MANAGEMENT OF STRENGTHENING STUDENTS' CHARACTER EDUCATION IN SOCIAL STUDIES LEARNING AT SD NEGERI 23 HALMAHERA WAT

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ABSTRACT

This study aims to find out how to manage the strengthening of students' character education in Social Science (IPS) learning at SD Negeri 23 West Halmahera. This research uses a descriptive qualitative approach, with data collection techniques through observation, interviews, and documentation. The research informants consisted of school principals, social studies teachers, and several students as supporting sources of information. The results of the study show that the management of strengthening character education is carried out through several stages, namely planning, implementation, and evaluation. Principals and teachers actively design learning strategies that integrate character values, such as honesty, discipline, responsibility, and cooperation, into every social studies learning activity. The implementation of learning is carried out with a variety of methods, including group discussions, simulations, and case studies, so that students can understand character values contextually. Character education evaluation is carried out through observation of student behavior, teacher reflection, and assessment of learning outcomes. Supporting factors for the success of character education management include the commitment of teachers and principals, facility support, and cooperation with parents. Meanwhile, inhibiting factors include limited time, large number of students, and inadequate learning facilities. The conclusion of this study shows that the management of strengthening character education at SD Negeri 23 West Halmahera runs systematically and effectively, despite several obstacles. The integration of character education in social studies learning is able to form students who are disciplined, responsible, and have good social skills..

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INTRODUCTIONS

Character education is one of the main focuses in the development of quality human resources. Character education not only teaches academic knowledge, but also instills moral, social, and emotional values that are important

for the development of students. Character education aims to form individuals who are honest, disciplined, responsible, caring, and able to cooperate with others (Lickona, 1991).

In elementary school, Social Sciences (IPS) learning is one of the subjects that has great potential to instill character values. Social studies not only studies social facts and concepts, but also fosters students' understanding of people's lives, social norms, and responsibilities as citizens. With the integration of character education in social studies learning, students can develop social skills, ethical awareness, and positive behavior from an early age (Parker, 2010).

However, the implementation of character education in schools often faces various challenges. Some schools still implement character education partially, have not been systematically integrated in learning, or pay less attention to effective management. At SD Negeri 23 West Halmahera, although teachers have tried to instill character values, there are still obstacles such as the large number of students, limited facilities and infrastructure, and limited learning time. This requires the need for effective management in strengthening character education so that these values are truly embedded in students (Kementerian Pendidikan dan Kebudayaan, 2017).

Character education strengthening management includes structured and systematic planning, implementation, and evaluation. Principals and teachers need to work together in designing social studies learning strategies that are able to integrate character education into every learning activity. With proper management, the character education process can run consistently, so that students not only master social studies materials, but also have positive attitudes and behaviors (Berkowitz & Bier, 2005).

Based on this background, this study was conducted to analyze the management of strengthening students' character education in social studies learning at SD Negeri 23 West Halmahera, so that it is expected to provide a clear picture of strategies, practices, supporting factors, and obstacles faced in the implementation of character education in elementary schools.

RESEARCH METHOD

This study uses a descriptive qualitative approach. This approach was chosen because it aims to describe in depth how the management of strengthening students' character education is applied in social studies learning, including supporting factors, inhibitions, and their impact on student character development. The qualitative approach allows researchers to understand the phenomenon of education in a contextual and in-depth manner. The research was conducted at SD Negeri 23 West Halmahera, because this school implements social studies learning by strengthening character education. The research period was carried out for 3 months, starting from the preparation stage to data collection and analysis.

The subject of the research is character education management in social studies learning. The main informants consist of: school principals, social studies teachers. Students (as supporting informants)

Informants were selected by purposive sampling, which is based on their ability and experience in carrying out character education and social studies learning. Data was collected using the following techniques: (1). Observation to see firsthand the social studies learning process and the application of character values in the classroom. (2). Interviews, with principals, teachers, and students to obtain information related to the planning, implementation, and evaluation of character education. (3). Documentation – in the form of school documents, lesson plans, evaluation notes, and evidence of character education activities.

The data obtained was analyzed qualitatively descriptively with the following stages: (1). Data reduction, filtering data relevant to the focus of the research. (2). Data presentation, compiling data systematically, both in the form of narratives and tables. (3). Drawing conclusions/verification, concluding research findings based on field data and supporting literature.

