

TEACHERS' STRATEGIES IN DEVELOPING STUDENTS' CHARACTER IN SOCIAL STUDIES SUBJECTS AT SDN 12 TERNATE CITY

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ABSTRACT

This study aims to describe teachers' strategies in developing student character in social studies subjects at SDN 12 Ternate City. The background of this research departs from the importance of character education in social studies learning which not only emphasizes the aspect of knowledge, but also the formation of students' social attitudes and behaviors. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that social studies teachers at SDN 12 Ternate City apply several character development strategies, including: (1) integration of character values such as discipline, responsibility, tolerance, and cooperation in each learning material; (2) the use of discussion-based learning methods, case studies, and group work to foster social attitudes; (3) providing exemplary through teacher behavior in daily interactions; and (4) providing appreciation and positive reinforcement to encourage characterful behavior. The conclusion of this study is that teachers' strategies in developing character in social studies learning have been effective, although there are still obstacles such as lack of supporting facilities and variations in learning methods. This research is expected to be a reference for schools and teachers in improving the quality of character education at the elementary school level.

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INTRODUCTIONS

Education plays a strategic role in ensuring the survival of the country and nation. Education based on the National Education System Law (Sisdiknas) No. 20 of 2003 is a conscious and planned effort that aims to create an atmosphere of learning and learning so that students can actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Prasetyo and Abdurrahman, 2021).

Education is not just a learning about humanizing humans, but is a way to shape or build a mentality, create a superior generation, guide an ummah and culture and provide an order regarding civilization and honor (Nurrohmi et al.,

2020). Education is an important part of every stage of human development. This education has the goal of enabling a person to develop optimally in every process (Sari & Faizin, 2023).

The type of education that must be given to a person is character education. Character education is interpreted as value education, ethics education, moral education, character education, the goal of which is to develop students' ability to make good-bad decisions, maintain what is good, and realize that goodness in daily life wholeheartedly (Lubis et al., 2023).

According to the Minister of National Education, character formation must begin at an early age, especially in elementary school. Characters formed from childhood will be the basis of a person's behavior in the future. If this character education is not provided early, it will be difficult to change the behavior patterns of individuals later in life. Social studies learning provides space for strengthening students' character, especially in teaching moral and social values that are essential for the life of society and the state (Widodo et al., 2020).

Character education is an important aspect in the educational process of children in elementary schools/madrasah ibtidaiyah (SD/MI). One of the subjects that can support character formation is Social Sciences. Social studies is a subject that teaches children about various aspects of social, economic, and political life in society. In social studies learning, there are several strategies that can be used to integrate character education. First, teachers can teach children about moral and ethical values in daily life. For example, through learning about rights and obligations in society, children can learn about the importance of mutual respect and helping (Salsabila et al., 2024).

Character education aims to improve the quality, quality, and educational outcomes of students leading to the achievement of students' character and morals in a balanced manner (Maharani et al., 2023). Education is an important part of the formation of a young generation with morals and noble ethics. This is in line with the goal of national education which wants to produce intelligent and characterful Indonesian people.

Social Sciences (IPS) and character education are closely related to the formation of individuals who are not only intellectually superior, but also morally responsible, ethical, and socially responsible. Character education is very important in the learning process, especially in elementary school social studies subjects. The learning process of social sciences takes place through a contextual approach. Character education in learning activities takes place at different stages. The stages carried out are the stage of learning planning, learning implementation, and evaluation of each learning. The introduction and development of character education in social studies learning is expected to help students develop character that is in line with the values and goals of social studies learning education (Oktaviani et al., 2022; Rohaeni, 2024).

Social Science Education has great potential to instill character values in students. Social studies learning materials related to human life, social, cultural, and national history, open up opportunities to integrate character education contextually and applicatively. Social studies subjects have the goal of guiding students to become democratic citizens and have a sense of responsibility and to become peace-loving citizens (Dewi and Wulandari, 2022). Social Knowledge (IPS) can be used as a lagkah in cultivating character education for students. The cultivation and development of character education in social studies learning is expected to be able to produce students with character in accordance with the values and goals of education (Sari, 2021).

