

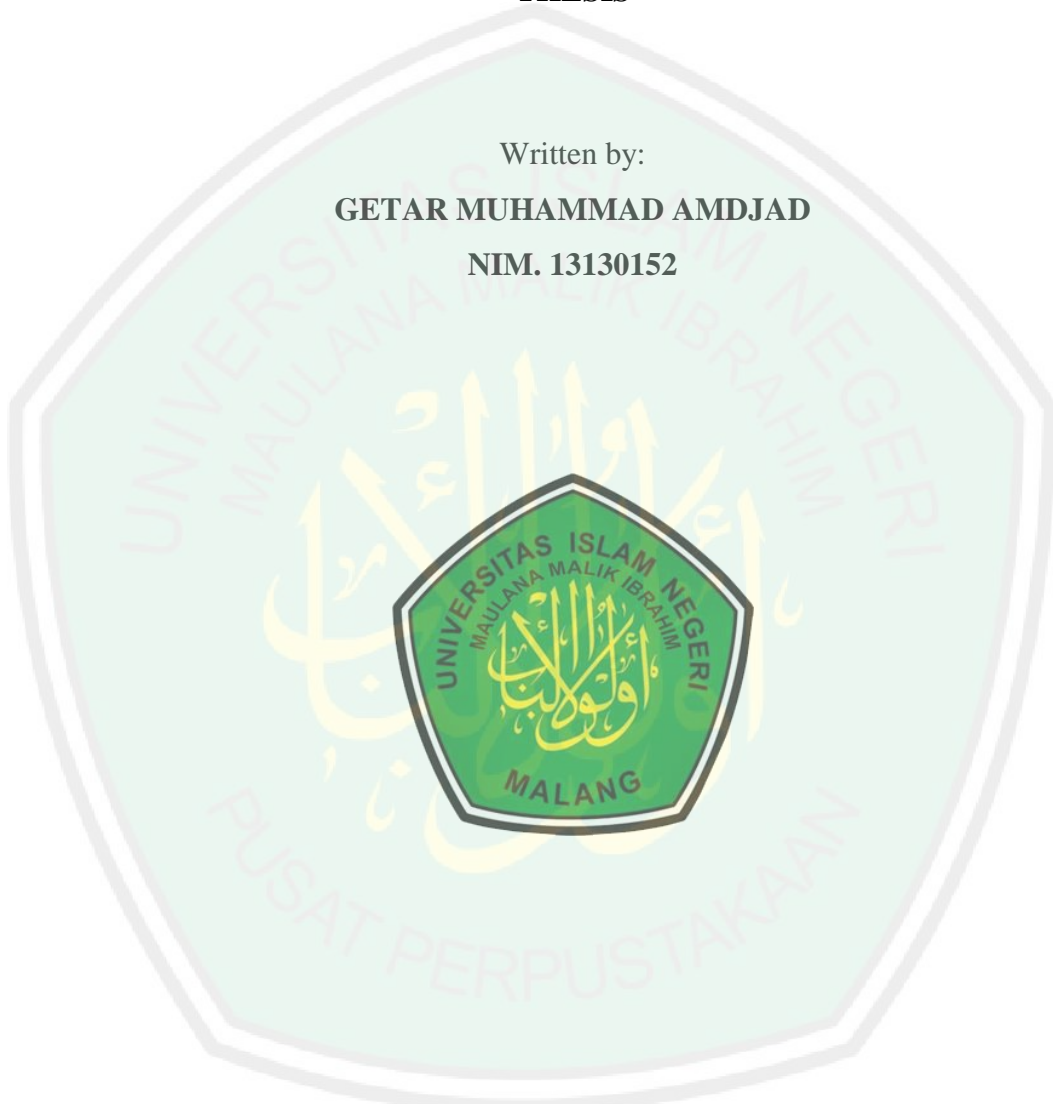
**THE ROLE OF SOCIAL STUDIES LEARNING ON STUDENTS  
CHARACTER BUILDING IN MTs HASYIM ASY'ARI KOTA BATU**