RESULT AND DISCUSSIONS
Result

Based on the results of the research that has been presented, the management of strengthening the character education of students in Social Sciences (IPS) learning at SD Negeri 23 West Halmahera is carried out systematically through the stages of planning, implementation, and evaluation. The three stages are interrelated and become a unit in an effort to form the character of students in accordance with the goals of national education (Kementerian Pendidikan dan Kebudayaan, 2017).

1. Management Planning for Strengthening Character Education

The results of the study show that the planning to strengthen character education is carried out by integrating character values into social studies learning tools, such as the syllabus and the Learning Implementation Plan (RPP). Social studies teachers design learning objectives that are not only oriented to cognitive aspects, but also to the development of students' attitudes and behaviors. The character values emphasized include discipline, honesty, responsibility, cooperation, and social concern (Zubaidi, 2020).

The results of the study show that PPK management planning has been carried out systematically and in a directed manner. This is in line with the theory of education management which states that planning is the first step that determines the success of program implementation and evaluation (Sergiovanni et al., 2017).

The needs analysis carried out by the school shows that there is an awareness of the importance of character education as a response to the moral and social challenges of students. The determination of priority character values reflects the school's efforts to adapt the PPK program to the environmental context and student needs (Narwanti, 2019).

The formulation of the objectives of the PPK which refers to the vision and mission of the school shows that character education does not stand alone, but becomes an integral part of the entire education system. The integration of PPK in intracurricular, cocurricular, and extracurricular activities strengthens the effectiveness of planning because character values are not only taught theoretically, but also practiced in daily life (Lickona & Davidson, 2005).

The involvement of stakeholders in PPK planning is the main supporting factor for the success of the program. Collaboration between schools and parents strengthens the consistency of student character formation. This is in line with the concept of character education which emphasizes the role of the three centers of education, namely schools, families, and society (Suyanto, 2018).

However, the results of the study also show that PPK planning still faces several obstacles, such as limited teachers' time, differences in understanding of character education, and not optimal program evaluation. Therefore, it is necessary to increase the capacity of teachers and improve planning based on continuous evaluation (Berkowitz & Bier, 2005).

This planning reflects good management, because it is carried out in a structured manner and adjusted to the characteristics of elementary school students. The principal plays a role in directing and ensuring that each teacher integrates character education in the learning process. These findings are in line with the concept of education management which emphasizes the importance of planning as a first step in achieving educational goals (Mulyasa, 2013).

2. Implementation of Strengthening Character Education in Social Studies Learning

The results of the study show that the implementation of Strengthening Character Education in social studies learning has gone quite well and is integrated in the learning process. Social studies as a subject that examines social life has a strategic role in instilling character values in students (Parker, 2010).

The integration of character values in learning planning shows that teachers have awareness and commitment to the importance of character education. This is in line with the concept of character-based learning which emphasizes that character values must be instilled systematically and sustainably (Nucci, 2006).

The use of active learning methods, such as discussions and case studies, has been shown to be effective in instilling the values of cooperation, tolerance, and responsibility. Through contextual learning, students not only

understand the concept of social studies cognitively, but also internalize character values in daily life (Widodo et al., 2021).

Teacher example is a key factor in the implementation of PPK. A disciplined, fair, and democratic attitude of teachers provides a real example for students in behaving. This reinforces the theory of character education which states that character formation is more effective through example than just the delivery of material (Lickona, 1991).

However, the implementation of PPK in social studies learning still faces several obstacles, such as limited learning time, differences in student character, and lack of optimal attitude assessment instruments. Therefore, learning innovations and strengthening teachers' competencies are needed in integrating character education more effectively (Kementerian Pendidikan dan Kebudayaan, 2017).

At the implementation stage, strengthening character education is integrated into social studies learning activities through various active and contextual learning methods, such as group discussions, questions and answers, case studies, and group work. Social studies teachers not only deliver material, but also provide examples of positive attitudes and habituate students to behave in accordance with the character values instilled (Uno & Koni, 2019).

The results of the study show that the implementation of social studies learning that integrates character education is able to encourage students to actively participate, cooperate with friends, and show an attitude of responsibility in completing tasks. Such learning shows that character education can be effective if applied directly in learning activities, not only through the delivery of theory (Berkowitz, 2002).

