

## IMPLEMENTATION OF RELIGIOUS-BASED CHARACTER EDUCATION IN SOCIAL STUDIES SUBJECTS AT MTS NEGERI 1 TERNATE

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### ABSTRACT

This study aims to analyze the implementation of religious-based character education in Social Sciences (IPS) subjects at MTs Negeri 1 Ternate. Religious-based character education is considered important as a foundation for forming a generation that is not only academically intelligent, but also has good morals and ethics. This study uses a qualitative approach with a case study method. Data was collected through observation, interviews, and documentation of social studies teachers, students, and principals at MTs Negeri 1 Ternate.

The results of the study show that the implementation of religious-based character education in social studies subjects at MTs Negeri 1 Ternate has gone well, despite several challenges, such as time and resource limitations. Some of the character values applied in social studies learning include discipline, honesty, responsibility, and mutual respect, which are taught through materials that integrate religious aspects in the social context. Social studies teachers play the role of facilitators in instilling religious values in students through various methods, such as lectures, group discussions, and field activities.

Overall, this study concludes that the implementation of religious-based character education in social studies learning can support the formation of better students' character, with an emphasis on religious values that can enrich their learning experience. Therefore, there needs to be further efforts to strengthen the integration of character education in the curriculum and daily activities in schools.

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### INTRODUCTION

Character education is one of the important aspects of education that aims to form a person who has high moral, ethical, and integrity values. Character education is not only about teaching academic knowledge, but also about shaping students to become responsible, honest, courteous individuals, caring for others, and able to apply positive values in daily life. In the context of education in Indonesia, strengthening character education is one of

the government's priorities as part of efforts to realize education that is more meaningful and beneficial to the social, economic, and cultural life of the community. (Suryadi, D. 2020:32).

Character education has a very important role in shaping the character of the nation and a civilized society. In this era of increasingly advanced globalization, education focuses not only on academic achievement, but also on the formation of individuals who have integrity, morality, and good ethics. Character education is an inseparable part of efforts to create a young generation that not only excels in knowledge, but also has high social abilities and is able to adapt to changing times. (Mulyani, R. 2020:54).

Social Science (IPS) learning in schools is one of the strategic media to instill character values in students. Social studies as a subject that covers various aspects of social, cultural, economic, and political life has great potential to develop students' character, especially through an understanding of human values, social justice, and awareness of the importance of participation in building a better society. Therefore, the implementation of character education in social studies learning is very important to be implemented so that the goals of national education can be achieved optimally. (Prasetyo, E. 2017:62).

In the context of education in Indonesia, the implementation of character education is becoming increasingly important. As a country rich in culture and diverse social values, character education can play a significant role in shaping a generation that cares about diversity, respects each other, and is responsible in social life. Therefore, character education is one of the priorities in the national education policy. (Suwandi, A. 2018:26).

In practice, there are many challenges faced in integrating character education into social studies learning. One of them is the lack of understanding and skills of teachers in implementing character education effectively in the learning process. Some teachers may feel that character education can only be taught through certain subjects, such as Religious Education or Civics Education, when character education can be applied in all subjects, including social studies. In addition, there are still limitations of resources and teaching materials that support the integration of character education in social studies learning. (Kusnadi, T. & Lestari, E. 2016:29).

Social Science Learning (IPS) is a very relevant subject to apply character education. Social studies not only teaches students about history, geography, economics, or sociology, but also provides insight into the importance of social cooperation, justice, democracy, and human rights. In social studies learning, students are given the opportunity to understand various social and cultural phenomena that exist in society, so that they can develop attitudes and behaviors that are in accordance with the noble values of the Indonesian nation. (Basyir, I. 2014:28).

The importance of character education in social studies learning needs to be encouraged through a systematic and comprehensive approach, so that it can have a significant impact on the development of students' character. Therefore, research on the implementation of character education in social studies learning needs to be conducted to see the extent to which character education has been integrated in social studies learning and how it results on the formation of students' character. This research is expected to provide a clear picture of the importance of strengthening character education in social studies learning and effective strategies in implementing it in schools. (Suharto, B. 2014:46).

Although important, the application of character education in social studies learning is not always easy to do. Some of the factors that are challenging include the lack of understanding and skills of teachers in integrating character values into learning materials, limited time to deliver various complex materials, and lack of support from various parties, both parents and the community. In addition, there is still an assumption that character education can only be taught through special subjects, such as Religious Education or Civics Education, even though character education must be applied holistically in all subjects, including social studies. (Purwanto, S. & Susanto, H. (2017:98).

