

THE ROLE OF SOCIAL STUDIES LEARNING IN FORMING THE MORAL AND ETHICAL CHARACTER OF THE NATION'S CHILDREN

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Abstract

Young people are the hope of a nation. When the young people are good, the nation will be good. However, when their morals and characters are bad, the nation will also be bad and have no hope. Instilling positive morals and values is very important in maintaining the noble character of the nation's children. When children are not equipped with existing values and norms, they will become individuals who behave badly and are prone to social deviations. This study aims to analyze and explain the role of social studies learning in forming characters that reflect moral and ethical values in the next generation of the nation. The method used in this study is library research. In this study, we found the fact that instilling morals and ethics in children greatly influences the development of their attitudes and behavior in the future. Character formation can be carried out by educational institutions through instilling social values in social studies learning in schools, both in terms of material and practice.

Keywords: Moral, Social Studies Learning, Youth

INTRODUCTION

At this time, education is in the midst of a moral formation crisis. The rampant deviant behavior and the lack of awareness to improve and also give each other warnings are one of the causes of this rampant situation. The problems that arise such as: free sex, student brawls, speeding on the streets by students, drug use, alcohol, gambling, corruption cases, robberies, suicide bombings, terrorism and so many other problems are very worrying. According to Warsono, conditions like this are of course very concerning for all of us. In a nation that is in economic decline, the morality of our young generation is also declining. The decline in the morality of the young generation is of course very worrying for all of us, because they are the ones who will become the leaders of the nation in the future. It is unimaginable if in the future this country is led by immoral people, maybe this country will be even more chaotic.¹

In adolescence, symptoms of emotions and mental stress will arise, so that their behavior sometimes seems deviant. From this conflict and problem situation, teenagers are classified as individuals who are looking for identity and need a place to channel their creativity. If the channel does not exist or is inadequate, they will look for various ways as a channel. Deviant actions and behavior of school-age children and teenagers can be in the form of verbal violence (cursing) or physical violence such as hitting and punching. So in this case it is very important to instill character education, morality and ethics in children, especially teenagers.

The development and formation of children's character begins from school and family. Schools as the second institution after the family play an important role in instilling life values in children. The implementation of character education in schools is presented in real terms, either in the form of additional special character education lessons or presented in an integrated manner in teaching materials, or manifested in extracurricular activities (self-development) and included as local content.² In school, children are taught how these life values should be realized in everyday

¹ (Adnyana, 2020, p. h.12)

² (Wantu, 2020, p. h.5)

life. Children spend more time at school than anywhere else, therefore school becomes a place for character formation.³

One of the learning areas for children in school is social science learning which seeks to develop students' abilities in understanding individuals and groups who live together and interact in the environment. In addition, students are guided to develop a sense of pride in positive cultural heritage, critical, anticipatory, and selective towards the negative, and have concern for social justice, the democratic process, and ecological sustainability.⁴ Without anticipation and cooperation in this regard, of course the formation of character that leads to positive things will never be achieved. So it is important to instill character from an early age by families and schools. Families play a role in instilling positive values since children are still small which are then continued by schools with instillation through learning social values and so on.

METHOD

This study aims to analyze and explain the role of education in forming and instilling moral and ethical values in the younger generation through social studies learning. This study uses a literature study where every information and data obtained comes from existing books and journals. Every existing data is analyzed and made into a discussion issue which is then reanalyzed to solve the problem.

RESULTS AND DISCUSSION

Moral comes from the Latin word "mores" which means customs. In the big Indonesian dictionary, the word moral means "morals or morality which contains the meaning of inner order or conscience that guides inner behavior in life".⁵ Morals are teachings, guidelines, collections of rules, both verbal and written, about how humans should live and act in order to become well-behaved humans. In this case, it can be concluded that morals are guidelines that are used as benchmarks for behaving or acting in society in order to become good and moral individuals.

Ethics comes from the Greek word meaning habit, "custom". In Latin, the word for habit is mos, and from here the words moral, morality, mores. Etymologically, ethics studies human habits which consist of conventions, such as how to dress, manners, etiquette, and the like. Ethics are formulated in three meanings, namely the science of what is good and what is bad and about moral rights and obligations (morals), a collection of principles or values relating to morals, values regarding right and wrong which are adhered to by a group or society.⁶

Social studies learning has an important role in the formation of students' characters. Social studies learning in the formation of students' characters is certainly not easy, it requires continuous struggle to produce results that are in accordance with national education goals.