Social studies learning can develop children's character through inclusive teaching. Teachers can teach children about the importance of respecting differences and accepting diversity in society. For example, by teaching about the cultures and traditions of various tribes in Indonesia, children will learn to respect and appreciate differences. Social studies learning in the character education of elementary/middle school children can also involve the active participation of children. Teachers can provide opportunities for children to discuss, debate, or create problem-based projects that invite them to think critically and take a responsible attitude (Nadela et al., 2024).

Social studies learning is a learning subject in which it teaches students to be good citizens by having knowledge, social concern and having skills that are useful for themselves, society and the country. In this social studies subject, character education can be instilled, because with social studies subjects teachers can realize the creation of desired student behavior. Social studies learning is an activity to change the characteristics of students before learning social studies into students who are able to have characteristics after studying social studies (Syaumi et al., 2022).

SDN 12 Ternate City also has great potential in developing students' character through social studies lessons. The role of teachers as facilitators and learning models greatly determine the success of character education in schools. Therefore, an in-depth study is needed to identify the strategies used by teachers in developing students' character,

especially through social studies subjects, as well as to understand the factors that support and hinder the implementation of these strategies.

However, the cultivation of character education in social studies learning also faces various challenges. One of the main challenges in social studies learning is the integration of character education which is still not optimal. Often, social studies learning is too focused on delivering content and factual knowledge, so that aspects of shaping students' values, attitudes, and personalities are neglected. Teachers have difficulties in designing learning that can systematically and continuously develop students' character (Hasrudin Nur et al., 2024).

This research is expected to contribute to the development of more effective character education at SDN 12 Ternate City, as well as a reference for teachers in designing learning strategies that can shape students' character optimally.

METHODOLOGY

This research focuses on how the principal's management optimizes the learning of social studies teachers at SD Negeri 12 Ternate City. This qualitative research emphasizes more on the description or description of existing phenomena, both scientific and human engineering ones. This study examines the forms of activities, characteristics, changes, relationships, similarities and differences with other phenomena.

Qualitative research is conducted directly in the field to obtain accurate data. The subject of this research is SD Negeri 12 Ternate City. The flow in this study starts from raising the problem, namely the ineffective management of school principals so that there are many problems that affect the quality of education. Then the researcher determined the title, namely the principal's management in optimizing the learning of social studies teachers at SD Negeri 12 Ternate City.

The data source was obtained from the principal of SD Negeri 12 Ternate City, and teachers. Principals and teachers are data sources where principals and teachers of SD Negeri 12 Ternate City have the same opportunity to be data sources in this study. This study uses a combination of structured interviews and unstructured interviews to find out the management of school principals in optimizing the learning of social studies teachers at SD Al Irsyad Al-Islamiyah Ternate City and find out what are the obstacles faced by school principals in improving the quality of education at SD Negeri 12 Ternate City. As well as strengthening the results of observations of the managerial implementation of school principals in improving the quality of education at SD Negeri 12 Ternate City.

This study uses observation research techniques to obtain data on how to implement managerial schools in SD Negeri 12 Ternate City. This observation uses ordinary observations. Ordinary observation requires the researcher not to participate in the emotions of the perpetrators who are the target of his research. This study observes the managerial implementation of school principals at SD Negeri 12 Ternate City.

In this study, the documentation used was in the form of written documentation in the principal's managerial planning book and drawings of implementation in the principal's managerial program and interview and observation activities. This research uses analytical techniques from Miles and Huberman described in (Sugiyono, 2017), which consists of 1) Data Collection; 2) Data Reduction; 3) Data Presentation; and 4) Conclusion Drawing

RESULTS AND DISCUSSION

Results

1. Social Sciences (IPS) in Character Education

Social Sciences (IPS) is an integration of various branches of social sciences such as: sociology, history, geography, economics, politics, law and culture. Social Sciences is formulated on the basis of social reality and phenomena that embody an interdisciplinary approach from aspects and branches of the social sciences (sociology, history, geography, economics, politics, law and culture). Social studies or social studies is part of the school curriculum derived from the content of the material of the branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology. Geography, history and anthropology are disciplines that have high integration. Geography learning provides a roundness of insight related to regions, while history provides insight regarding events from various periods (Amrin and Hidayat, 2022). Anthropology includes cooperative studies related to the values

of beliefs, social structures, economic activities, political organizations, spiritual and spiritual expressions, technology, and cultural objects of selected cultures. Political science and economics are classified as the science of policy in activities related to decision-making. Sociology and social psychology are the science of behavior such as the concept of roles, groups, institutions, interaction processes and social control. Concepts like these are intensively used in the social sciences and social studies (Munir, 2022).

