

OPTIMIZING THE PERFORMANCE OF SOCIAL STUDIES TEACHERS IN INSTILLING DISCIPLINE AND HONESTY IN STUDENTS OF SD NEGERI 50 TERNATE CITY

Umihani Naser¹ Rustam Hasim*² Jusan Hi Yusuf³

¹²³ Program Pascasarjana S2 IPS Universitas Khairun

¹umihani0105@gmail.com

²hasyimrustam7@gmail.com,

(*) Corresponding Author

hasyimrustam7@gmail.com

ARTICLE HISTORY

Received : 06-04-2025

Revised : 16-04-2025

Accepted: 17-04-2025

KEYWORDS

optimizing teacher
performance, discipline,
honesty, students, social
studies, character
education

ABSTRACT

This study aims to optimize the performance of social studies teachers in instilling discipline and honesty in students at SD Negeri 50 Kota Ternate. Instilling character values, especially discipline and honesty, is an important part of basic education. Social studies teachers have a strategic role in shaping good student character. This study uses a qualitative approach with a case study method, which involves observation, interviews, and documentation to collect data. The results of the study indicate that the performance of social studies teachers can be optimized with a more personal and interactive approach, as well as the application of creative learning strategies. In addition, the role of parents and the school environment is also very supportive in shaping discipline and honesty in students.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Education in Indonesia does not only focus on academic achievement, but also on the formation of good character and attitudes in students. In order to realize a quality generation, education is needed that not only instills knowledge, but also forms a solid character, including discipline and honesty. This is in line with the vision of national education which is oriented towards the formation of Indonesian people who are intelligent, noble in character, and insightful. One of the aspects that is the focus of character education is the formation of discipline and honesty attitudes in students from an early age, especially at the elementary school (SD) level. (Putri, A. 2019).

Education is the main foundation in shaping children's character that can make a positive contribution to the development of the nation. One of the most important aspects of education is the formation of attitudes and character in students from an early age. At the Elementary School (SD) level, students begin to receive instruction that is not only related to academic knowledge, but also to the formation of moral attitudes and values. Among the attitudes that must be instilled are discipline and honesty. (Alwi, M. 2019).

Social Science Education (IPS) teachers play a very important role in instilling these two attitudes. Social studies as a subject related to social life and moral values can be the right place to teach students

about discipline and honesty. Therefore, the performance of social studies teachers in instilling discipline and honesty needs to be optimized in order to achieve the expected goal of character education. (Anwar, H. 2018).

Elementary school as an early level of education has a strategic role in shaping students' attitudes and characters. At this stage, students begin to learn to understand moral values that are essential for their future lives. Discipline and honesty are two basic attitudes that must be instilled from an early age, as they are both important foundations in forming a good personality and character. Discipline is closely related to the ability to be self-governing, respectful of time, and responsible, while honesty is an attitude that reflects integrity and high moral ethics. (Ardiani, T. 2020).

Teachers as educators have a central role in this character education process. Among the various subjects taught in elementary schools, Social Science Education (IPS) is one of the subjects that can be an effective means of instilling discipline and honesty. Social studies not only teaches knowledge of society, history, and geography, but it can also be used as a tool to convey moral values to students. In social studies learning, students can be invited to understand concepts such as cooperation, mutual respect, and the importance of rules and honesty in social life. (Azizah, S. 2017).

However, in reality, although character education has been recognized as important, its implementation in the field still often faces various challenges. One of the main challenges is how social studies teachers optimize their role in instilling discipline and honesty in students. Many factors affect teacher performance in this regard, such as teachers' understanding and skills in integrating moral values in learning, the availability of supporting facilities, and communication patterns between teachers, students, and parents. (Budiman, A. 2018).

Several studies show that many teachers have not fully optimized the potential of social studies as a subject to instill character in students. Many teachers focus more on academic aspects, such as achieving exam results, and pay less attention to the process of forming students' character. In addition, the lack of understanding of the right strategies in teaching discipline and honesty is also one of the obstacles that need to be overcome. (Darmawan, I. 2019).

On the other hand, there are also external factors that affect teacher performance, such as support from schools and parents. A supportive environment will make it easier for teachers to carry out their duties as character educators. Therefore, it is important for schools to provide in-depth training and professional development to social studies teachers so that they can master various strategies and techniques that are effective in instilling discipline and honesty in students. (Dita, R. 2020).

