



Teacher Strategy in Instilling Character Values Through Social Studies Materials in Students of Mts Izharul-Haq Garut

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ABSTRACT

Social science is a science whose theories are practiced directly in daily life, in human life there are so-called characters, where every human being has different characters, but there are characters that are in accordance with social life and some that deviate in social life, therefore the teacher as a human being whose duty is to provide guidance and education must be able to apply character values to students so that they become human beings who have good character in accordance with existing norms in the community, from this the required appropriate strategies for teachers in instilling character values, one of them by using social studies material in learning. The purpose of this study is to describe how the strategies used by teachers in internalizing character values through social studies material in students at Mts Izharul-Haq Garut. From this research it is expected to produce new scientific studies for use in the application of character values by teachers using social science materials. So, in addition to being taught the theory students are also equipped with hands-on practice in how to live good character. This research uses qualitative research by using three stages: first, by digging research data at Babat 1 High School, in this case the researcher is a key instrument by interviewing key informants and digging out several documents, the second stage is analyzing the data obtained in the study until finding a conclusion, the next stage of happiness is to check the validity of the data by confirming to the madrasa related to the results of research whether appropriate or not. The results of the research conducted show the conclusions obtained, namely, the teacher is able to apply appropriate strategies in instilling character values through social studies material in learning. The role of the teacher in the success of this application is quite significant because the teacher is a person who interacts directly with students in learning and the practice of social science in life so that students will get knowledge as well as direct examples of teachers who teach through the attitudes and actions carried out by the teacher.

Keywords: Character, Strategy, Social Studies

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INTRODUCTION

Education plays an important role in preparing quality human resources. Human abilities must continue to be honed and developed through education, either through formal or non-formal education (Ashok dkk., 2025; Momeni dkk., 2025). Development in the field of education is to educate the younger generation. Education is an effort to realize the mandate of the opening of the 1945 Constitution, namely to advance public welfare and educate the nation's life, as well as to participate in implementing world order (Nunes Dos Santos, 2025; Rowe dkk., 2025; Yan dkk., 2025). This is in accordance with the objectives of national education as mandated by the National Education System Law (Law on National Education System No. 20 of 2003) which is "to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The description of the meaning, purpose, and function of Indonesian national education as stated in the National Education System Law No. 20 of 2003 clearly emphasizes that Indonesian national education pays close attention to three aspects of ability, namely cognitive, affective, and psychomotor (Altanlar & Özdemir, 2025; Wang dkk., 2025). Character, which is part of the affective and psychomotor aspects, is also highly prioritized in national education. In addition to being stated in the National Education System Law, the government's attention to character formation can also be seen from the initiative to prioritize the development of national character.

The character of the nation is currently declining, due to the negative impact of globalization, many media report juvenile delinquency, at seminars discussing social deviations committed by teenagers. Starting from the decreasing level of honesty, justice, truth and mutual assistance (Altanlar & Özdemir, 2025; Varghese & Devimeenakshi, 2025). The rise in criminal acts such as fraud, oppression, mugging, theft, free sex, brawls between students and many other deviant acts. From the various circumstances that result in moral decline, character strengthening is needed for students.

On the other hand, the negative impact of globalization that is so devastating to teenagers is the loss of humanitarian values. According to the Founding Fathers, there are at least three major challenges facing the Indonesian nation (Sitanggang dkk., 2025; Zamora dkk., 2025). First, establishing a united and sovereign country, second is building the nation, and third is building character. In Indonesia, the implementation of character education is currently felt to be urgent. This picture of the situation of society and even the situation of the world of education in Indonesia is the main motivation for the main influence (mainstreaming) of the implementation of character education in Indonesia.

This condition of crisis and moral decadence indicates that all the religious and moral knowledge obtained in schools has no impact on changing human behavior in Indonesia (Krcmar dkk., 2025; Marcillo-Delgado dkk., 2025). What is even seen is that so many Indonesian people are inconsistent, talk about different things, and act differently.

