
Implementation of Social Care Character Value in Social Studies in Primary School

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ABSTRACT

This study aims to gain a description of social care values in social science in elementary school applied in students' action and behaviour. It uses literature review method which examines various literatures related to social care values. Character building is an effort to help someone understanding, caring, and acting based on basis of ethical values. By character building, students are expected to be able to use their knowledge, examine, internalize and personalize character and moral values, so that it can appear in daily life. Social care values are action and attitude to give a help to others and one who needs it. By social science, students are guided and improved, particularly their intellectual quotient. Those aim to make them all be citizens who have a social care character and become a part of him in behaving.

Keywords: *Character, Social Care, Social Science*

Introduction

Advancement and development of science, technology, and art, and globalization takes many effects to all fields, including field of education. There are so many habits appearing in society which are not suitable to Pancasila and Indonesian culture. Thus system of education has a role in constructing characters which are suitable to Indonesian norm and value.

It is suitable to the function and goal of education based on constitution no. 20, 2003 which explains about national education system. National education functions to develop and construct citizens' character and civilization having prestigious which aim to educate citizens and develop students' potency in order to create humans who trust in God, good moral, healthy, educated, skilled,

creative, independent, and become democratic and responsible citizens.

Through the process of education the good character building can be done by empowering environment of family, school and society. One of character constructed and formed is social care character, because nowadays social care character almost disappears, such as ignorance, arrogance, unfaithfulness, and reluctance to help others.

Social care is an attitude and action which aims to help others and one who needs it. Social care is one of character value which is grown and developed on each person in order to run their own function as social creatures in daily life.

Based on the background conveyed, it aims to describe the implementation of social care values in social science.

Methodology

This study uses literature review method which examines various literatures related to social care values. Technique of data analysis used is Front-End analysis. It is a technique of data analysis used to bridge between reality and expectation.

Result and Discussion

Character is a moral, behavior or one's personality formed by internalizing good things which is believed and used as a basis of view, thinking, habit, and action (Diknas, 2010). According to KBBI (2008), character is a mental characteristic, moral, or good moral which can differ from one another.

Muchlas *et al* (2011), character is humans' values related to God, themselves, other humans, environment and nationality formed in mind, attitude, feeling, utterance, and action based on religious norm, law, moral, culture, tradition, and esthetics.

Based on some experts' opinion about character, it can be concluded that character is a behavior, extraordinary thought of each person which can differ from others in a family, society, nation, and country.

Character is a point of high quality human. Character is a main supporter in constructing a nation. Character building can be conducted by implementing two approaches, namely practical approach and essential approach. Practical approach makes characteristics expected become students' behavior. Essential approach prepares a personality to be a central character.

Character building is teacher's aware effort in educating values to students (Winton, 2010). Character building can also define as an education which develops students' good character by demonstrating, educating moral

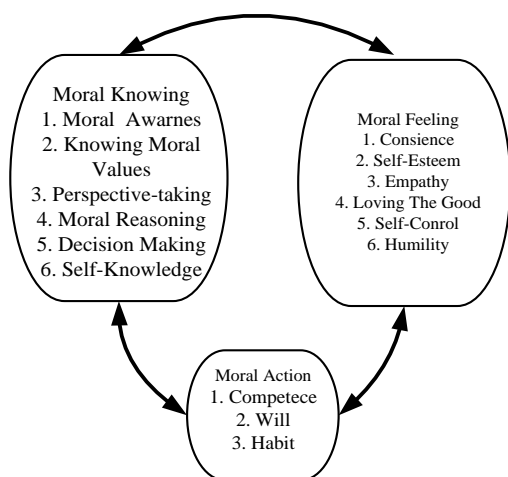
values, and choosing a good decision in having relation to other people and God.

According to Zubaedi (2011), character building is an effort to implant intelligence in thinking process, comprehension of attitude, and implementation of character which is suitable to good values, applied in interacting to God, themselves, society and environment.

According to Gunawan (2012), character building is an aware and planned effort to create a good atmosphere, develop and civilize self-character and good social character as a citizen.

According to Scerenko (1997), character building is an effort to develop, support, and increase positive personality by moral value, investigation (history and biography of experts) and practice (maximum effort to create a value of what is examined and learned), (Muchlas *et al*, 2011).

According to Thomas (1991), character building is an effort to help others understanding, caring, and acting based on ethical values. Character building can be conducted by knowing phase, acting phase and habit phase. Thomas (1991) describes three components in building a good character which is related each other. Those are moral knowing, moral feeling, and moral behavior. Those character components can be observed by this figure below.