Thus, efforts need to be made to optimize the performance of social studies teachers in instilling discipline and honesty in elementary school students. This aims so that the goal of character education that is to be achieved, namely the creation of a young generation that is not only intellectually intelligent, but also with integrity, can be realized to the maximum. Therefore, this study aims to explore how social studies teachers can improve their role in instilling these two attitudes through various strategies that can be applied in the learning process in elementary schools. (Hamid, R. 2021).

The optimization of the performance of social studies teachers does not only depend on the individual skills of teachers, but also on the support of various parties, such as schools and the community. This research is expected to provide useful insights and recommendations for educators and policy makers in improving the quality of character education in Indonesia. (Fauzan, M. 2017).

In addition, many teachers still prioritize the achievement of academic results as a benchmark for success in education. This often makes character education neglected. Teachers tend to focus more on achieving test or test scores rather than paying attention to how the values of discipline and honesty can

be embedded in students in real life. In fact, the main goal of education is to produce a generation that is not only smart in the academic field, but also has high morality and integrity. (Hidayati, N. 2018).

Another factor that affects teachers' performance in instilling discipline and honesty is the limited resources, both in terms of teacher professional training, teaching materials that support character education, and facilities and infrastructure in schools. Many teachers have not been specially trained to integrate character education in social studies learning. Therefore, greater efforts are needed from schools and the government to provide training and professional development for teachers, so that they can optimize their role in educating students' character. (Kurniawan, R. 2019).

On the other hand, support from parents and the community is also very important in this character education process. A home environment that supports character education, as well as good communication between schools and parents, will strengthen teachers' efforts in instilling the values of discipline and honesty in students. The formation of discipline and honesty attitudes in children can not only be done at school, but must also be continued and strengthened at home. Therefore, good collaboration between teachers, parents, and the community is needed to create an environment conducive to the growth of positive character in students. (Lestari, S. 2020).

The importance of the role of teachers in instilling discipline and honesty makes the optimization of social studies teachers' performance a very relevant issue. For this reason, this study aims to identify and develop strategies that can be used by social studies teachers to be more effective in instilling discipline and honesty in elementary school students. The use of more innovative and comprehensive learning methods, the development of teachers' skills in classroom management, and the use of appropriate media can be strategic steps in optimizing this character education. (Mulyana, D. 2021).

Elementary school students are in a very crucial phase of character development, where they begin to learn to understand the values of life, including the values of discipline and honesty. At this age, children are very easily influenced by the environment and the examples that exist around them, be it at home, at school, or in everyday life. Therefore, it is very important for the school to instill these moral values in a systematic and planned way. As one of the subjects that is in direct contact with the social life of students, Social Science Education (IPS) plays a very important role in instilling discipline and honesty in students. (Nabila, F. 2020).

Social studies education in elementary school not only teaches knowledge of history, geography, or other aspects of social life, but also provides space to develop students' attitudes and moral values. Social studies teachers have a very big role in integrating the values of discipline and honesty in learning. However, the reality in the field shows that there are still many social studies teachers who have not fully optimized the potential of this subject in instilling discipline and honesty in students. This is due to various factors, ranging from teachers' lack of skills in managing classes with a character-based approach, to lack of support from the surrounding environment. (Prasetyo, Z. 2018).

The lack of special training for social studies teachers in integrating character education in the learning process is one of the main challenges. Although the educational curriculum has been regulated about the importance of character education, its implementation in the field is often not in line with expectations. Many teachers are still more focused on achieving academic results, such as test scores, without paying more attention to the development of students' moral attitudes. In fact, character education should be applied in every aspect of learning, including social studies subjects, so that the values of discipline and honesty can be well embedded in students. (Putri, A. 2019).

In addition, external factors such as support from parents and the school environment also affect success in instilling discipline and honesty in students. Parents who set a good example and support the

character education process carried out at school can strengthen teachers' efforts in forming positive attitudes in children. On the other hand, the lack of cooperation between the school and parents or the community can hinder the formation of the desired character. Therefore, close cooperation is needed between teachers, parents, and the community to create an environment that supports the development of children's character. (Rahman, F. 2020).

In addition, another challenge faced in optimizing the performance of social studies teachers is the limited resources available. Inadequate educational facilities and infrastructure, lack of time to teach character education in depth, and incompatibility of methods used in teaching the values of discipline and honesty are some of the inhibiting factors. Teachers who have skills in managing comprehensive learning, both in terms of academics and character, are indispensable so that the goals of character education can be achieved. (Sari, M. 2018).