The main goal of Social Sciences is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards improving all inequality that occurs daily, both those that befall themselves and those that befall society. So with the learning of Social Sciences (IPS), students are expected to be able to know and overcome social problems that occur at school, as well as the community environment (Yusnaldi et al., 2024).

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2. Teachers' Strategies in Developing Students' Character

In Law No. 14 of 2005 concerning Teachers and Lecturers Chapter I article I it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education. From this explanation, the role of teachers in the formation of student character can be described, namely:

a. Teachers as Educators

Teachers as educators must educate students according to the subject matter given. Educating is a process of activities to develop three things, namely life outlook, life attitudes and life skills in a person or group of other people. In relation to character formation, teachers as educators must be able to relate the subject matter taught to the values of character education. This means that the material taught by teachers must be able to convey messages that imply the values of character education. This will then form a view of life that will influence the resulting behavior.

b. Teacher as Teacher

Apart from being an educator, the teacher's job is also to be a teacher. As teachers, on the shoulders of teachers must build a committed attitude and a professional mentality to improve the quality of learning in their workplace. Thus, teachers as teachers have the responsibility to design and design learning, compile syllabus, make learning implementation plans, develop teaching materials, search for and create learning resources and media, and choose effective and efficient learning approaches and strategies. In order to shape the character of students, teachers must choose a teaching model that is in accordance with the material taught so that through this learning model teachers can form and assess student character. This means that teachers' creativity is needed in choosing a learning model and assessing learning outcomes that not only include cognitive aspects but also student character.

c. Teacher as Trainer

In the learning process, teachers must act as trainers, because education and teaching require the help of training skills both intellectual, attitudeal and motor. In order to be able to think critically, be polite, and master skills, students must undergo a lot of regular and consistent exercise. Without practice students will not be able to become proficient in the various skills, maturity and expertise required. To form the character of students, teachers as coaches must be able to

provide direct examples in interaction with students about how to have good character, which is in accordance with applicable values and norms. So, to form the character of students cannot be done only by providing an understanding of values and norms, but must be accompanied by concrete examples from teachers. This means that if teachers want to form good student character, then teachers must first show good character. By carrying out their roles as educators, teachers, and trainers, teachers can shape student character in accordance with the mandate of the law (Anggraini Sari, 2024).

3. Character learning methods and approaches

Teaching methods that support character formation have a very important role in education in schools. Not only focusing on teaching academic material, but these methods are also designed to help students develop moral, social, and emotional values that will shape their personalities (Ramdhani and Utama, 2024). Among them are active and participatory methods, such as role plays and moral discussions, which can be an effective means of instilling good character in students (Ansya and Salsabila, 2024). These methods encourage students to think critically, responsibly, and empathize, all of which are critical to forming qualified individuals.

a. Role Play

Role-playing is one method that can help students develop their character effectively. In role-playing, students are asked to play specific roles that not only relate to everyday life, but also include moral values. For example, students may be asked to role-play situations involving conflict and seek a fair and thoughtful solution. By playing the role of others, students learn to understand the other person's point of view, develop empathy, and make good decisions based on moral values.

b. Moral Discussion

Moral discussion is a teaching method that engages students in conversations about situations that require moral judgment. These discussions give students the opportunity to talk about values they consider important, such as honesty, fairness, and responsibility. Through these discussions, students can learn to think more deeply about the consequences of their actions and see how their choices can affect others. Moral discussions can also help students learn to respect differences of opinion and structure arguments in a polite and constructive way.

c. Conflict Simulation

Conflict simulation methods can be used to help students practice problem-solving and decision-making skills in situations that involve character values. In this simulation, students are faced with situations that require collaborative and fair problem-solving, such as how to resolve disputes between friends or how to respond to injustice. Through these simulations, students learn to work together, listen to the opinions of others, and make wise decisions by considering their impact on others.

