

LEARNING IN THE CHARACTER OF TOLERANCE, MUTUAL AID, AND LOVING TO THE COUNTRY STUDENTS CLASS VI MI NEGERI 1 PURBALINGGA

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Abstract. Social Sciences (IPS) is an important foundation for students' emotional, cultural, social, and intellectual development. The number of social problems can be caused by the low value of the character of social studies education. The qualitative research method is a case study by conducting interviews, observations and documentation to answer the focus questions, namely: How to learn, form the character of mutual cooperation, tolerance, love for the homeland in students at MIN 1 Purbalingga. The results of the interviews were obtained in the implementation of character education in class VI MIN 1 Purbalingga. The process of integrating character education of tolerance, mutual cooperation and love for the homeland with social studies subjects so that teachers will find it easier to integrate into the material to be taught and in implementing students in the classroom, incorporating character education values into the lesson plans so that it becomes a unity that will later be students can form social attitudes in the social studies learning process that takes place in class VI MIN 1 Purbalingga

Keywords: Character of tolerance, mutual cooperation and love for the homelan

INTRODUCTION

Teachers have an important role in social studies learning to shape the character of students. The role of the teacher is not only sufficient as an academic educator, but also as an educator of character, morals and culture for his students. Teachers are required to be an example, a model and also a mentor for their students in realizing behaviors that have character including feeling, thinking, and heart processing (Fuad, 2018).

The Age of Globalization carries a Positist and negative influence. The negative influence of the current of globalization in the lives of students is the fading of character

values contained in students. We all know that nowadays there are many students who behave deviantly, such as easy emotions, rampant brawls between students, fading ethics of ethics, and violations of human rights (HAM). Obviously this is contrary to the character of the Indonesian nation which is known to be friendly, polite, and full of tolerance. The current reality that happens to students, this can clearly tarnish the character of the Indonesian nation which has been well ingrained since our ancestors. If this is allowed and there is no action from all parties, it is certain that Indonesia will lose its identity and character as a suave, ethical and cultured nation. This shift in values and morals needs to be observed because it is the root cause of changes in the character of the nation (Marhayani, 2018).

Yaumi, M. (Yaumi, 2016) Explains in his book that character is a person's morality, truth, kindness, strength, and attitude shown to others through action. The good and bad character of the student can be drawn from the morality possessed by the student himself. The importance of building character education in students is also in line with the goals of national education stated in the Law. No. 20 of 2003 concerning National Education System, Article 3 (Marhayani, 2018) which is explained that National education has a function to develop abilities and form dignified national dispositions and differences to educate the nation's life, and aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education in Indonesia is currently in difficult times. The existence of the Covid-19 pandemic, a large education budget and also breakthroughs in learning programs made by the government seem to have not been able to solve fundamental problems in the world of education, namely how to make students have noble morals, devotion, faith and also have character in accordance with the goals of education in Indonesia. The Indonesian nation tries to build the character of the nation's children to improve and carry the good name of the Indonesian nation while still maintaining its cultural identity. The process is realized by balancing growth and equity, while maintaining or preserving the socio-cultural life that supports the process in a more appropriate formulation and in accordance with the identity of the Indonesian nation (Rasyid, 2016).

Social studies learning has an important role in building student character. In his research Ali Ibrahim Akbar (Marhayani, 2018) Explains that a person's success is only determined 20% by hard skills and the remaining 80% by soft skills. From the description, it shows that it is very important to carry out the formation of student character. Students who have mental strength and have noble morals will certainly be able to have a personality with superior character. Social studies learning in building student character is certainly not an easy thing, it needs continuous struggle to produce results that are in accordance with the goals of national education.

Putro, H. P. N. (Putro, 2013) said Social Studies learning always gets the spotlight related to the role of teachers and the condition of students. The teacher is still the central control of learning, while the student only follows the teacher's direction. Ironically, students are only presented with a method of memorizing learning which causes students to experience boredom while studying. The learning process that is carried out shows that social studies learning is still unable to grow and improve students' character to the fullest, especially in terms of instilling character values in daily life experienced by students.

Education is an important foundation for the intellectual, emotional, cultural, and social development of students, namely being able to develop responsible ways of thinking, behaving, and behaving as individuals, citizens, and citizens. The weakening of nationalism, resulting in rampant social deviances such as sexual harassment, brawls, corruption, hedonism, disintegration of the nation, disrespect for the environment, individualism, and crisis of trust are facts caused by weak social morals.

Social studies education, indeed, experiences very severe challenges, when mothers enter the public sector, so that children's education at home becomes neglected,

So from here, a lesson is actually needed in the subject of Social Sciences (IPS) which later aims to help madrasahs in forming the character of tolerance, mutual cooperation, and an attitude of love for the homeland in class VI students at MIN 1 Purbalingga, Kertanegara District, Purbalingga Regency.