**THESIS**

Written by:

**GETAR MUHAMMAD AMDJAD**

**NIM. 13130152**



**INTERNATIONAL CLASS PROGRAM  
SOCIAL SCIENCE EDUCATION DEPARTEMENT  
TARBIYAH TRAINING AND TEACHING FACULTY  
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM  
MALANG**

**2017**

**THE ROLE OF SOCIAL STUDIES LEARNING ON STUDENTS  
CHARACTER BUILDING IN MTs HASYIM ASY'ARI KOTA BATU**

**THESIS**

Presented to Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University Malang  
in Partial Fulfillment of the Requirements for *the degree of Sarjana Pendidikan*  
*Ilmu Pengetahuan Sosial (S.Pd)*

Written by:

**GETAR MUHAMMAD AMDJAD**

**NIM. 13130152**



**INTERNATIONAL CLASS PROGRAM  
SOCIAL SCIENCE EDUCATION DEPARTEMENT  
TARBIYAH TRAINING AND TEACHING FACULTY  
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM  
MALANG**

**2017**

**APPROVAL SHEET**

**THE ROLE OF SOCIAL STUDIES LEARNING ON STUDENTS  
CHARACTER BUILDING IN MTs HASYIM ASY'ARI KOTA BATU**

**THESIS**

by

**Getar Muhammad Amdjad**

**NIM. 13130152**

**Was Approved**

by

**Supervisor,**



**Dr.H. Nur Ali, M.Pd**

**NIP. 19650403 199803 1002**

**Acknowledge by,**

**The Head of Social Science Education Departement**



**Dr. Alfiana Yuli Efiyanti, M.A**

**NIP. 19710701 200604 2 001**

**LEGITIMATION SHEET**  
**THE ROLE OF SOCIAL STUDIES LEARNING ON STUDENT'S**  
**CHARACTER BUILDING IN MTs HASYIM ASY'ARI BATU**

THESIS

Written By

Getar Muhammad Amdjad (13130152)

Has been defended and approved by board of examiners on December 21, 2017 as  
the requirement for the degree of Sarjana Ilmu Pendidikan Sosial (S.Pd)

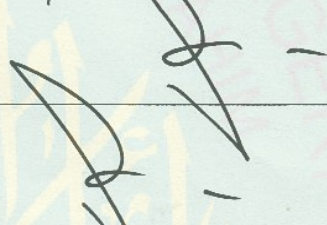
**The Board of Examiners**

**Signature**

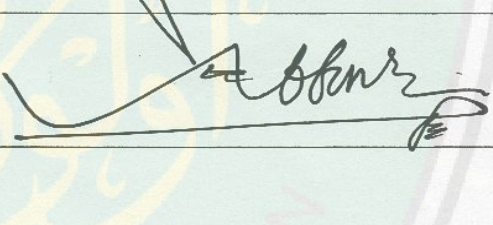
**Main Examiner,**  
**Kusumadyahdewi, M.LAB**  
NIP. 19720102 201411 2 005

: 

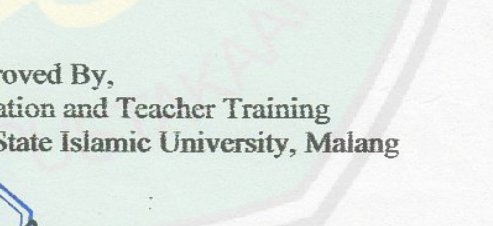
**Secretary,**  
**Dr. H. Nur Ali, M.Pd**  
NIP. 19650403 199803 1 002

: 

**Advisor,**  
**Dr. H. Nur Ali, M.Pd**  
NIP. 19650403 199803 1 002

: 

**Chair Examiner,**  
**Dr. H. Abdul Bashith, M.Si**  
NIP. 19761002 200312 1 003

: 

Approved By,  
Dean Faculty of Education and Teacher Training  
of Maulana Malik Ibrahim State Islamic University, Malang