Based on this background, this research is expected to contribute to efforts to improve the quality of character education in elementary schools, especially in optimizing the role of social studies teachers in instilling discipline and honesty in students. This research is also expected to provide new insights into the importance of integrating character education in each subject, so that schools can produce students who not only excel in academics, but also have strong and noble character. (Wibowo, R. 2020).

With this background, this study aims to identify and formulate effective strategies in optimizing the performance of social studies teachers in instilling discipline and honesty in students of SD Negeri 50 Ternate City. This research will also explore various factors that affect the role of teachers in implementing character education in the classroom and find solutions to overcome existing obstacles. It is hoped that the results of this research can make a real contribution to improving the quality of character education in Indonesia, as well as helping social studies teachers in developing a better learning approach, so that the character of discipline and honesty can be well embedded in students from an early age. With the optimization of the performance of social studies teachers in instilling discipline and honesty, it is hoped that the next generation of the nation who grow and develop will become individuals who are not only intelligent, but also have noble character and are ready to play an active role in society.

RESEARCH METHOD

This study uses a qualitative approach with a case study design to analyze the optimization of social studies teachers' performance in instilling discipline and honesty in students of SD Negeri 50 Ternate City. The qualitative method was chosen because this study focuses on an in-depth understanding of the educational process carried out by social studies teachers in shaping students' characters.

1. Types of Research

This type of research is a qualitative descriptive research that aims to describe in detail and depth the efforts of social studies teachers in optimizing their role in instilling discipline and honesty in students. This research emphasizes more on understanding the processes that occur in the classroom and the interaction between teachers and students.

2. Location and Research Subject

This research was conducted at SD Negeri 50 Ternate City which is an elementary school located in Ternate City, North Maluku. The subjects in this study include: Social Studies Teachers: Teachers who are responsible for providing social studies learning and have an important role in instilling the values of discipline and honesty in students. Elementary School Students in Grades IV and

V: Students who are students in social studies subjects and who are expected to develop discipline and honesty in daily life. Student Parents: Parents who support the formation of students' character at home.

3. Data Collection Techniques

In this study, data was collected using several techniques, namely: (1). Observation. Observations were made to see firsthand the learning process in the classroom, especially in the implementation of social studies subjects. This observation focuses on how teachers deliver material related to discipline and honesty, as well as how students respond to the material. Observations are also carried out to record students' actions or behaviors related to discipline and honesty. (2). Interviews Interviews were conducted with several parties related to this research, namely: Interviews with social studies teachers to explore strategies and approaches used in instilling discipline and honesty in students. Interviews with students to understand their perceptions of the material being taught related to discipline and honesty and how they apply it in their daily lives. Interviews with students' parents to obtain their views on the role of parents in supporting the implementation of discipline and honesty attitudes in children. (3). Documentation The documentation used in this study includes: Learning implementation plan (RPP) used by social studies teachers in teaching material related to discipline and honesty. Evaluate student learning outcomes that demonstrate their achievements in an attitude of discipline and honesty, for example student behavior records or test results related to character scores.

4. Data Analysis

The data collected from observations, interviews, and documentation will be analyzed using qualitative data analysis of the Miles and Huberman model. The data analysis process includes; (1).Data Reduction: Eliminate irrelevant information and filter out the data needed to answer the research question. (2). Data Presentation: Compile the analyzed data in a more understandable form, such as a narrative description or table. (3). Drawing Conclusions: Draw conclusions based on the data that has been analyzed to provide an overview of the performance of social studies teachers in instilling discipline and honesty in students.

RESULT AND DISCUSSION

Based on the results of research conducted at SD Negeri 50 Ternate City, several findings were obtained related to the efforts of social studies teachers in instilling discipline and honesty in students. The discussion of the results of this research will reveal the strategies used by social studies teachers, the challenges faced, and the impact felt by students in the development of their discipline and honesty attitudes.

1. The Role of Social Studies Teachers in Instilling an Attitude of Discipline and Honesty

Social studies teachers at SD Negeri 50 Ternate City play a very important role in instilling the values of discipline and honesty in students. Based on the results of observations and interviews, it is known that social studies teachers not only provide learning materials related to social knowledge, but also deliberately insert character values in every learning activity. Teachers provide direct examples through discipline in running lesson time, completing assignments honestly, and maintaining order in class activities.