d. Debate

Debate is an effective method to develop critical thinking skills in students, which can also strengthen their character. In a debate, students are given a specific topic and asked to formulate an argument for or against an issue. This process encourages students to evaluate a variety of perspectives, develop public speaking skills, and learn to argue logically and based on moral principles. In addition, debates also teach students the importance of listening respectfully and respecting the views of others even if they are different.

e. Lectures and Storytelling

Lectures or storytelling that contain moral values is also a very effective method in supporting character formation. Teachers can use stories, both from real life and fictional stories, that depict positive behaviors such as courage, honesty, or cooperation. These stories not only engage students, but also allow them to reflect on good and bad behaviors, as well as the consequences of those actions. Through stories, students can learn about moral values in a more engaging and memorable way.

f. Collaborative Projects

Collaborative project-based teaching methods are very effective for building students' character, especially in terms of cooperation and leadership. In a collaborative project, students work in groups to achieve a common goal. They learn to collaborate, share responsibilities, and appreciate the contributions of each group member. Through this project,

students can learn values such as cooperation, communication, and a sense of responsibility. In addition, they also learn to lead the group wisely and respect the views of others in the decision-making process.

9. Self-Reflection

Self-reflection is a method that allows students to reflect on their actions and feelings, as well as evaluate how they can improve themselves in terms of character. Teachers can ask students to journal or have group discussions about their experiences in learning and how they apply character values. Through self-reflection, students learn to be more aware of their strengths and weaknesses, and commit to continuing to develop into a better person. This method also encourages students to think critically about their actions and how they affect others.

h. Application of Real Cases

The application of real-life cases in learning can be a very effective way to teach students about character values. Teachers can use examples from everyday life, both from the media and personal experiences, that involve situations that require moral decisions. By studying these real-life cases, students can more easily relate the values taught in the classroom to the outside world, as well as understand the relevance of moral principles in their lives. Real-life case-based learning also helps students to hone their skills in critical thinking and making informed decisions.

i. Experiential Learning

Experiential learning is a method that encourages students to learn through hands-on experience. In the context of character education, this method is very useful for developing empathy and understanding of others. For example, through volunteering, visits to orphanages, or neighborhood activities, students can experience firsthand how their actions affect others. Experiential learning gives students the opportunity to see the world from the perspective of others and learn to behave with empathy and care.

j. Awards and Praise

The final method that supports character formation is reinforcement through appreciation and praise. When students demonstrate positive behavior that reflects character values, awards or praise can be given in recognition of their efforts. This award not only provides motivation for students to continue to behave well, but also strengthens these values in them. By giving specific praise to the desired behavior, the teacher helps students to understand what is expected and how they can continue to develop that positive character in their daily lives.

4. Supporting and Inhibiting Factors for Character Development

Character development in elementary school (SD) is influenced by various supporting and inhibiting factors that need to be considered to achieve optimal

a. The Role of the Teacher

Teachers play an important role in shaping students' character, because they are not only in charge of teaching academic subjects, but also become role models and directors in students' daily lives. Teachers must be able to influence students to develop positive values, such as honesty, discipline, empathy, and responsibility. In other words, teachers' competence in character education is not only limited to the ability to teach material, but also to their ability to form good student personalities through actions, words, and guidance (Fahrul et al., 2024).

b. The Role of Parents

Parents have a very important role, namely as educators, encouragers, facilitators and guides. In the first stage, the role of parents is very clear, namely as an educator, which means that parents educate or teach religion to their children to worship, and teach children to read and do positive things that seek the development of all children's potential, both affective, cognitive and psychomotor potential. In the second stage, the role of parents as a driver where parents encourage or motivate their children to do something good with the intention of encouraging the child to develop his behavior and behavior. In the third stage, the role of parents as facilitators where parents are able to provide and provide what is needed in the process of forming children's character both physically and spiritually. Meanwhile, the role of supervisory parents means that in addition to being educators, encouragers, and parent facilitators must be able to provide follow-up guidance so as to shape children's character and behavior education. In this case, parents become the first and main educator for a

child starting from the womb to the child desawa. However, there are still many parents who do not understand their roles and responsibilities as parents in educating their children so that children's social behavior is not good (E Taek, 2024).

c. School, Parent, and Community Collaboration

Collaboration between schools, parents, and the community is an important key in creating a holistic and effective education, especially in terms of building student character. Character education can not only be achieved through learning at school, but also requires consistent support from the home environment and the surrounding community (Darmayanti and Wibowo, 2014; Fahrul et al., 2024). Therefore, it is important for these three parties to work together synergistically, so that the character built in schools can continue to be emphasized and strengthened in the daily lives of students.

