence, and discipline is necessary for students' social studies learning process. The efforts to own and explore moral values become students' property, unites, and becomes an inseparable part of student

behavior in life. It is strengthened with another statement that there are two approaches to implement character education. The applied approach for character education in the learning and the character education function as the missions of each learning course (Amini et al., 2017). Both now and in the future can be carried out well so that schools as an environment where students receive education have a share in the optimal implementation of character education with various strategies implemented. The different strategies applied aim to see the effectiveness and achievement of learning goals for children with special needs. (Dermawan, 2013).

Referring to the background described above, it is necessary to research the implementation of character values in social studies learning in special schools D / D1 YPAC Semarang. This study aims to determine the form of planning and implementation of learning in social studies at special schools D / D1 YPAC Semarang. This research is expected to have implications for learning activities and the application of character education in special schools to create a better form of implementation of character learning activities to optimize learning and the application of character values in special schools.

METHOD

This research aims to explore strategies in the learning process to apply good character to students or children with special needs. This study uses a qualitative method because of the paradigm's belief that social reality rests on noumena's hidden world. Therefore, the fact to be explored is the world of noumena, a world hidden from informants. Furthermore, this is done by interview so that it will appear in the form of language.

This research was conducted at SLB D / D1 YPAC Semarang. This school is one of the schools that carry out character building in students. The technique of selecting informants in this study was purposive sampling. As the name implies, samples are taken with a specific

purpose. The aim is to detail the specificities in a unique set of contexts. The purpose of sampling is to explore the information that will form the basis of the stimulation of emerging theories. Moong (2011: 224) Following the selection technique, the informants, selected in this study came from the headmaster, teachers, and students. Teachers who become informants come from a headmaster and peoples from social studies teachers. Other informants were students in grades 7, 8, and 9. The number of subjects used as informants was a headmaster from SMPLBD/D1 YPAC Semarang, two peoples from the social studies teacher, and six students. The selection of informants was based on purposive sampling techniques. The data collection process was carried out by interviewing informants, observe learning activities and documentation activities.

There are two elements in data triangulation to test the validity of the data. First, source triangulation, by comparing sources of information from one source to another or comparing the consistency of information from an informant in answering questions. Second, the triangulation method is used to compare the research process, namely comparing the data obtained from observations and interviews to compare the two different data. The data analysis used in this study was a qualitative data analysis technique with a spiral technique by Cresswell, who aims to identify and analyze data about the strategies used in implementing character values in the social studies learning process at SLB D / D1 YPAC Semarang. In conducting data analysis, the researcher refers to the several stages described. For the data analysis unit, Bandura chose the theory proposed by Bandura with a social cognitive view to analyze and answer problems related to the implementation of character values in social studies learning at SLBD / D1 YPAC Semarang.

RESULT AND DISCUSSION

Character building is a critical issue that must be underlined and considered at this time,

one of which is for children with disabilities. Schools as a means of socialization and learning systems must implement good character as provisions for students with disabilities in social life. With this implementation's aim, learning strategies are used so that the application of character values can be carried out effectively. In social studies learning, for example, character education needs to be emphasized to students through learning. With social studies learning, teachers can apply good character values, including independent character values, confidence, and discipline, which will later be used as provisions for students with disabilities to live in society.

Planning for Character Learning in Social Studies Learning at SLBD / D1 YPAC Semarang

In terms of planning, schools can optimally implement character values by preparing the teaching and learning process properly by preparing a Learning Implementation Plan (RPP). In preparing the lesson plan, as a learning guide that can be applied during the teaching and learning process, the appropriate learning tools, learning methods, and models are essential things in learning. To achieve the learning objectives that have been set, schools as implementers must view the teaching and learning process and strategy as a holistic and inseparable system. One Learning plan for children with special needs is an essential and complex initial stage. The school's learning plan is arranged according to student needs and refers to applicable curriculum and guidelines learning for children with special needs. Identification and assessment of children with special needs are initial activities carried out by the teacher before carrying out the learning implementatently, YPAC SMPLBD / D1 Semarang uses the 2013 curriculum as the basis for implementing learning. In carrying out the teaching and learning process, teachers must compile lesson plans based on the curriculum used to implement learning in the classroom. In practice, learning planning development must

pay attention to the principles to be carried out effectively. Learning activities are carried out based on the lesson plans compiled by the teacher in learning, and it is known that the lesson plans are excellent and complete. This is evidenced by the characteristics and components contained in the lesson plans. In the lesson plans used by researchers as a reference for inter-room interaction material, it can be seen that the learning atmosphere has been structured in such a way in the form of learning syntax, starting from preliminary activities, core activities, and closing activities. The syntax compiled by the teacher in the primary activity reflects the development of the discipline of religious character and the self-confidence that the teacher tries to apply in learning. Furthermore, in the core activities, the teacher seeks to use an independent and confident personality in learning through observation, question and answer, gathering information, associate and communicate learning material with the teacher as a facilitator. Finally, in the closing activity, the teacher also tries to apply a confident character by providing opportunities for students to give feedback on the teaching and learning process carried out.