Strategies used by social studies teachers to instill discipline and honesty include: (1). Implementation of Active and Innovative Learning: Teachers use learning methods that not only focus on the material, but also on the formation of students' character. Group discussions, case studies, and educational games are used to teach the importance of discipline and honesty in daily life. (2). Providing

Positive Reinforcement: Teachers give praise or appreciation to students who show discipline and honesty. For example, students who are punctual in taking lessons or being honest when taking exams will gain appreciation from the teacher, who then encourages other students to imitate the behavior. (3). Firm and Consistent Implementation of Rules: Teachers apply clear rules in the classroom, such as punctuality, polite use of language, and integrity in doing assignments. Enforcement of this rule is essential for students to understand the consequences of their behavior, both positive and negative.

Social Science Education (IPS) teachers have a very strategic role in forming discipline and honesty attitudes in students. In addition to teaching social knowledge, social studies teachers are also expected to instill character values that will affect the moral and social development of students. In this context, social studies teachers play the role of educators who not only teach theory, but also provide examples and create an atmosphere that supports the formation of students' character.

Here are some of the main roles played by social studies teachers in instilling discipline and honesty in students:

a. Become a Role Model

Social studies teachers must be a direct example for students in terms of discipline and honesty. Students tend to imitate the behavior they see, so teachers must show discipline in every action, such as punctuality in following lesson schedules, following school rules, and acting honestly in all things. For example, if a teacher always comes to class on time and does assignments honestly without cheating, students will be more likely to imitate those behaviors in their daily lives.

b. Integrating the Values of Discipline and Honesty in Learning

Social studies teachers can integrate the values of discipline and honesty in every learning provided. This can be done through various approaches, such as; (1). Insert Stories or Cases That Teach Discipline and Honesty: In social studies learning materials, teachers can insert stories or case studies that illustrate the importance of discipline and honesty in daily life. For example, teachers can teach about historical figures who demonstrate discipline and honesty, as well as their impact on society. (2). Assignment That Encourage Honesty: In assigning assignments, teachers can ensure that students do assignments honestly and independently. Teachers can motivate students not to cheat and always try to give their best. In addition, teachers can also conduct evaluations that are not only based on academic grades but also on students' attitudes in doing assignments. (3). Project-based Learning: Project-based learning can be an effective means of instilling a disciplined attitude. In group or individual projects, students are expected to complete assignments on time, work together, and report the results honestly.

c. Implementing Clear and Consistent Rules

Social studies teachers need to set clear rules related to disciplined behavior and honesty in the classroom. For example, rules regarding punctuality in taking lessons, honesty in exams, and polite interactions between friends. These rules must be enforced consistently and fairly. When a student breaks the rules, the teacher must provide appropriate consequences and ensure that the student understands the importance of discipline and honesty in their lives.

d. Giving Appreciation and Positive Reinforcement

Social studies teachers can give positive appreciation or reinforcement to students who show discipline and honesty. This could be a verbal compliment, a certificate of appreciation, or even a points system that can be exchanged for small prizes. This award is not only for academic achievement, but also

for positive behavior that reflects the values of discipline and honesty. For example, a student who always shows up on time and is honest in doing an assignment can be given praise in front of the class as an example for other students. This not only motivates the student in question to continue to behave well, but also sets an example for other students.

e. Using a Learning Approach that Grows Mora Awareness

Social studies teachers have the opportunity to instill moral values through a learning approach based on discussion and reflection. By inviting students to discuss social issues relevant to discipline and honesty, teachers can develop students' moral awareness. For example, teachers can hold discussions about the importance of honesty in daily life or about how a disciplined attitude can affect individual and societal success. In addition, through reflection activities, students can be invited to think about their own actions, why an attitude of discipline and honesty are important, and how they can apply them in their lives.

f. Creating a Conducive Classroom Atmosphere for Character Learning

Social studies teachers must create a learning environment that supports the formation of discipline and honesty. This can be done by creating an orderly classroom atmosphere, open to discussion, and mutual respect between students. In a comfortable and open classroom, students will feel safer to express themselves and easier to learn about the values being taught. In addition, it is important for teachers to create a culture of mutual respect between students. When a student commits an act of dishonesty, such as cheating, the teacher can give an explanation wisely and not judgmentally, but rather provide an opportunity to correct the behavior.

g. Involving Parents in Character Building

Although social studies teachers have a big role in instilling the values of discipline and honesty in schools, parental involvement is also very important. Teachers can communicate with parents to build cooperation in the formation of students' character. This can be done by holding parent meetings, providing information about student character development, and suggesting ways parents can do at home to support the formation of discipline and honesty attitudes.