.Figure 1. Component Of Good Character (Thomas,1991)

Based on these Figure, moral knowing, moral feeling and moral action, do not function separately but are interrelated and interact with each other in any way.

Good character consists of processes including knowing something good, desiring to do something good, and doing something good. Good character can be measured by implying that component in thinking , acting or doing something which finally becomes a habit.

The argument that quality character education is good academic education is bolstered by findings that educational interventions with character-related themes produce a range of effects that are linked to effective schooling, ((Jacques et al, 2003).

So, character building is an effort to implant good values, moral, habit to help someone become a person who has a good character.

In implementing character values, it facilitates students to develop character which is suitable to rules, values, and norms applied in society, in order to be high humans who takes good impact in society.

Curriculum research and development center identifies character values which come from

religion, Pancasila, culture, and national education objectives. According to Diknas (2009), character values developed are: 1) religion, 2) honesty, 3) tolerance, 4) discipline, 5) hard-work, 6) creativity, 7) independence, 8) democracy, (9) curiosity, 10) patriotism, 11) nationalism, 12) achievement care, 13) being communicative,14) peace,15) reading, 16) environment care, 17) *social care*, and 18) responsibility.

Character values can be implemented in social science in elementary school. Explanation in this focuses in social care. Social care is a desire to give a hand to one who needs a help.

It can be concluded that social science is an investigation integrated with social studies, religion, humanism and philosophy which can be examined in interdisciplinary way.

Character building is taught in all subjects in elementary school which is suitable to the material, including social science. Social science is a subject at school developed in integrative way by taking essential concepts from social studies and humanism.

According to Numan (2001), social studies is adapted by social studies, humanism, humans’ basic activities which are organized and examined scientifically and psychologically to reach education objectives.

Social studies is defined by National Council for Social Studies (NCSS) below :

“Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content

from the humanities, mathematics and natural sciences (NCSS, 1994)”.

Based on Arnie (2002), the function of social science in elementary school is to develop students’ knowledge, value, attitude, and skill about society, nation, and Indonesia.

Social science is one of subject having a big role as a disciplinary aiming to educate students to be good and responsible citizen. Materials of social science lades character value. One of them is social care.

According to Darmayanti (2011), social care is an attitude and action to give a hand to one who needs a help. Social care is an attitude and behavior reflecting care to other people or one’s who needs it (Suyadi, 2013)

According to Muchlas *et al* (2011), there are some indicators used to describe social care.

- 1) Treating others politely
- 2) Acting politely
- 3) Tolerating toward diversity
- 4) Disliking to hurt others
- 5) Disliking to take profit from others
- 6) Being able to cooperate,
- 7) Taking a part in social activity,
- 8) Loving other people,
- 9) Peace-loving.

Social care feeling in elementary school can be indicated by helping, greeting, and respecting each other. It is not only between student and student, or between teacher and teacher, but all members of school.

Implementation of social care values in social science is conducted by curriculum, designing learning equipment of social science (syllabus and lesson plan) systematically and making learning objectives which creates students’ social care. In addition, learning model used in learning process is related to social care development, such as cooperative learning.

According Robert (2008) define cooperative learning is as a small group of students who work together to learn and be responsible for the group. To achieve maximum results, the five elements in the cooperative learning model should be applied. The five elements are:

- 1) Positive interdependence
- 2) Personal responsibility
- 3) Face to face promotive interaction
- 4) Interpersonal skill
- 5) Group processing

A learning can only be referred to as cooperative learning if all five elements are met or contained in the learning.

Cooperative learning is an effective learning for various characteristics and social background of students. This cooperative learning improves student learning outcomes, encourages students to respect each other, care and make friendships between different groups of students even with those from different races and ethnic groups. Many scholars agree that cooperative learning models are appropriate for the implementation of character education (Muchlas *et al*, 2011).

By cooperative learning, social character can be developed is helping others, respecting others, not force others to do something, being polite, cooperating, sharing, etc.

Therefore social care values can be implanted and developed by social science, so each student is able to have a good character.

Conclusion

Character building is a guidance process or character values implementation toward students, so they behave well and what they do is suitable to norm, culture and Pancasila. Education facilitates character value implant

which can be implemented in all subjects, including social science which material is full of values, such as social care values. Social character value is one of character value which has to be develop and owned by each person, so they can citizens who have good character. Character of social care built through learning in school will improve good relationships among students, between staff, among students and staff and among staff with student families, so as to be a moral person, think and behave that become habitual in everyday life. Moral knowledge, moral feeling, and moral action in its manifestations are qualities of character that make moral values a reality of life.

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