The following is data on the increase in juvenile delinquency from year to year taken from the Central Statistics Agency (BPS). In 2013 the number of juvenile delinquency in Indonesia reached 6325 cases, while in 2014 the number reached 7007 cases and in 2015

it reached 7762 cases (da Cruz, 2025; Mandloi, 2025). This means that from 2013 - 2014 there was an increase of 10.7%, these cases consisted of various cases of juvenile delinquency including theft, murder, promiscuity and drugs. From these data we can see the growth in the number of juvenile delinquency that occurs each year. From the data obtained we can predict the increase in the number of juvenile delinquency, by calculating the trend and average growth, with that we can anticipate spikes and suppress the number of juvenile delinquency that continues to increase each year. Prediction in 2016 reached 8597.97 cases, 2017 amounted to 9523.97 cases, 2018 as many as 10549.70 cases, 2019 reached 11685.90 cases and in 2020 reached 12944.47 cases (Whipple dkk., 2025; Zhai dkk., 2025). Experiencing an annual increase of 10.7%

The current worrying situation and condition of the nation's character has prompted the government to take the initiative to prioritize the development of the nation's character. The development of the nation's character is made the main stream of national development (Astuti dkk., 2025; Sultan dkk., 2025). This means that every development effort must always be directed to provide a positive impact on character development. Regarding this, constitutionally it has actually been reflected in the national development mission which positions character education as the first mission of eight missions to realize the vision of national development, as stated in the National Long-Term Development Plan 2005-2025, namely "the realization of a strong, competitive, noble, and moral national character based on Pancasila, which is characterized by the character and behavior of Indonesian people and society that are diverse, faithful, cooperative, patriotic, dynamically developing, and science and technology oriented.

Character is one of the important symbols for the sustainability of a nation. The declining character of teenagers will hinder national development that has been planned by the government (Park dkk., 2025; Sim dkk., 2025). Character education is very important for all groups from an early age to college. Education is a place to exchange ideas, knowledge, opinions that are expected to be able to educate the life of the nation and build the nation. In education there is also value education.

Character education is a must that must be implemented considering the increasingly widespread disintegration of our nation, making it necessary to immediately take preventive measures early on, especially in the school environment. As recommended by the government, in this case the Ministry of Education and Culture regarding the Management of Character Education (Bastan dkk., 2025; van der Ziel dkk., 2025). The government expects the school environment to be the most important part of character education. In the learning process, it is hoped that it can be implemented as well as possible to become the vanguard in character education.

Character comes from Greek which means to mark or mark and focuses on how to apply good values in the form of actions or behavior. The definition of character according to the Ministry of Education and Culture's Language Center is "innate, heart, soul, personality, manners, behavior, personality, nature, nature (Hanly & McDowell, 2025; Lu, 2025; Sofyan dkk., 2025). Temperament, disposition". As for character is having personality, behavior, nature, nature, and character".

Character education is education about character, or education that teaches the

essence of character in the three realms of creation, feeling, and will. Character education according to Scerenko is character education can be interpreted as a serious effort by which positive personality traits are developed, encouraged and empowered through role models, studies (history, and biographies of wise men and great thinkers), and emulation practices (maximum efforts to realize the wisdom of what is observed and studied).

Character education can also improve student learning with Character Education programs from schools can improve the quality of human relationships between adults and children and children with each other, thereby improving the environment for teaching and learning (Ononye dkk., 2025; Port & De Luca, 2025). This is supported by the annual publication of the Character Education Partnership's annual National Schools of Character. That data from each school that often starts with Character Education because of low student achievement and discipline problems. After the school implemented the Character Education program, test results increased and discipline problems decreased.

In Indonesia, character education began to be applied in the 2013 curriculum due to the large number of teenagers who behave negatively (Sonni dkk., 2025; Tundjungsari, 2025). The design of character education, in the 2013 curriculum by the Ministry of Education and Culture of the Republic of Indonesia, needs to be appreciated with the note that it must be consistent in implementing it according to the design that has been determined and there is intensive communication between schools, communities and the student's family environment.