**Dr. H. Agus Maimun, M.Pd**  
NIP. 19650817 199803 1 002

## DEDICATION

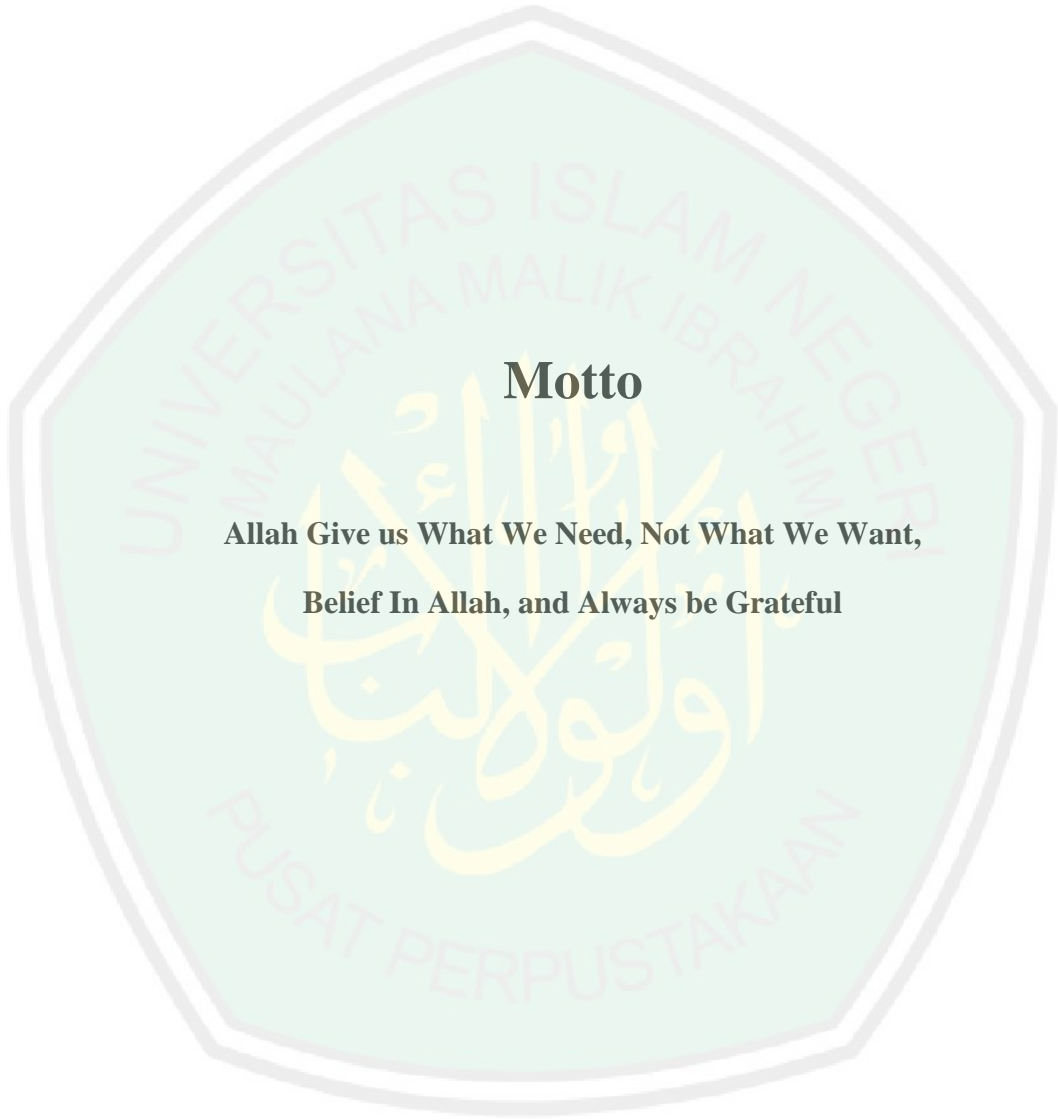
Thanks to Allah who gives me mercy and blessing to finish my thesis. Shalawat and salam also always be given to prophet Muhammad SAW who deliver us from jahiliyyah period to lightness *Addinul Islam*.