Furthermore, there are also essential components in learning, namely the learning objectives in the learning objectives as outlined in the RPP for social studies subjects. RPP states that students' learning objectives regarding cognitive knowledge are related to the material being studied. Students in learning must achieve these goals. Another important thing in learning is the use of educational methods. In learning the use of varied learning methods, it is essential to pay attention to the subject teacher. The use of appropriate methods will help understand the material, train students' skills in this case, train and instill good character in students. In the learning implementation plan, it is hoped that the application of various learning models, both discovery learning and student-centered models, will make students more active and independent in education. For example, by using multiple kinds of learning resources and not depending

on one source, the teacher's job is to facilitate students' learning process in schools.

Implementation of Character Values in Social Studies Subjects.

Implementation for Character education in Social Studies Learning at SLBD / D1 YPAC Semarang

Character education implementation fosters excellent personality to engage in various problems. It allows learners to have a responsibility while engaging with a problem. Character education academically is equal to the value and moral educations. Thus, learners could develop their skills to make a proper decision, maintain what has been good, and wholeheartedly apply the good deed in daily life (Zuchdi, 2010: 3). There is a gradual process stage; after the planning is well prepared, the implementation becomes the planning as outlined in the learning implementation plan compiled. Based on the research results on the performance of learning activities at SMPLB D / D1 YPAC Semarang, there are several essential strategies in implementing learning. In more detail, it will be described in the implementation of social studies learning as follows.

Learning methods

In the learning process, methods have an important role in successfully applying character values and learning materials. Various learning methods can be adapted to the teachers' and students' conditions. Djamarah conducted in Affandi defines the learning method as a method used to achieve predetermined goals. In classroom learning, SMPLB D / D1 YPAC Semarang tries to apply varied learning methods because of the student-centered nature of education. Teachers use the lecture method and have combined various methods, one of which is discovery learning. (Afandi et al., 2013) Discovery Learning is learning to discover and discover for yourself. In this teaching and learning system, the teacher presents subject matter that is not final, but students are allowed to seek and discover for themselves using a

problem-solving approach. The use of this method is considered the most appropriate by the teacher considering the diverse character of students, and the method is considered able to accommodate student needs.

The discovery learning method focuses on students as objects and subjects in learning, so the learning process is considered a stimulus that can make students independent, active, and creative. It is hoped that with the discovery learning method, students can think by analyzing and solving problems faced, which will later be implemented in real life. In the inter-space interaction material used as a material in learning, the teacher uses the discovery learning method and education discussion method. Variations in the use of this method are needed to optimize knowledge and simultaneously implement character values. Therefore, students' limitations should not hinder their abilities. Teachers as facilitators who try to apply self-confident, disciplined, and independent characters use discovery learning methods because they are considered the most appropriate. Discovery learning requires students to independently find information sources that can be obtained from anywhere and the teacher only as a facilitator.

Furthermore, to foster a confident character can also be found in the use of discovery learning methods and discussion methods. Both ways allow students to be confident in expressing their opinions and knowledge. Besides, this method trains students' discipline to take part in learning because this method causes students to direct their learning methods. Based on the research results on the character development of students with special needs through habituation and school activities, Character education has been proven to be effective through habituation in schools. (Fauziah et al., 2020)

Learning approaches

According to Sagala (2011: 68), the learning approach is a path that teachers and students will take in achieving learning objectives for a particular learning unit. The

learning approach is an explanation to make it easier for teachers to provide lessons to more easily understand the teacher's teaching material with a pleasant learning atmosphere. Based on the description above, it can be concluded that the learning approach is an activity carried out by the teacher effectively and efficiently to achieve the learning objectives that have been prepared. The SCL (Student-Centered Learning) educational approach emerged as an alternative educational approach to answer problems in learning so that it can create an active learning system, which is a teaching and learning system that emphasizes student activity physically, mentally, intellectually, and emotionally to obtain learning outcomes in the form of a combination of cognitive aspects, affective and psychomotor (Antika, 2014). From the results of research conducted at SMPLB D / D1 YPAC Semarang, it can be concluded that teachers use a student-centered approach as a reference in learning. Social studies teachers attempt to focus on students as objects and subjects in learning without seeing the shortcomings of students. In learning, the teacher focuses his duties as a facilitator to help students and facilitate students' education. With this approach, the teacher will be able to stimulate students to behave independently and confidently.