METHOD

Research is one way to find new knowledge. And the method used by the author in this study is to use a qualitative method. Qualitative method is one of the research methods that produces descriptive data in the form of words, both written and unwritten from sources and observed behavior (Ng & Click, 2025; Pangastuti dkk., 2025). Or referred to as a research method that prioritizes qualitative data and in any situation without any manipulation of existing data. While the form of research that the author uses in this study is descriptive research, namely in the form of descriptions of the variables referred to in the title of this study (Rifai, 2025; Whipple dkk., 2025). so in this study it is expected to provide a definite and well-organized picture of the components of the school that are used as the object of research.

In qualitative research, the researcher himself or with the help of others is the main data collector. In this case, as stated by Moleong Lexy, the position of the researcher in qualitative research is quite complicated (Ng & Click, 2025; Pangastuti dkk., 2025). He is at once a planner, implementer, data collector, analyst, data interpreter, and in the end he becomes the pioneer of his research results. The definition of a research tool instrument here is right because it becomes everything from the entire research process.

In conducting this research, the researcher's position is as a planner, implementer, data collector, analyst, data interpreter and finally as a reporter of the research results (Boeck dkk., 2025; Guillén de Romero dkk., 2025). The research was conducted at Mts Izharul-Haq Garut which is located in the Babat area.

RESULT AND DISCUSSION

The teacher's strategy in instilling Character Education Values through Social Studies material at MTS IZHARUL-HAQ GARUT can be explained as follows. In instilling character values, it is inseparable from a process that must be carried out and requires planning, in accordance with the allocation of time, containing at least one basic competency with learning steps using strategies, learning methods that are in accordance with the material, presenting an appropriate evaluation model in achieving the instillation of character values in schools. In accordance with the information obtained by the researcher, Mts Izharul-Haq Garut in its learning process through an active, innovative, creative, effective and enjoyable learning process (PAIKEM). This was conveyed by Mrs. Siti Asri Asih as the Deputy Head of Student Affairs of Mts Izharul-Haq Garut as follows. "In learning at school using the 2013 curriculum, sir, the learning is expected that students are directly involved, active and enjoyable and leads to character formation, especially in learning history, students are expected to be able to understand an event".

In the process of instilling character values in schools is closely related to school management, concerning planning, implementation and evaluation. Where students are said to have good character, namely students know and understand character values. This was expressed by a student named Nada, a student in class VIII G regarding the understanding of character education.

"Character education is about changing attitudes, sir, changing ourselves from bad to good, the point is educating someone to be better. And in my opinion, sir, this character building is important because character will shape our personality with different character with traits that will easily change. For example, sir, in the values of defending the country and nationalism, the heroes in fighting for it are not located in weapons, pistols, etc. but about their unity."

In the process of instilling values in schools Based on the results of the researcher's observations conducted on October 29, 2019 at 09.00 the results of the observation were: "... Instilling character values in schools is carried out in several stages by not only stopping at understanding the knowledge of character values (cognitive), but also the motivational aspect or desire (affective) to do good and the act of doing good (psychomotor). These three aspects can be seen from the learning process in the classroom in social studies. Students demonstrate reading, writing and speaking skills and master the material, students are able to communicate orally and in writing effectively and politely, respect differences of opinion and empathize with others, to produce creative works both individually and in groups. "

Furthermore, the observations made by the researcher were also supported by the results of documentation obtained by the researcher in class IX D on May 14, 2025. From the results of the interviews and observations regarding the stages of instilling character values in schools, it can be seen that class IX students of Mts Izharul-Haq Garut have an understanding and knowledge of character values in schools. Students have also been able to distinguish between good and bad behavior and can control themselves. If both of these things have been embedded well in students, indirectly they will not only understand the meaning of character values, but will be able to feel them and then apply them in everyday life and become habits.

Furthermore, in the teaching and learning process, teachers at Mts Izharul-Haq Garut place more emphasis on character-based PAIKEM learning in all subjects, including social studies. Based on the results of the researcher's observations conducted on Wednesday, May 14, 2025 at 09.30. the results of the observation are.