I would like to dedicate this thesis for special people who I respect and obey, they are my beloved parents, Mr. Amdjie and Mrs Faridah Zuliati and all of my beloved brothers who give me support all along this journey from the very beganing until finish up this thesis. They who not only supporting in physical supporting but also in financial supporting.

Thanks a lot for all of my teacher and lecturer in Trabiyah Teaching Training Faculty who given me great lesson from the first time I start learning until now.

Thanks to all of the member of ICP FITK 2013, especially the member of English International Class Program of Social Science Education Department who give me a lots experience during my journey in this loving university.

And also to my sincere thesis advisor, Mr. Dr. H. Nur Ali, M.Pd who have patiently guiding me not only teach me how to do my research well but also teach me many things about life.



## **Motto**

**Allah Give us What We Need, Not What We Want,  
Belief In Allah, and Always be Grateful**

## DECLARATION OF AUTHORSHIP

I declare that this thesis is originally written to fulfill the requirement for Bachelor degree of Sarjana Pendidikan (S.Pd) entitled “*The Role Of Social Studies Learning on Students Character Building in MTs Hasyim Asy’ari Kota Batu*” is truly my original work. This research does not incorporate any material previously written or published by another party except those which are mentioned in the footnes, quotation and bibliography. Therefore, i will totally responsible for the thesis if there is any objection or claim from others.

Malang, October 2017

Author,



**Getar Muhammad Amdjad**  
**NIM 13130152**

Dr. H. Nur Ali, M.Pd  
Lecturer Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang

---

OFFICE MEMO OF ADVISOR

Subject : Getar Muhammad Amdjad Malang, October 24<sup>th</sup> 2017

Attachment : 4 (four) Exemplares

To Whom It May Concern,  
Dean Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University, Malang  
in  
Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that thesis originally owned by:

Name : Getar Muhammad Amdjad

NIM : 13130152

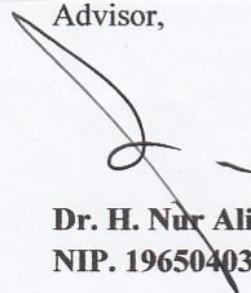
Department : Social Science Education

Title of Thesis : The Role Of Social Studies Learning on Students Character  
Building in MTs Hasyim Asy'ari Kota Batu

Is considered acceptable to be defended after being intensively read and regularly  
consulted in the area of research content, language, and writing composition.

Wassalamualaikum Wr. Wb

Advisor,



**Dr. H. Nur Ali, M.Pd**  
**NIP. 19650403 199803 1002**



## PREFACE

*Bismillahirrohmanirrohim*

All praises be to Allah only one lord in this universe. Thanks to Allah because of all blessing and guidance, because Allah give writer rahmah so the writer is able to finish this Thesis with the tittle of “*The Role Of Social Studies Learning on Students Character Building in MTs Hasyim Asy’ari Kota Batu*” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without The contributions and supports from many people.

In this preface i want to express my deepest gratitude to my advisor, Dr. H. Nur Ali, M.Pd who has given me his valuable guidance, inspiration and patience, which finally lead me to finish the process of thesis writing. Furthermore, I also want to expres my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. Abdul Haris, M.Ag as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.

4. Dr. H. Agus Maimun as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
5. Dr. Alfiana Yuli Efiyanti, MA as the Head of Social Science Department who always support the students.
6. Dr. H. Nur Ali, M.Pd as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All of my lectures in Social Science Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All of my teacher from kindergarden untill senior high school who has give me lots of usefull education.
9. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.
10. Head Master of MTs Hasyim Asy'ari Kota Batu, who give me permission to do the research.
11. Teacher and Students in MTs Hasyim Asy'ari who help me during this research.

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also teh suggestion are expected from the readers.