Along with the increasing social, cultural, and economic challenges faced by the Indonesian nation, the formation of strong character in the younger generation has become very relevant. Character education taught through social studies learning is expected to not only equip students with knowledge about various aspects of social life, but also form attitudes and behaviors that are in accordance with the values embraced by the Indonesian nation, such as mutual cooperation, honesty, and a sense of responsibility towards others. Through character

education in social studies learning, students can be expected to grow into individuals who are not only academically intelligent, but also wise, have noble character, and are able to contribute positively to society. (Budianto, T. 2015:85).

The role of teachers is very important in this regard, because they are the parties directly involved in the learning process and the formation of students' character. However, not all teachers have a sufficient understanding of how to implement character education in social studies learning effectively. For this reason, training and professional development are needed for teachers so that they are more prepared and able to integrate character education in every aspect of learning they do. In addition, the social studies learning curriculum also needs to be updated in order to better facilitate the implementation of character education in a more systematic and structured way. (Fatimah, S. 2019).

As one of the efforts to strengthen the implementation of character education in social studies learning, it is necessary to develop a curriculum and teaching methods that are able to accommodate character values. This includes involving various parties, be it teachers, parents, or the community, in supporting the achievement of character education goals. Social studies learning based on character education can encourage students to better understand and appreciate cultural diversity, respect human rights, and play an active role in maintaining social harmony. (Taufik, M. 2018:37).

Character education in social studies learning also requires an approach based on local values in the community. Considering that Indonesia is a country with cultural diversity, character education in social studies learning must be able to accommodate various local values that exist in various regions. Values such as mutual cooperation, tolerance, concern for others, and love for the homeland need to be emphasized in social studies learning. Thus, students not only learn about knowledge, but also learn how to apply those values in daily life. (Jumari, M. 2016:43).

The implementation of character education in social studies learning also requires training and assistance for social studies teachers to improve their competence in teaching character values effectively. Teachers as facilitators in learning must be able to create a conducive and fun atmosphere, as well as integrate character education in every learning activity they carry out. Therefore, training and workshops for social studies teachers on practical ways to implement character education are needed to improve the quality of character education in schools. (Widodo, S. 2020:75).

Not only that, the implementation of character education in social studies learning must also involve collaboration between various parties. Teachers cannot work alone in teaching character values. Parents and the community must also play a role in shaping the character of students. Therefore, there needs to be a good synergy between schools, families, and the community in building and strengthening character education. This collaboration is important to create an environment conducive to the development of students' character, both inside and outside the school. (Dewi, M. & Zulkarnain, H. 2014:27).

Character education in social studies learning is expected to enrich students' learning experiences and provide them with better provisions to face life challenges in the future. Through character education that is applied consistently and effectively in social studies learning, it is expected that students will not only become academically superior individuals, but also be able to show good attitudes, behaviors, and social responsibilities in daily life. (Wahyudi, E. 2019:38).

In addition, it is important to assess the extent to which the implementation of character education in social studies learning affects the formation of students' character. Through structured and measurable evaluations, we can find out the extent to which character education has been successfully implemented and its impact on students' attitudes and behaviors. This evaluation can also help teachers and related parties to continue to improve and improve the methods and strategies used in teaching character education. (Sukmadinata, N. S. 2012:82).

In this context, research on the implementation of character education in social studies learning is very important to explore various potentials, challenges, and solutions that can be applied in improving the quality of character education in schools. This research will provide an overview of how character education can be more

effectively integrated into the social studies curriculum and how it impacts the formation of students' character. In addition, the results of this research can also be the basis for the development of education policies that better support the implementation of character education at all levels of education. (Fahmi, R. 2018:66).

The implementation of character education in social studies learning is expected to produce students who are not only academically intelligent, but also have good attitudes and behaviors. Students who have strong character will be better prepared to face life's challenges, able to adapt to change, and have the ability to contribute positively to society. Therefore, character education in social studies learning is not just an addition to the curriculum, but is a very essential part in forming the next generation who have a good personality, responsibility, and care for the common good. (Rahayu, S. 2015:73).

Through strengthening character education in social studies learning, it is hoped that a generation can be created that is not only academically intelligent, but also has strong character and is ready to face global challenges. Therefore, this research is very relevant and important to continue to be carried out in order to identify the best steps in implementing character education in social studies learning optimally. (Yuliana, I. 2016:62).

Along with the times, the challenges faced by society are increasingly complex. In this context, character education in social studies learning is expected to provide better provisions for students to face social, cultural, and economic challenges. With good character education, students are expected to become individuals who are not only academically competent, but also have high moral qualities and can have a positive impact on their social environment. (Hidayati, N. 2018:53).