RESEARCH METHOD

The research method used in this study is descriptive qualitative to get a detailed picture of Social Studies Learning in Character Building Tolerance, Mutual Cooperation, and Love for the Homeland of Mi Negeri 1 Purbalingga Students. Research Place ,This research was conducted at MIN 1 Purbalingga which is located at the address Jalan Raya Kragean RT01 / Rw 01 Kertanegara District, Purba Regency; Data collection techniques in this study were carried out through: (1) Observation, namely by making direct observations of social studies learning activities in the formation of guided catharctors; 2) Semi-structured interviews to obtain information not obtained from observation. The informants in this study were grade 6 students and homeroom teachers of grade 6 MIN 1 Purbalingga; (3) Documents as additional data relating to learning. The document is in the form of a competency-based learning canvas, photos, videos, student worksheets and other documents related to guided social studies learning.

The credibility of the data is tested by triangulating techniques so that the data obtained is consistent, complete, and certain, namely using various ways of collecting from one source (Sugiyono, 2020). Data analysis techniques in this study use interactive techniques, namely: (1) Data reduction, sorting and focusing on matters related to social studies learning as a learning strategy for independent learning students; (2) Presentation of data, compiling and presenting data related to the research focus; (3) Verify, infer and verify the data obtained into systematic and comprehensive information.

RESULTS AND DISCUSSION

1.1 Social Studies Learning

Abbas, E. W. explained that Social Science Education (PIPS) was introduced for the first time in the world of Indonesian education when IKIP Bandung implemented the Pioneer School Development Project (PPSP) in 1972 which then entered the national education curriculum through the 1975 Curriculum. Social Science Term (IPS). The term Social Science is the equivalent of social studies from the United States as the luggage of lecturers at

educational institutions (LPTK) who study in Western countries, who then introduce social studies and become subjects in the world of Indonesian education (Abbas, 2013).

In carrying out social studies learning, MIN 1 Purbalingga applies: preliminary activities, core activities and closing activities. This is in accordance with the reference to the RPP that has been made by the class VI teacher, namely the opening which includes (1) opening with greetings, (2) Conditioning students, (3) Conditioning students. Core activities include: (1) Determination of learning approaches, namely cooperative learning, (2) Determination of learning methods, namely using discussion methods and contextual storytelling. Closing activities which include: (1) Summing up a summary of the material that has been studied (2) Reflecting, (3) Assessing student attitudes. The social studies learning in general can be seen from the chart below

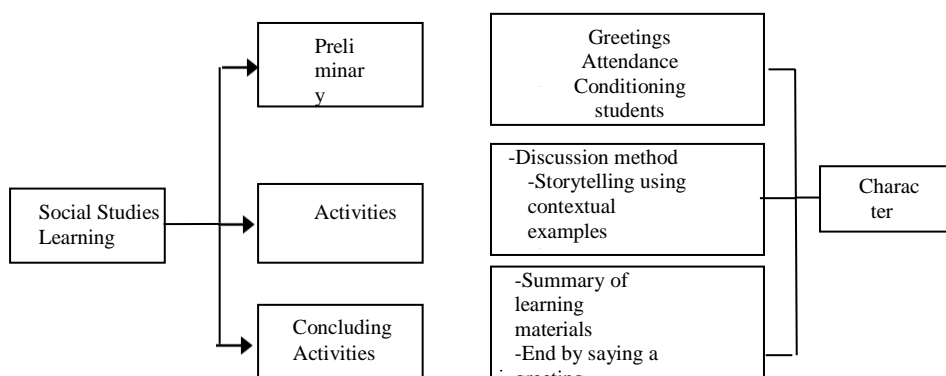


Fig. 1. Social Studies Learning at MIN 1 Purbalingga

This is in accordance with the Implementation of Learning according to the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning learning, namely: Preliminary Activities which include preparing students psychically and physically to follow the learning process; asking questions that relate previous knowledge to the material to be studied; describe the learning objectives or basic competencies to be achieved; convey the scope of the material and the explanation of the description of activities according to the syllabus. Core Activities which include: The implementation of core activities is a learning process to achieve KD / CP which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students.

1.1.1 Forming a character of tolerance in the social studies teaching and learning process

Social Science Education aims to make students have a responsive, useful spirit and able to manage the surrounding environment well. The competence of social studies education is clearly stated in every curriculum, both in the 2013 curriculum and the independent learning curriculum (kumer). Social studies education embeds the study of humans as social beings,

who interact with each other with the social and natural environment, in various places all the time from time to time (Putro, 2020).