"The social studies teacher in the teaching and learning process has been seen to be very enjoyable, the teacher is not monotonous in delivering learning materials, he is more creative in presenting various materials to students. Students also look happy and not bored in capturing the material. In fact, students are much more motivated to show their best in learning. This can be seen from the activities of students who present very varied presentation results, they even work together and always try to find answers to questions raised by their friends. In between learning, the teacher is also seen always motivating his students, to be active in the learning process, even giving opportunities to students who look passive in the learning process."

In the PAIKEM learning process carried out at MTS IZHARUL-HAQ GARUT, it is indeed more directed at game-based learning, which is then known as learning models. Some learning models that have been carried out by teachers in social studies learning include the Jigsaw model, Problem Based Instruction (PBI), and Think, Pair and share (TPS). Where in this learning, students experience directly, memorize as a basis for critical thinking, direct students to ask questions, discuss interactively, learn outside the classroom, develop student creativity, comparative studies, and provide journalism training (writing). This is reinforced by the statement of a student named Triastika P, she said that:

"Mrs. Rustin often gives assignments to take notes, summarize the material in the book, at first it was a bit lazy, but over time it became a habit, sir, it also made me more disciplined with time. Mrs. Rustin also always assesses assignments so I am more motivated to do better, even when Mrs. Rustin gave me 1 week to complete 1 chapter, I had finished it before the deadline. So besides getting used to discussions in class, she also gets me used to reading and writing, sir."

Apart from the PAIKEM strategy in social studies learning, teachers also use other strategies, namely character-based cooperative learning.

Based on the results of the researcher's observations conducted on September 6, 2019. The results of the observations are:

"In addition to storytelling, teacher lectures in social studies learning also invite children to learn in groups, to find out and discover for themselves or often called cooperative and inquiry learning. So first the teacher explains the material first, in this material explanation the teacher only provides ideas through questions and answers, then students learn in groups or discuss. Finally, for teacher assessment, do it by giving written tests and quizzes. Don't forget at the end of the learning the teacher also gives appreciation or awards to students in the form of scores."

Furthermore, the observations made by the researcher were supported by the documentation results obtained by the researcher in class IX H on May 18, 2025. In using strategies in the teaching and learning process, teachers have instilled several character values that have been initiated by the Ministry of National Education.

In the use of the PAIKEM strategy, several character values have been included,

including religious, creative, curiosity, independence, responsibility, democratic tolerance, environmental care and social care. While in the cooperative and inquiry strategies, namely social care, responsibility, tolerance, hard work, love of the homeland/nationality, communicative and love of peace. Thus, in accordance with the researcher's findings, the teacher's strategy in instilling character values in social studies learning at MTS IZHARUL-HAQ GARUT has reflected a learning strategy that contains character.

DISCUSSION

The quality of learning is the key to improving human resources. Quality learning is learning that is planned and deliberately created with the intention of facilitating the learning process. In the process of instilling character values, it is certainly also influenced by the learning strategies applied by the teacher so that student activities in the classroom will run effectively by trying to implement various learning methods in forming character values in students.

Learning design is an important activity to be carried out before a teacher carries out learning activities in class. The design of the learning system consists of four components that have a functional relationship between learning materials, learning competencies, learning strategies, and learning evaluations. The relationship between the four components is described by Barnawi in his book on character education learning as follows.

Learning materials anatomically consist of materials containing a collection of facts, concepts, procedures and principles. The competency of a subject describes the ability that must be met (in the form of attitudes, skills, and knowledge) of a learning material. Thus, it is clear that the functional relationship between the material and learning competency must first be described the anatomy of a subject matter. The relationship between the anatomy of the subject matter and learning competency will lead to the preparation of indicators and planning of learning evaluation. While the learning strategy is the third chain that connects the subject matter and the competency of a material.

In forming the character of students in social studies learning in the 2013 curriculum, it is also supported by basic competencies that are organized into four Core Competencies (KI). KI 1 is related to self-attitude towards God. The Almighty. (KI 2) is related to self-character and social attitudes. (KI 3) contains KD about knowledge of teaching materials, while (KI4) contains KD about presentation of knowledge. In mandatory history learning in the 2013 curriculum. In this case, the government seeks to foster national values and love for the homeland, including appreciating the culture and work of the nation. Thus, the material presented to students is a medium in forming the character of students, especially students at the junior high school level.