2. Challenges Faced by Social Studies Teachers

Although there are many efforts made by social studies teachers, this study also found several challenges that hinder the optimization of teacher performance in instilling discipline and honesty in students. Some of these challenges include: (1). Lack of Support from Parents: One of the biggest challenges faced by teachers is the lack of support from students' parents in implementing the values of discipline and honesty. Some parents are inconsistent in providing character education at home, which can affect students' attitudes at school. (2). Differences in Social and Economic Backgrounds: Some students come from less supportive backgrounds in the formation of discipline and honesty attitudes. A social environment that does not prioritize these values can affect students' attitudes in carrying out discipline and honesty at school. (3). Lack of Supporting Facilities: Some learning facilities or media that can be used to support character learning in schools are still limited. This makes it difficult for teachers to develop more creative and effective methods in instilling discipline and honesty.

Social studies teachers in elementary schools face a number of challenges that are quite complex in an effort to instill discipline and honesty in students. Although it has an important role in shaping the

character of students, a number of external and internal factors can hinder the process. Here are some of the main challenges that social studies teachers often face:

a. Lack of Support from Parents

One of the biggest challenges faced by social studies teachers is the lack of consistent support from students' parents in the formation of discipline and honesty attitudes. Although teachers can teach character values in schools, the implementation of these values at home is essential to reinforce the learning that has been carried out in schools. (1). **This factor appears in the form of:** Parents who do not set an example or do not pay enough attention to the importance of discipline and honesty. Some parents are too busy with their work or daily life to be less involved in supervising their child's behavior. There is no effective communication between the school and parents regarding the development of student behavior.

b. Differences in Students' Social and Economic Backgrounds

Students in elementary school come from a variety of different social and economic backgrounds. Some students may grow up in a less supportive environment when it comes to character education, potentially influencing their attitudes toward discipline and honesty. Some examples of these problems are: (1). A less stable family environment, which may not prioritize the value of discipline or honesty in daily life. (2). The influence of peers or the outside environment that prioritizes negative values, such as dishonesty or undisciplined habits. (3). Children from economically unstable families may not have adequate access to consistent character education, both at home and outside the home.

c. Low Motivation and Awareness of Students on the Importance of Discipline and Honesty

Many students at elementary school age are still in the character formation stage and may not yet fully realize the importance of discipline and honesty in their lives. This makes them more likely to ignore the rules or choose an easier path (e.g., cheating or not being on time) without considering the impact.

d. Limited Time and Resources for Character Learning

In the midst of a dense curriculum and many subjects that must be taught, social studies teachers often find it difficult to pay enough attention to the formation of students' character, especially in instilling discipline and honesty.

e. Lack of Supporting Facilities and Infrastructure

Inadequate facilities and infrastructure are also a challenge for social studies teachers in instilling discipline and honesty. These limitations can hinder activities that should be a medium for teaching character values, such as group discussions, simulations, or character-based projects.

f. The Influence of Social Media and Technology

In today's digital era, students are exposed to various types of social media and technology that often bring a negative influence on their behavior, especially in terms of discipline and honesty. While technology can be used to support learning, the negative influence of social media can undermine the character values taught in schools.

g. Lack of Professional Training and Coaching for Teachers

Social studies teachers may not have received adequate training in terms of character education and classroom management that focuses on the formation of values of discipline and honesty. Teachers who are not well trained can have difficulty in facing challenges in instilling discipline and honesty in students.

3. The Impact of Learning on Student Attitudes

From the results of observations and interviews with students, it can be seen that most students are starting to show positive changes in their attitude of discipline and honesty. Some of the positive impacts seen include: (1). **Improving Discipline:** Many students have begun to show discipline in various aspects of school life, such as punctuality in attending lessons, adherence to class rules, and responsibility for completing assignments on time. (2). **Improves Honesty:** Students also show honesty, both in exams and in interacting with their friends. They are no longer afraid to admit their mistakes or shortcomings and are more courageous to speak honestly about unfinished tasks. (3). **Improved Social Relationships:** With the emphasis on the values of honesty and discipline, students also show an improvement in their social relationships with classmates. They respect each other more and help each other, creating a more conducive learning environment.