Based on the observations made by researchers, it can be known that to create an attitude of student tolerance, the teacher does: Introduction which includes Praying Activities Explaining the learning objectives or competencies to be achieved 2) Core, which includes: class VI teachers are carried out by reminding students to pray before starting activities, to always be grateful for the blessings of independence so that currently students can study comfortably and peacefully, to live in harmony and love each other, class VI instills tolerance by giving questions that aim to make students express their opinions or ideas, in this activity students listen to friends who are talking or discussing. In general, it can be seen from the chart below about social studies learning in MIN 1 PBG in instilling an attitude of tolerance.

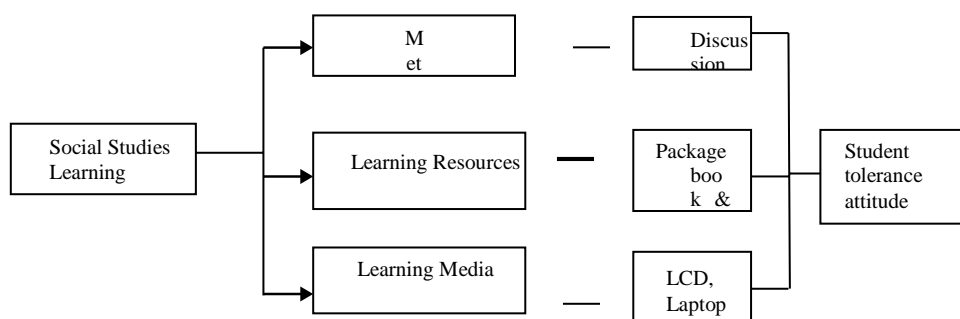


Fig. 2. Social studies learning in instilling an attitude of tolerance

The chart above is in accordance with the theory of tolerance attitudes, these attitudes are in accordance with tolerance indicators which reveal that tolerance indicators include, providing opportunities for friends to disagree, be friendly with other friends and be willing to accept different opinions from classmates.

1.1.2 Forming the character of mutual cooperation in the social studies teaching and learning process

Character education is an effort to help the development of the soul towards a better person. Problems that often occur to students related to character should be a serious concern for educational institutions in Indonesia (Zain, 2021).

In accordance with the findings regarding the formation of mutual cooperation character in social studies learning for students of kelas VI MIN 1 Purbalingga, Kertanegara Kapupaten Purbalingga district, based on the results of interviews, observations are : (1) In social studies learning in MIN 1 Pbg class VI, teachers use discussion methods to form mutual cooperation characters, (2) Teachers use learning resources from teacher handbooks and the internet in applying social studies learning in class, (3) The teacher plays a video about the living material working together using LCD projector and laptop media for social studies learning in the classroom.

Social studies learning in shaping the character of mutual cooperation of class VI MIN 1 Pbg students in general can be seen in the chart below:

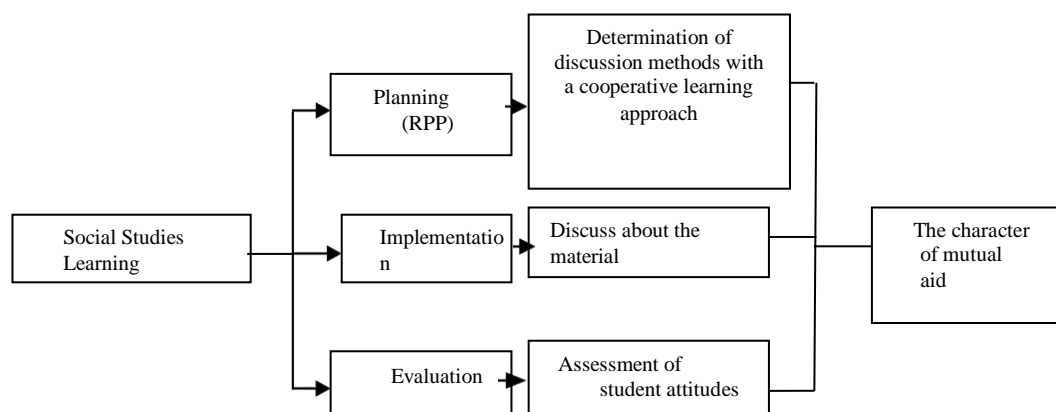


Fig. 3. Social studies learning in shaping the character of mutual cooperation

This is in accordance with the Regulation of the Minister of Education and Culture number 68 of 2013 concerning the basic framework and structure of the curriculum listed in the 2013 curriculum divided into two, namely spiritual attitudes and social attitudes in accordance with the appendix. Spiritual attitude competence refers to KI 1, namely: Respecting and living the religious teachings it adheres to, while social attitude competence refers to KI 2: Respecting and living honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courtesy, self-confidence, in interacting effectively with the social and natural environment within the reach of association and existence. In accordance with KI 2, the competence of social attitudes that must be instilled in students include: honesty, discipline, responsibility, care (tolerance, mutual cooperation), courtesy, and self-confidence. Furthermore, in social studies subjects carried out in MIN 1 Pbg, especially class VI, social attitudes have been instilled in accordance with the learning material.