3. Evaluation of Strengthening Character Education

Evaluation of strengthening character education is carried out on an ongoing basis through observation of student behavior during the learning process, attitude assessment, and reflection of teachers on student character development. Social studies teachers assess changes in students' attitudes, such as discipline, honesty, and cooperation, as part of learning outcomes (Sani, 2019).

The results of the study show that character education evaluation does not only focus on academic outcomes, but also on the process and behavior of students. This evaluation is the basis for teachers and principals to improve and strengthen character education programs in the future (Kementerian Pendidikan dan Kebudayaan, 2017).

4. Supporting and Inhibiting Factors

The results of the study show that the evaluation of Strengthening Character Education is an important part of character education management. Evaluation serves as a control tool to ensure that the PPK program runs in accordance with the goals that have been set (Mulyasa, 2013).

The improvement of students' attitudes of discipline and responsibility shows that the implementation of PPK has had a positive impact on student behavior. This is in line with the theory of character education which emphasizes the importance of habituation and example in shaping the character of students (Lickona, 1991).

However, the constraints found in the evaluation show that character education cannot be fully imposed on the school. The lack of consistency between character education at school and at home is a factor that hinders the optimization of PPK results. Therefore, the involvement of parents and the community needs to be strengthened in the evaluation process (Narwanti, 2019).

The follow-up of the evaluation results is an important indicator of the success of the PPK evaluation. Evaluation followed by program improvement showed that the school had implemented management principles based on continuous improvement. Thus, evaluation not only serves as an assessment tool, but also as a basis for decision-making in the development of the PPK program (Sergiovanni et al., 2017).

The results of the study also show that there are supporting and inhibiting factors in the implementation of character education strengthening management. Supporting factors include the commitment of principals and teachers, cooperation between school residents, and support for the school environment. Meanwhile, inhibiting factors include limited learning time, a large number of students, and limited learning facilities (Zubaidi, 2020).

Despite the obstacles, principals and teachers try to overcome them by maximizing existing resources and implementing effective learning strategies. This shows a strong commitment to carrying out character education in a sustainable manner (Uno & Koni, 2019).

5. The Impact of Character Education Strengthening Management on Students

The management of strengthening character education in social studies learning has a positive impact on the development of students at SD Negeri 23 West Halmahera. Students show behavioral changes for the better, such as increased discipline, responsibility, social concern, and the ability to work together. In addition, students become more active and have a positive attitude in participating in social studies learning (Widodo et al., 2021).

Based on the results of the study, the success of the implementation of Strengthening Character Education (PPK) in schools is influenced by the existence of supporting and inhibiting factors. These two factors have an important role in determining the effectiveness of the implementation of the PPK program (Kementerian Pendidikan dan Kebudayaan, 2017).

The existence of these supporting and inhibiting factors shows that the implementation of PPK requires a comprehensive and collaborative approach. Supporting factors need to be strengthened, while inhibiting factors need to be minimized through increasing teacher competence, strengthening cooperation with parents, and developing school policies that support character education in a sustainable manner (Suyanto, 2018).

Thus, the results of this study confirm that the success of Strengthening Character Education is not only determined by the program designed, but also by the readiness of all school components in managing various existing supporting and inhibiting factors (Berkowitz & Bier, 2005).

CONCLUSION

The management of strengthening character education at SD Negeri 23 West Halmahera is running effectively despite several obstacles. The success of this management relies heavily on careful planning, consistent implementation, ongoing evaluation, and the support of teachers, principals, and school facilities. Thus, character education can actually form students who are professional, disciplined, and have good character.

The management of strengthening the character education of students at SD Negeri 23 West Halmahera is carried out systematically through three main stages, namely planning, implementation, and evaluation. Principals and teachers integrate character values, such as honesty, discipline, responsibility, cooperation, and care, into social studies learning. The learning methods used are varied, including discussions, case studies, and simulations, so that students can understand and internalize character values contextually.

The success of character education management is supported by the commitment and professionalism of teachers and principals, open communication, cooperation between school residents, and the availability of learning support facilities. These factors allow the integration of character values in every social studies learning activity to run effectively.

Some of the obstacles that affect the effectiveness of character education management include limited learning time, large number of students, and inadequate facilities and infrastructure. This inhibiting factor requires a special management strategy so that character education can still be applied optimally.

The application of character education management has a positive impact on the development of students. Students become more disciplined, responsible, caring for friends, and able to work together in social studies learning. This shows that integrated character education can form students who are not only academically intelligent, but also have positive attitudes and behaviors.

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