Malang, October 2017

**Getar Muhammad Amdjad**  
13130152

## GUIDELINES FOR ARABIC – LATIN transliteration

The Writing of Arabic – Latin transliteration in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No. 158 in 1987 and no. 0543 b/U/1987 which generally can be explained as below:

### A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	T	ش	=	Sy	ل	=	l
ث	=	Ts	ص	=	Sh	م	=	m
ج	=	J	ض	=	Dl	ن	=	N
ح	=	h	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ها	=	H
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	Y
ر	=	r	ف	=	F			

### B. Long vocal

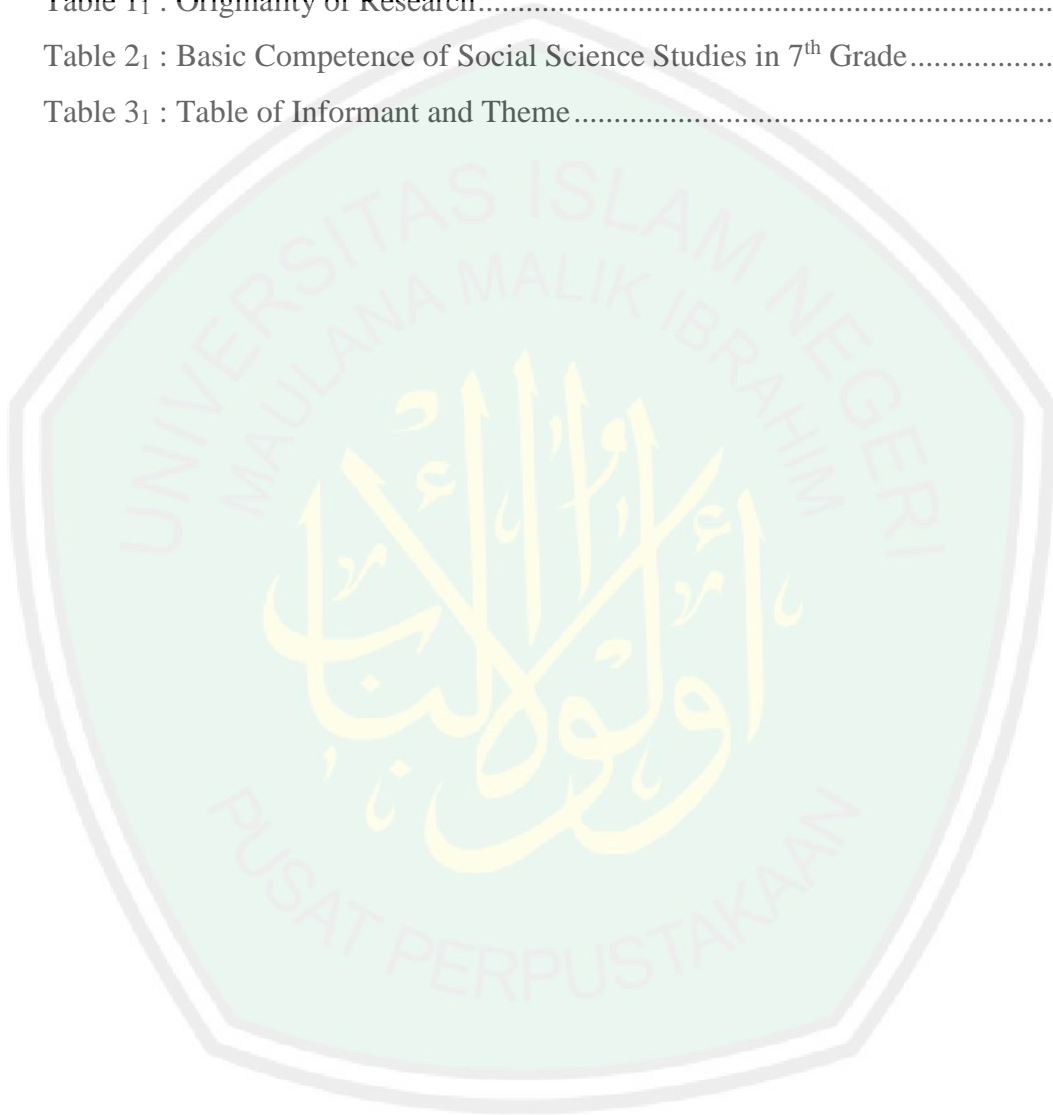
(a) Long Vocal	=	â
(i) Long vocal	=	i
(u) Long Vocal	=	ù