1.1.3 Forming an attitude of love for the homeland in social studies class VI learning

Based on triangulation from observation data, interviews, and questionnaires, class VI teachers played videos about the Surabaya battle, students listened to the story of the Surabaya battle and Tomo's speech. The teacher also asked the students to call for Tomo's motto "Merdeka or Mati" and assigned the students to tell the cause of the battle of Surabaya and Ambarawa by displaying images of hero figures, students were asked to show the names of the figures and their role in defending independence, This is so that students are willing to know the history of their country, and will not waste hero sacrifices and want to do things that are beneficial to Indonesia .

Umun in shaping the character of love for the homeland of class VI MIN 1 Purbalingga students in social studies learning can be seen through the chart below

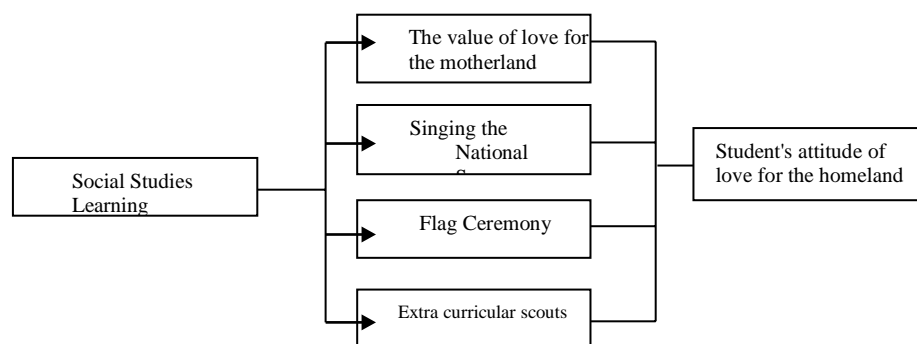


Fig. 4. Social Studies learning in shaping the character of love for the homeland of class VI students

It can be said that to observe the character of love for the homeland in students, teachers can use indicators, the indicators are to use Indonesian when speaking, sing struggle songs, cooperate with friends from other tribes, ethnicities, cultures based on equal rights and obligations, and realize that every struggle to maintain independence is carried out jointly by various tribes, ethnicities, which exist in Indonesia.

In social studies learning, students are instilled with some knowledge of the values that exist in several social sciences, namely love for the homeland, this aims to shape the character of students in preparing themselves for the future to become citizens of society who have a spirit of nationalism love for the homeland. So it can be said that one of the main objectives of social studies learning in schools is to be responsible for building the character of students into good and useful citizens. Social studies education is actually very closely related to character education. This can be seen from the formulation and purpose, that character education knows value education also aims to make students become good citizens (Sardiman, 2010).

CONCLUSION

2.1 Social Studies Learning

In social studies learning at MIN 1 Purbalingga, teachers carry out: preliminary activities, namely opening with greetings, observing student attendance, conditioning students in class. core activities, namely establishing learning methods, namely discussion methods with a cooperative learning approach, question and answer methods are also carried out by providing several questions and opportunities to ask students to answer questions and ask if there is material that is not clear and Sharing worksheets with students to do with a time allocation of 20 minutes, telling stories using examples that contextual. and the closing activity, namely Summing up a summary of the material that has been carried out, assessing student attitudes in the form of reports and ending learning with do'a.

2.2 Forming a character of tolerance in the social studies teaching and learning process

The discussion method is a teaching method in which the teacher gives a problem or problem to the student, and the students are given the opportunity together to solve the problem with their friends. In discussions, students can express opinions, refute the opinions of others, submit proposals, and submit suggestions in the context of solving problems that are reviewed from various aspects.

2.3 Forming the character of mutual cooperation in the social studies teaching and learning process

In shaping the character of mutual cooperation in social studies learning of students of kelas VI MIN 1 Purbalingga based on the results of interviews, observations are: (1) In class VI social studies learning, teachers use discussion methods to form mutual cooperation characters, (2) Teachers use learning resources from teacher handbooks and the internet in applying social studies learning in class, (3) Teachers play videos about living materials working together using LCD Projector and Laptop media for social studies learning in the classroom.

2.4 Forming an attitude of love for the homeland in the process of teaching and learning social studies

The teacher's steps to instill an attitude of nationalism and love for water through social studies learning in class VI MIN 1 Pbg students include habituation to sing nationalism songs, being active in participating in flag ceremonies every Monday and national holidays such as commemorating the day of heroes of the Indonesian Independence Day and others, participating in extra-curricular activities of Scouts, and providing contextual examples of the value of love for the homeland, learning through stories.

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