With a student-focused approach, teachers can identify the problems and difficulties that students experience. In this approach, the teacher focuses on students to understand the student's difficulties and differences. The teacher also uses a combination of individualistic and group practices. An individualistic approach is based on the assumption that students have different backgrounds in intelligence, talents, tendencies, motivation, etc. These students' individualistic differences provide insight into the teacher that learning strategies must pay attention to students' differences in this individual aspect. In other words, teachers must take a personal approach in their teaching and learning strategies. With an individualistic approach, it is hoped that the teacher can understand the difficulties and obstacles experienced by

students in learning because the characters of students in special schools can experience differences from one another. An individual approach will allow closeness between teachers and students. It is better so that the learning climate takes place properly, the material can be absorbed optimally, and the application of independent character can be carried out well. Also, teachers use a group approach. A group approach is an approach based on a view that in each student, there are differences and similarities between one another, with these similarities and differences that can be integrated to support each other. This group approach is also based on the assumption that every student tends to make friends and groups get life experiences and socialize in fulfilling their life's needs. With this group approach, it is hoped that it can foster a high sense of socialism in each student and control the sense of egoism that exists in each of them to build an attitude of social solidarity in students. The teacher is meant to be able to accommodate students in groups.

Learning Resources and Media

Important factors in learning that cannot be ignored are learning resources and learning media. Learning sources and media are essential, considering that both play an indispensable role in supporting learning success. Teachers are responsible for helping students learn to make learning easier, smoother, and more focused on learning resources. Therefore, teachers must have particular abilities related to the use of learning resources. Mohammad Ali, in research conducted by Jailani, informed that in general, learning resources are divided into two types:

1. Learning resources by design, is resources that designed or developed explicitly as a component of a learning system to provide focused and formal learning facilities.

2. Learning resources used (learning resources with utilization), is teaching resources that are not specifically designed for learning purposes and their existence can be found,

applied, and used for learning purposes. (Jailani, 2016)

Based on the study results, the teacher's learning resources used by the teacher used two learning sources as listed above. Teachers rely not only on the references but are open to learning resources obtained from students. It aims to train students to be independent by learning from various sources, but on the condition that the teacher facilitates students by mastering the material and knowledge that is following the subject matter discussed during learning.

In addition to adequate learning resources in learning, other factors in learning media must also be considered. Learning media is one of the supporting factors for creating fun learning. Learning activities using the media are considered very helpful in delivering material because students are more interested in the material; students are more active in learning and enthusiastic, especially in social studies learning. The use of various media can make learning outcomes more optimal. The learning media in question can be in visual media, specially prepared by the teacher, or use media obtained from other sources. With the limitations that students have, teachers can optimize learning with various media that can be used. Evaluate from the learning process as a communication, the media's function is to convey information from the source (teacher) to the recipient (students). Evaluate the learning process as an interactive activity between students and their environment. Its function can be identified based on the advantages of media and communication barriers in the learning process.

Giving Task

In learning, it is related to assignments and evaluations. Not only the delivery of material but assignments are also necessary for teachers and students. With this assignment, it will facilitate students' understanding of the material studied. In the learning that took place at SMPLB D / D1 YPAC Semarang, the teacher carried out various tasks, both

individually and in groups. The assignment is carried out by agreement between the teacher and students with a specified time limit; this time limit will make students to be qualified in character.

Furthermore, the teacher assignment focuses not only on portfolio assignments but also on students to the outside environment to observe activities that occur in that environment. In giving assignments, the social studies teacher strives to select assignments that can support character learning activities, including independent assignments with environmental observations and portfolios that can be presented by students with predetermined deadlines. The teacher expresses the system as an effective means of implementing character values.

CONCLUSION

Based on the application of character in social studies learning, conclusions can be drawn about the performance of character values in the social studies learning process at SMPLBD / D1 YPAC Semarang using Albert Bandura's social cognitive theory that the learning process can be successful through good learning planning and implementation. The character learning planning carried out at SMPLB D / D1 YPAC has been carried out well. Also, the implementation of positive characters in independent character and self-discipline has been carried out by schools in various ways, including integrating character values and implementing learning in the school environment. The teacher has tried to apply the values of independent character, confidence, and discipline. The implementation of character values is carried out by being implemented through learning models, selecting teaching materials and learning media, assignments to optimize learning materials and projects, nstilling material and character values that will be obtained by methods, learning models, selecting teaching materials, and learning media that are adjusted to tergeted character values. The implementation of character values is

carried out by introducing the external environment, assignments independently or in groups, selecting learning methods such as discussion methods, and the teacher's approach as scaffolding.

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