Schools, as the main educational institutions, have a central role in instilling character values in students. However, this role cannot be maximized without strong support from parents and the community. Schools serve as a place to inculcate the necessary academic knowledge and basic character, but for the reinforcement of these values, parents must be active partners in educating children. Parents have a great influence in shaping children's behavior and character at home, so collaboration between schools and parents is essential to ensure that the message about the importance of character values is conveyed consistently in various aspects of a child's life.

Parents have a role as the first example for their children. In many cases, parents' behavior in daily life can be a model that their children follow. Therefore, it is important for parents to exhibit behaviors that reflect positive values such as honesty, responsibility, hard work, and empathy. If parents are able to be good role models, their children will find it easier to understand and imitate these values. In this case, good communication between schools and parents is very important, so that parents can support and complement the character education that their children receive at school.

In addition to parents, the community also plays an equally important role in supporting character education. A society that cares and is responsive to education will create a positive environment for the development of students' character. Schools and the community can work together through various programs or social activities that involve students, such as mutual cooperation activities, community service, or environmental cleanliness activities. Through involvement in community activities, students can learn about the importance of social responsibility, solidarity, and concern for the surrounding environment.

One form of collaboration between schools, parents, and the community is to hold regular meetings between schools and parents, such as student parent meetings, seminars, or workshops on character education. In this meeting, the school can provide information about student development, as well as discuss how parents and the community can support character learning outside the school environment. In addition, the community can also participate by providing certain insights or skills that are beneficial for the development of students' character, for example through mentoring programs, life skills coaching, or career guidance.

This collaboration can also be in the form of cooperation in designing activities that incorporate character values, such as programs that support social care or diversity. Through these shared activities, students not only learn about character values in theory, but also experience them in a real context. Such activities will provide students with the opportunity to apply character values such as empathy, cooperation, and care for others, which will ultimately enrich their experience in building better character.

It's also important to note that this collaboration should be sustainable and consistent. Character education that is only sporadic or uncoordinated between schools, parents, and the community may not have a significant impact. Therefore, it is important for these three parties to have a long-term commitment to supporting the development of students' character. For example, by ensuring that character values are always reminded at every opportunity, whether at school, at home, or in community activities.

Additionally, this collaboration can strengthen the relationship between schools, parents, and the community, which in turn will create a more supportive environment for the overall development of students. In this collaboration, open and honest communication between parties is essential. Schools must be transparent in conveying the goals and achievements of character education, while parents and the community need to provide constructive input and support so that this collaboration is more effective.

Collaboration between schools, parents, and the community is a very important foundation in creating strong and sustainable character education. By working together, these three parties can ensure that good character is not only taught in school, but also strengthened and applied in students' daily lives, both at home and in the community. As a result, students will not only become academically intelligent individuals, but also have strong character and be ready to face life's challenges.

CONCLUSION

Based on the results of the research on teachers' strategies in developing students' character in social studies subjects at SDN 12 Ternate City, it can be concluded that teachers have implemented various effective efforts to instill character values in students. Teachers integrate character values such as discipline, responsibility, cooperation, tolerance, and honesty in every stage of social studies learning. The strategies used include teacher examples, habituating positive behavior, using active learning methods such as discussions and group work, and providing positive reinforcement to students.

In addition, teachers also build a classroom environment that is conducive, communicative, and supports student character development through interactions that respect, guide, and motivate. However, character development still faces several obstacles, such as limited support facilities, limited learning time, and variations in students' ability to accept character habituation.

Overall, teachers' strategies in developing students' character in social studies learning at SDN 12 Ternate City have gone well and have a positive impact on students' attitudes and social behaviors. Strengthening cooperation between teachers, schools, and parents needs to be improved so that character development can take place optimally and sustainably.

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