### C. C. Diphthong Vocal

وا	=	aw
اي	=	ay
وا	=	ù
اي	=	i

## List of Table

Table 1 <sub>1</sub> : Originality of Research.....	8
Table 2 <sub>1</sub> : Basic Competence of Social Science Studies in 7 <sup>th</sup> Grade.....	18
Table 3 <sub>1</sub> : Table of Informant and Theme.....	33



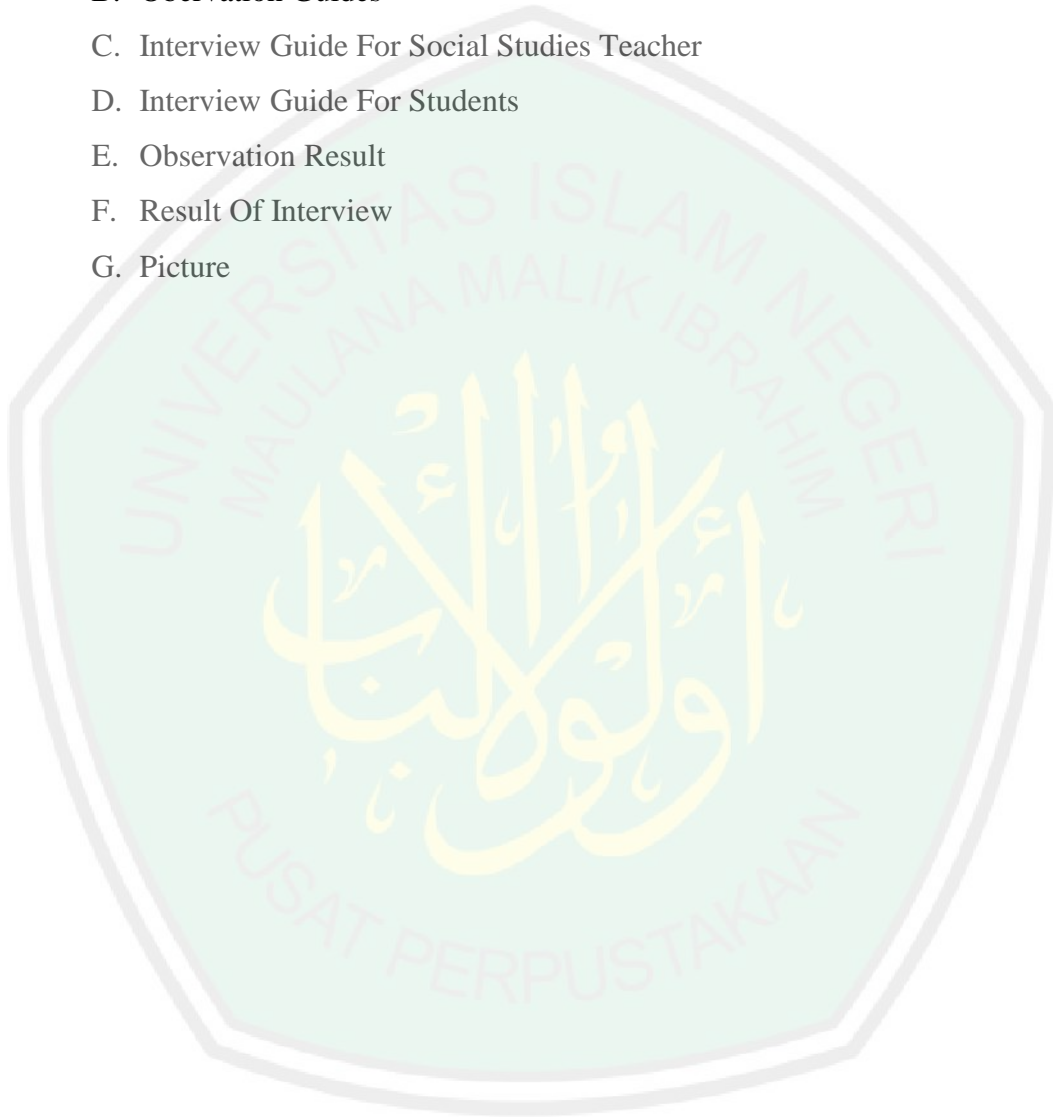
## List of Figure

Picture 4 <sub>1</sub> Interviewing with Mr. Faisho El Rijal Social Studies Teacher .....	46
Picture 4 <sub>2</sub> Students do the discussion activity while social studies learning process.....	18



## List of Apendices

- A. Research License from Office
- B. Obervation Guides
- C. Interview Guide For Social Studies Teacher
- D. Interview Guide For Students
- E. Observation Result
- F. Result Of Interview
- G. Picture



## Table of Content

Cover Page .....	i
Title Page .....	ii
Approval Sheet.....	iii
Legitimation Sheet .....	vi
Dedication .....	v
Motto.....	vi
Declaration of Authorship.....	vii
Office Memo Advisor .....	viii
Preface.....	ix
Transliteration .....	xi
List of Table .....	xii
List of Figure.....	xiii
List of Apendices .....	xiv
Table of Content.....	xv
Abstract .....	xviii
<b>Chapter I : Introduction</b>	
A. Background .....	1
B. Research Focus.....	4
C. Purpose of Research.....	4
D. Research Benefit .....	4
E. Originality of Research .....	6
F. Operational Definition .....	9
G. Systematic of Discussions.....	10
<b>Chapter II : Literatur Review</b>	
A. Social Studies .....	12
1. Definition of Social Studies .....	12
2. Branch of Social Studies .....	13
3. Social Studies Learning.....	15
B. Students Character Building.....	19
1. Definition of Character Building .....	19

2. Nationality Character .....	20