The impact of learning on student attitudes is significant, especially in terms of the formation of discipline and honesty attitudes. Learning carried out by social studies teachers by integrating character values, such as discipline and honesty, can influence student behavior both inside and outside the classroom. Students who are exposed to learning that emphasizes discipline, such as punctuality, responsibility, and adherence to rules, tend to be more organized and can manage time well. They learn to respect the rules and strive to obey the instructions given, both in academic assignments and extracurricular activities.

In addition, learning that prioritizes honesty, such as avoiding cheating or manipulating work results, can strengthen honesty in students. By setting a positive example and appreciating an honest attitude, students will further appreciate the importance of integrity in their lives. Another impact is the building of better social relationships between students, as they learn to respect each other and cooperate honestly. Effective learning in instilling an attitude of discipline and honesty will shape the character of students better and prepare them to become responsible individuals in society. The impact of learning on students' attitudes is very important, especially in forming attitudes of discipline and honesty.

Learning that integrates character values, such as discipline and honesty, can significantly affect student behavior. Students who are accustomed to learning that emphasizes discipline, such as punctuality and responsibility, will be more organized and appreciate the rules. Likewise, with learning that emphasizes honesty, students will be more likely to avoid cheating and manipulating the results of work. Learning that sets positive examples and appreciates an honest attitude will strengthen students' character in daily life. In addition, students who are taught discipline and honesty will find it easier to build good social relationships, as they learn to respect each other and cooperate honestly. Overall, learning that prioritizes character can shape students into more responsible and integrity individuals in various aspects of life. The impact of learning on students' attitudes is huge, especially in shaping the character of discipline and honesty. Through learning that integrates character values, such as discipline and honesty, students can develop positive behaviors that will have a direct impact on their daily lives.

Learning that emphasizes the importance of discipline, such as punctuality, responsibility, and following rules, will make students more organized and appreciate every rule that exists. It can also form good habits in managing time, completing assignments on time, and behaving politely in the school environment.

Additionally, honesty-first learning will encourage students to avoid dishonest acts, such as cheating or manipulation in their assignments. Students who understand the importance of integrity will be more likely to choose to be honest in a variety of situations.

Another positive impact is the building of better social relationships between students, as they will learn to work together with mutual respect and responsibility. Overall, learning that integrates the values of discipline and honesty can shape students into more responsible, honest, and challenged individuals in society.

4. Support from the School Environment and the Community

This study also found that support from the school environment and the community is very influential in instilling discipline and honesty in students. Schools that support activities that involve students in positive activities, such as extracurriculars, competitions, or social activities, help build students' character. In addition, parental involvement in the educational process also plays a big role in supporting disciplined and honest behavior applied in schools.

The role of schools in shaping students' character is also supported by school policies that emphasize the importance of character education, which is reflected in the school's vision and mission. However, further efforts are still needed to strengthen the synergy between teachers, students, and parents so that the values of discipline and honesty can continue to develop. Support from the school environment and the community is very important in instilling discipline and honesty in students. In the school environment, the role of principals, teachers, and other staff is crucial in creating an atmosphere that supports the formation of students' character. School policies that emphasize the importance of character education, such as integrating the values of discipline and honesty in the curriculum, as well as extracurricular activities that build cooperation and responsibility, will strengthen classroom learning.

In addition, parental involvement in a child's education is decisive. Parents who set positive examples at home, such as time discipline and honesty, will reinforce those values that have been taught in school. Good communication between teachers and parents through regular meetings or notification letters can create synergies that support student character development.

The surrounding community also plays a role in forming discipline and honesty. Social activities that involve students, such as community service or social programs, can provide them with opportunities to practice those values in their daily lives. With comprehensive support from the school and community, students can grow into disciplined and honest individuals. Support from the school environment and the community is very important in instilling discipline and honesty in students. In schools, the role of principals and teachers is vital in creating an atmosphere that supports character learning. School policies that integrate the values of discipline and honesty in academic and extracurricular activities can strengthen this learning.

On the other hand, parental involvement is also important. Parents who set an example of discipline and honesty at home will reinforce the values taught at school. Good communication between the school and parents also helps ensure that those values are applied consistently. The surrounding community also has a role in shaping student attitudes. Through supportive social and environmental activities, students can practice the values of discipline and honesty in daily life. Synergy between schools, parents, and society is very important for the formation of students' character.