MTs Negeri 1 Ternate City is a school under the auspices of the Ministry of Religion. This school is a school with a special feature of providing Islamic and Muhammadiyah subject matter. Therefore, the religious culture carried out in the school has a different specificity from schools in general, especially schools in Ternate. There is a culture that is religious and also with habits that are carried out every day at school. Through activities that can grow character in students, such as duha prayers and congregational zuhur, reading and writing the Qur'an, cults.

Ceremonial activities, marching lines and extracurricular activities such as holy sites, hizbul wathan, tambourine, are useful activities in this school that should be able to make students have good character but in reality they do not fully have and apply to daily life. Students still violate school rules such as truancy, being late for school, dressing imneatly, littering, not maintaining class cleanliness, cheating, postponing congregational prayers, crowding during learning and daring to teachers at school. This shows that students do not yet have character in themselves. There are penalties for violating the school so that students are deterred and do not repeat the mistake. However, there are still students who violate school regulations. (Amiruddin, A. 2017:54).

With this background, research on the implementation of character education in social studies learning is very important to be carried out. This research aims to identify various challenges and solutions in implementing character education in social studies learning, as well as to see their impact on the formation of students' character. The results of this research are expected to provide useful recommendations for the development of curriculum and more effective learning methods in creating a young generation that is not only intelligent, but also has strong character in MTs 1 Ternate City.

## RESEARCH METHODS

This study uses a qualitative approach with a case study method to examine the implementation of religious-based character education in Science subjects Social Knowledge (IPS) at MTs Negeri 1 Ternate. This approach was chosen because it aims to explore the phenomenon in depth and provide an understanding of how religious-based character education is applied in the context of social studies learning in the school.

This research is a qualitative descriptive research, which aims to describe and analyze the implementation of religious-based character education in social studies learning at MTs Negeri 1 Ternate. This research will focus on collecting information on how the implementation process is carried out, the challenges faced, and its impact on students' character.

The approach used is qualitative because this study aims to gain a deeper understanding of the phenomena



that occur in the field related to the implementation of religious-based character education. In a qualitative approach, data is collected more openly and is not tied to numbers or statistics.

This research was conducted at MTs Negeri 1 Ternate, which is located in Ternate City, North Maluku Province. The selection of this location is based on the policy of schools that have implemented religious-based character education, especially in the learning of social studies subjects.

## RESULT AND DISCUSSION

This study aims to examine how the implementation of religious-based character education in the learning of Social Studies Subjects at MTs Negeri 1 Ternate. Based on the results of data collection through observation, interviews, and documentation, this discussion will elaborate on the main findings related to the implementation process, methods used, challenges faced, and impacts felt by students and teachers. This discussion will also compare the existing implementation with relevant theories regarding religious-based character education in the context of education in Indonesia.

### 1. Application of Religious Values in Social Studies Learning

The results of the observation show that the implementation of religious-based character education in social studies subjects at MTs Negeri 1 Ternate has been implemented quite well. Religious character values, such as discipline, honesty, responsibility, and mutual respect and tolerance, are integrated parts of every learning session. Social studies teachers consistently associate subject matter with religious values, both in the context of the theory taught (such as in history or geography learning) and in social practices in society.

For example, in history lessons, teachers associate important events with moral teachings in Islam, such as honesty in recording history and the importance of preserving the truth. Similarly, in geography learning, students are taught to love nature and protect the environment, which is part of the religious mandate to protect God's creation.

The methods used by teachers to implement religious-based character education vary, ranging from lectures, group discussions, to field activities. All of these methods are designed to instill religious values in students' daily lives. In this case, religious-based character education is not only an addition to social studies learning, but also an integral part of teaching.

### 2. Learning Methods Used for the Implementation of Religious Character

In an effort to implement religious-based character education, teachers use various methods designed to build students' attitudes and behaviors in accordance with religious values. Based on interviews with teachers, some of the methods applied include:

- Lectures and Delivery of Religious Material: The teacher gives a lecture on the importance of religious character in daily life, as well as relating it to social studies subject matter. This presentation not only focuses on the academic aspect, but also on the formation of students' character.
- Group Discussions: In group discussion activities, students are invited to share their opinions on themes related to character education, such as honesty, responsibility, and discipline. In these discussions, students are also taught to respect the opinions of others and work together in groups.
- Field Activities: Teachers also conduct field activities, such as visits to historical or outdoor places, to provide students with hands-on experience of values that can be applied in social and religious life.