Furthermore, in the process of instilling character values in students at MTS IZHARUL-HAQ GARUT in social studies learning, it can also be seen from several stages so that students can be said to have good character. This can be seen from students' understanding of the values that exist in schools and in learning, students have been able to distinguish between good and bad behavior and can control themselves both outside and inside the classroom.

According to Lickona, the process of instilling or forming values connects knowledge of values (moral knowing), attitudes of values (moral feeling) and actions of values (moral action). Character education only on moral knowledge is not enough, because limited to knowing or understanding values without implementing them, only produces intelligent people, but not moral. It is very important that education is continued to attitudes of values including self-confidence, feeling the suffering of others, loving truth/honesty, being able to control oneself and being humble. These attitudes must be instilled in students/younger generations. Furthermore, a very important step is the action of values to make knowledge of values can be realized into real actions in the form of competence, desire to act and habits.

The above can be achieved inseparable from the strategies and methods used by teachers in the learning process both in and outside the classroom. The role of learning strategies is more important when teachers teach students who differ in terms of ability, achievement, tendencies and interests. In history learning at MTS IZHARUL-HAQ GARUT in the 2013 curriculum, it is required to form enjoyable learning or PAIKEM (Active, innovative, creative, effective and enjoyable learning) in accordance with the vision, mission and goals of the school. In social studies learning at this time it is more focused on character formation, so that teachers must not only master various materials or teaching rules, but also be able to integrate character values into each material and learning strategy.

Social studies learning at Mts Izharul-Haq Garut PAIKEM strategy is carried out with several models such as jigsaw, problem basic instruction and think, pair and share. Suyadi in his book explains that the basic concept of PAIKEM learning containing character is adopted from active learning, PAIKEM explores character values to be actualized in learning, so that these character values can be instilled and internalized into students. However, not all character values are contained in PAIKEM, so it is necessary to develop more diverse variations to contain more characters.

In addition to PAIKEM in social studies learning, teachers also use cooperative learning and Inquiry strategies. Where students are required to play an active role in their learning process, including students being able to make powerpoint slides, discussions and presentations because teachers feel that by doing so they can reach all aspects, namely aspects of knowledge, skills and attitudes. Teachers apply skill assessments by working on questions in the form of opinions so that students do not have to memorize all the material so that the student's learning process is sufficient to understand an event and then students express their opinions. Then the teacher in the language class also applies a variety of lecture methods displaying pictures, telling stories, asking and answering questions with students then the teacher gives an explanation to students so that students no longer have to do long discussion activities at each meeting so that in the learning process in the classroom student activities are not as dense as before. In addition, by teachers suggesting that students use cellphones or laptops as a medium to access the internet, it will make it easier for students to find a problem independently and learning runs effectively.

Regarding the methodology that is in accordance with character education, Lickona explained that teachers can use the implementation of various methods in social studies learning such as telling stories, appropriate fairy tales, assigning students to read literature,

conducting case studies, role-playing, discussions, debates about values and cooperative learning.

Thus, it can be concluded that the teacher's strategy in instilling character values in social studies learning at Mts Izharul-Haq Garut has carried out the stages of formation.

CONCLUSION

The conclusion of the study, Teacher strategies in internalizing character education values through social studies material for students of MTS IZHARUL-HAQ GARUT are: lectures, role models, and enforcement of discipline.

Based on the conclusions above, the researcher provides suggestions to the Principal of MTS IZHARUL-HAQ GARUT to further socialize the characters being developed at MTS IZHARUL-HAQ GARUT to all school residents, both teachers, employees, especially students. For educators and employees of MTS IZHARUL-HAQ GARUT to support character education that is being developed at MTS IZHARUL-HAQ GARUT.

Students always hone their abilities and creativity so that they will be able to compete in creating schools with character.

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