Somantri explained that Social Studies Education is integrative based on the selection between Educational Sciences, Social Sciences, and other sciences (Humanities) about basic human activities presented scientifically paying attention to pedagogical and psychological aspects for educational purposes. From this learning, there will be changes, developments, progress, both in the physical and motor aspects, intellect, and attitudes and values. The greater the changes that occur in students, the better the learning process.⁷

Social studies education aims to make students have a responsive, useful soul and are able to manage the surrounding environment well. Social studies education competencies are clearly stated in each curriculum, both in the 2006 curriculum and the 2013 curriculum. Social studies education

³ (Nantara, 2022, p. h.2253)

⁴ (Miftah, 2013, p. h.205)

⁵ (Karima, Octavia, & Fahmi, n.d., p. h.18)

⁶ (Karima et al., n.d., p. h.18)

⁷ (Amin, 2021, p. h.3)

instills the study of humans as social beings, who interact with each other with the social and natural environment, in various places throughout time from time to time.

Social studies is a combination of several disciplines, such as humanities, mathematics and natural sciences and even religion. So the social studies study material is a combination of social sciences, so that social studies material must be integrated to be more meaningful. Social studies material cannot be separated from social problems that are adjusted to the development of society. This aims to develop students to have sensitivity to social problems that occur in society and are skilled in overcoming every problem that occurs every day.

The general objectives of social studies learning according to Darmiyati Zuchdi include developing, guiding, and improving the potential of students to: 1) become good citizens. 2) develop an understanding of basic social knowledge. 3) develop critical thinking skills with full wisdom and inquiry skills to be able to understand, respond to, and take steps to help solve national social problems. 4) build a commitment to humanitarian values and respect and participate in developing the noble values and culture of Indonesia. 5) and develop the ability to communicate and work together in a pluralistic society, both locally, regionally, and internationally.⁸

Discussion

From the existing research, there is an issue about the rampant social deviation carried out by the younger generation or teenagers. This deviation is caused by the lack of awareness of young people about their responsibilities and duties in maintaining order and also the sustainability of social and community life. The many violations that exist are due to the moral decadence of young people causing unrest in the community environment. Moral decadence can be interpreted as a state of moral decline which means that individuals or groups do not comply with the rules and procedures that apply in society.

The decline in adolescent morals (moral decadence) is inseparable from the influence of increasingly sophisticated information and communication technology and continues to experience changes and progress. Changes that occur without being followed by the instillation of good morals cause many children to grow up without knowing what their duties and obligations are as human beings. Finally, many teenagers grow up by carrying out brawls, fights, fraud, mugging, threatening, stealing, drugs, free sex, and others.⁹

The decline in moral quality in community life, especially among teenagers, demands the implementation of character education. Education is required to play its role and responsibility to instill and develop good values and help the younger generation form and build their character with good values.¹⁰

Education does not merely function as a medium to develop abilities, but also functions to shape the character and civilization of a dignified nation. In this case, education certainly seeks to overcome these problems. Character education that is attempted is a very important and strategic step in rebuilding the nation's identity and mobilizing the formation of society. It's just that in this case it is important to know as seen in Phillips' statement that character education must involve all parties; households and families; schools; and the wider school environment (society).¹¹

Character education (morals) through optimizing the role of education is expected as one of the efforts to reduce and prevent social demoralization behavior that is currently affecting the younger generation. Social studies learning as a subject presented by schools is one solution to form and develop the character of students who reflect moral and ethical values.

⁸ (Amin, 2021, p. h.4)

⁹ (Listari, 2021, p. h.9)

¹⁰ (Bahri, n.d., p. h.63)

¹¹ (Subianto, 2013, p. h.336)

In social studies learning, students are instilled with some knowledge of the values that exist in several social sciences, this aims to form the character of students in preparing themselves for the future to become good and useful citizens. So it can be said that one of the main goals of social studies learning in schools is to be responsible for building the character of students to become good and useful citizens. Social studies education is actually very closely related to character education. This can be seen from the formulation and objectives, that character education or value education also aims to make students good citizens.

Social studies learning plays a very important role in realizing student characteristics based on good morals and can be implemented in everyday life as social beings. The success of social studies education that is considered successful in society can shape the behavior of students in being polite, being able to socialize, being able to put things in their place, and being able to distinguish between good and bad in everyday actions.