These methods have proven effective in creating an environment that supports the formation of students' religious character. This holistic approach allows students to learn not only from books, but also from hands-on experiences related to religious values.

### 3. Challenges in the Implementation of Religious-Based Character Education

Although the implementation of religious-based character education at MTs Negeri 1 Ternate can be said to be successful, there are several challenges faced in its implementation:

- Time Constraints: One of the main challenges faced by teachers is the limited time in delivering subject matter. With a dense curriculum, teachers find it difficult to allocate more time to instill religious

character values in each lesson. Character learning is often limited to academic teaching materials, so there needs to be adjustments in time management so that the two can go hand in hand.

- Lack of Educational Resources Focused on Religious Character: Although religious-based character education has become part of national education policy, there is still a lack of teaching materials and resources that specifically discuss religious character in the context of social studies subjects. Teachers need to develop their own teaching materials to associate religious values with the material in the social studies curriculum.
- The Role of Parents in Character Education: Although there are efforts from the school to involve parents in the character education process, not all parents are actively involved. Some parents do not understand the importance of religious-based character education at home, which ultimately has an impact on the continuity of children's character formation.

#### 4. The Impact of the Implementation of Religious-Based Character Education on Students

The implementation of religious-based character education in social studies subjects at MTs Negeri 1 Ternate has a positive impact on students, both in academic and non-academic aspects. Based on interviews with students, they feel more motivated to maintain good attitudes, such as discipline in studying, being honest in assignments, and being responsible for their tasks and the environment around them.

In addition, students also show improvements in social aspects, such as greater respect for friends, tolerance of differences, and working together in groups. These values are reflected in their social interactions both inside and outside the classroom. Most students stated that the application of religious-based character education in social studies subjects made them better understand the importance of being a person who is not only intelligent, but also has good morals.

#### 5. Recommendations for Improving the Implementation of Character Education

Although the implementation of religious-based character education is already going well, several recommendations can be given to increase its effectiveness, including:

- Improvement of Educational Resources: Schools need to develop or look for more specific teaching materials regarding religious-based character education that can be used in social studies learning. This will assist teachers in delivering material that is relevant to the values of religious character.
- Training for Teachers: Teachers need to get more intensive training in integrating religious-based character education in various subjects, not only social studies, but also other subjects. This training can include the development of more effective and efficient learning methods.
- Parent Engagement: Schools should increase parental involvement in supporting religious-based character education by holding regular meetings or workshops for parents. This will ensure that character education can be strengthened both at school and at home.

## CONCLUSION

Based on the results of research conducted on the implementation of religious-based character education in Social Sciences (IPS) subjects at MTs Negeri 1 Ternate, it can be concluded that:

1. Implementation of Religious-Based Character Education Goes Well  
Religious-based character education in social studies learning at MTs Negeri 1 Ternate has been running well and structured. Religious character values such as discipline, responsibility, honesty, and mutual respect have been successfully integrated into the learning process. Social studies teachers at this school consistently associate these values with the subject matter taught, so that students can understand and apply these values in daily life.
2. The Role of Teachers in the Implementation of Religious-Based Character  
Social studies teachers play a very important role in the process of implementing religious-based character education. Through various methods such as lectures, group discussions, and field activities,

teachers succeed in instilling the values of religious character in students. Teachers are not only tasked with teaching subjects, but also with shaping the character of students in accordance with high religious and moral values.

3. Challenges Faced in Implementation

Although the implementation of religious-based character education is going well, there are several challenges faced, including time constraints, lack of teaching materials specific to religious-based character education, and lack of parental involvement in supporting character education at home. In addition, the limitation of educational resources is an obstacle in optimizing the implementation.

4. Support from Schools and Parents

Support from schools, including principal's policies and parental participation, is essential in strengthening the implementation of religious-based character education. The involvement of parents in supporting and implementing the character values taught in school has a great influence on the formation of better student character.

5. Recommendations for Improvement

To overcome the existing challenges, it is recommended that schools strengthen training and professional development for teachers in terms of the implementation of religious-based character education. In addition, it is also important to increase educational resources, such as textbooks and more in-depth materials on religious-based characters, as well as involve more parents in the process of educating students' character.

Overall, the implementation of religious-based character education in social studies subjects at MTs Negeri 1 Ternate has a positive impact on shaping the character of students who are not only academically intelligent, but also have strong moral and religious values. Therefore, religious-based character education must continue to be strengthened and become an integral part of learning in schools in Indonesia..

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