Support from the school environment and the community plays an important role in instilling discipline and honesty in students. In the school environment, the role of principals and teachers is crucial in creating an atmosphere conducive to character learning. School policies that integrate the values of discipline and honesty in the curriculum and extracurricular activities can strengthen classroom learning and set a real example for students.

In addition, the close relationship between teachers and parents of students is decisive. Parents who set an example of discipline and honesty at home will reinforce the values taught at school. Open communication between schools and parents through meetings or notification letters can strengthen cooperation in supporting student character development.

The surrounding community also has an important role. Social activities that involve students, such as community service, mutual cooperation, or humanitarian projects, provide them with the opportunity to practice discipline and honesty in a real-world context. The synergy between the school, parents, and the community creates a supportive environment, helping students to grow into individuals who are not only intelligent, but also of good character, discipline, and honesty.

CONCLUSION

Based on the results of the research, it can be concluded that social studies teachers at SD Negeri 50 Ternate City have a very important role in optimizing the formation of discipline and honesty attitudes in students. Social studies teachers not only function as deliverers of academic materials, but also as character builders of students through learning that integrates the values of discipline and honesty in various learning activities.

Some of the factors that support the optimization of social studies teachers' performance include the use of creative learning methods, such as value-based approaches and real-life examples in daily life. In addition, the involvement of parents and a supportive school environment also plays a big role in the success of instilling discipline and honesty in students.

However, the challenges faced in optimizing character learning include a lack of support from some parents, limited time in learning, and a lack of adequate support facilities. However, with synergy between teachers, parents, and the community, the optimization of the formation of discipline and honesty attitudes in students can be achieved to the maximum.

Overall, the performance of social studies teachers in instilling discipline and honesty has a great effect on the formation of good student character and readiness to face future challenges.

REFERENCE

- Agus, M. (2019). *Pengembangan Pendidikan Karakter dalam Pembelajaran IPS di Sekolah Dasar*. Jakarta: PT Rineka Cipta.
- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Budimansyah, R. (2015). *Teori dan Praktik Pendidikan IPS di Sekolah Dasar*. Bandung: Alfabeta.
- Darmawan, I. (2020). *Pendekatan Saintifik dalam Pembelajaran IPS di Sekolah Dasar*. Surabaya: Penerbit Andi.

- Gozali, M. (2017). *Metode Pembelajaran Aktif dalam IPS untuk Sekolah Dasar*. Yogyakarta: Pustaka Widyatama.
- Huda, M. (2016). *Model Pembelajaran IPS Berbasis Karakter di Sekolah Dasar*. Yogyakarta: Andi Publisher.
- Kartini, M. (2019). *Mengajarkan Disiplin dan Kejujuran pada Anak melalui Pembelajaran IPS*. Jakarta: PT RajaGrafindo Persad
- Mulyasa, E. (2017). *Manajemen Pembelajaran IPS di Sekolah Dasar*. Bandung: Remaja Rosdakarya.
- Nurdin, A. (2019). *Karakter Siswa dalam Pembelajaran IPS di Sekolah Dasar*. Surabaya: Pustaka Pelajar.
- Prasetyo, Z. (2016). *Mengembangkan Kinerja Guru dalam Pembelajaran IPS di SD*. Bandung: Alfabeta.
- Rahardjo, S. (2018). *Membangun Disiplin dan Kejujuran pada Siswa Melalui Pembelajaran IPS*. Jakarta: PT Erlangga.
- Syafruddin, S. (2020). *Implementasi Pendidikan Karakter dalam Pembelajaran IPS di Sekolah Dasar*. Jakarta: Kencana.
- Trianto, A. (2017). *Model-Model Pembelajaran di SD: Pembelajaran IPS Berbasis Karakter*. Yogyakarta: Penerbit Kencana.
- Usman, H. (2020). *Teori dan Praktik Pembelajaran IPS di Sekolah Dasar*. Yogyakarta: Pustaka Pelajar.
- Wicaksono, P. (2019). *Pendidikan Karakter dalam Pembelajaran IPS di SD Negeri*. Jakarta: Rineka Cipta.
- Yuliana, E. (2017). *Pembelajaran IPS Berbasis Karakter di Sekolah Dasar*. Yogyakarta: Pustaka Pelajar.
- Zainuddin, Z. (2019). *Implementasi Pendidikan Karakter di Sekolah Dasar: Pendekatan IPS*. Jakarta: Pustaka Media.