Social studies learning is also directed to produce social actors with personal dimensions (for example, noble, disciplined, hard-working, independent), socio-cultural dimensions (for example, love of the homeland, respecting and preserving one's own cultural works, developing a spirit of nationalism and social solidarity, concern for the environment), spiritual dimensions (for example, faith and piety, realizing that the universe is a creation of God the Almighty), and intellectual dimensions (for example, intellectual, skilled, enthusiastic to progress).¹²

There are nine pillars of character in social science learning that come from universal noble values, namely: (1) love of God and all His creations; (2) independence and responsibility; (3) honesty/trustworthiness and diplomacy; (4) respect and politeness; (5) generosity, helpfulness, mutual cooperation and cooperation; (6) self-confidence and hard work; (7) leadership and justice; (8) kindness and humility, and; (9) character of tolerance, peace, and unity.

The nine pillars of character, in social science learning are taught systematically in a holistic education model using the method of knowing the good, feeling the good, and acting the good. Knowing the good is easy to teach because knowledge is cognitive. After knowing the good, feeling loving the good must be grown, namely how to feel and love virtue to become an engine that can make people always want to do good. Thus, awareness will grow that people want to do good behavior because they love that good behavior. After getting used to doing good, acting the good will turn into a habit.¹³ The basis of character education in social studies learning should be applied since students enter elementary school (SD) or what experts call the golden age because this age is proven to be very decisive in determining children's ability to develop their potential.

As explained above, the orientation of social studies learning is to develop basic knowledge, skills, and positive attitudes needed to become responsible citizens and be able to contribute actively to social life as members of society and citizens. To achieve this, the learning area is built from a number of disciplines such as history, geography, economics, and other humanistic sciences. Each of these disciplines, with the uniqueness of the methods and basic theories it has, acts as a tool or vehicle for developing students' positive skills and attitudes as citizens of the environment, society, and country.¹⁴

There are three competencies in social studies learning that are useful in forming the character of students, namely:

a) Personal Competence

Is a basic ability related to the formation and development of the student's personality as an individual being which is his/her personal right and responsibility. The basic orientation of the formation and development of this personal competence is emphasized on efforts to recognize oneself and build self-awareness of the student as a person/individual with all his/her dynamic

¹² (Anshori, 2014, p. h.72)

¹³ (Miftah, 2013, p. h.206)

¹⁴ (Miftah, 2013, p. h.207)

potential, uniqueness and personal integrity. A number of personal competencies to IPS that need to be developed, for example, the formation of self-concept and understanding, objective attitude towards oneself, self-actualization, self-creativity, independence itself, including how to develop noble character, discipline and hard work and as a creature of God Almighty, so it is necessary to develop and strengthen one's faith and piety.

b) Social Competence

Is a basic ability related to the development of awareness as a social being and a cultured being. A number of basic competencies that are developed are self-awareness as a member of society so that it is necessary to respect and appreciate each other; understanding and awareness of the politeness of living in society and the nation; the ability to communicate and cooperate with each other; pro-social attitude or altruism; social skills and concerns including the environment; strengthening the spirit of nationalism, understanding of differences and equality in.

c) Intellectual Competence

Is the ability to think based on awareness or belief in something good that is physical, social, psychological, which has meaning for themselves and others. This basic intellectual ability is related to the development of the identity of students as thinking beings whose thinking power is to receive and process and build knowledge, values and attitudes, and their actions both in their personal and social lives. The ability to identify social problems, formulate social problems and solve them as important characteristics in thinking ability.

These three competencies with the various values contained therein must be built through social studies learning, so as to produce competent social actors. These social actors must be able to build attitudes and behaviors with various dimensions, understand their rights and obligations, then have the sensitivity to understand, respond to and participate in solving existing socio-national problems.¹⁵

CONCLUSION

The decline in the morals and ethics of the nation's children demands immediate resolution. Education needs to strive to overcome the existing moral decadence. Families, educational institutions and the community need to work together to create a conducive and directed situation in accordance with the ideals of education.

Currently, character formation through educational institutions (schools) is important, because children will spend more time at school than at home. Therefore, there needs to be a good contribution from educators to foster positive student character.

Instilling moral and ethical values can be done by teachers in various ways, one of which is through instilling through written, oral or practical learning. These values are reflected in their application through social science education which is taught systematically through a holistic model with the method of knowing the good, feeling loving the good, and acting the good.

The social studies learning that is taught is certainly expected to be able to develop basic knowledge, skills, and positive attitudes needed to become responsible citizens and be able to contribute actively to social life as members of society and citizens. When the existing elements have been applied, it will create good character formation in students, they will be able to understand each of their duties and responsibilities as human beings, so that existing deviations can be reduced and overcome.

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¹⁵ (Anshori, 2014, p. h.73)

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