3. Value in Character Building .....	21
4. Character Building in Education .....	22
5. Process and Steps in Character Building .....	23
6. Character Building in Islamic Prespective .....	25
C. The Role of Social Studies Learning.....	26
1. Definition of Role .....	26
2. The Role of Social Studies Learning .....	27
Chapter III : Research Method	
A. Aproach and Types of Research .....	30
1. Aproach .....	30
2. Types of Research .....	30
B. Research Presence.....	30
C. Research Location.....	31
D. Data and Data Source.....	31
1. Data .....	31
2. Data Source .....	32
E. Data Collecting Technique.....	32
1. Observation .....	32
2. Interview .....	32
3. Documentation .....	33
F. Data Analyse .....	34
G. Validating the Data .....	34
H. Research Procedure.....	35
Chapter IV : Data Findings and Result of Study	
A. Overview of MTs Hasyim Asy'ari Batu .....	36
1. Brief History of Mts Hasyim Asy'ari Batu .....	36
2. Profile of MTs Hasyim Asy'ari Batu .....	40
3. Vission of MTs Hasyim Asy'ari Batu.....	41
4. Mission of MTs Hasyim Asy'ari Batu .....	41



5. Objective of MTs Hasyim Asy'ari Batu .....	42
B. Data Findings.....	43
1. Role of Social Studies Learning to Embed Student's Character Building.....	43
2. Result of Social Studies Learning to Embed Student's Character Building.....	55
Chapter V : Discussion	
A. Role of Social Studies Learning to Embed Student's Character Building.....	60
B. Result of Social Studies Learning to Embed Student's Character Building.....	68
C. Research Findings .....	73
Chapter VI : Closing	
A. Conclusion .....	75
B. Suggestion .....	77
Bibliography	
Appendices	
Curriculum Vitae of Student	

## Abstract

Amdjad, Getar Muhammad. 2017. The Role of Social Studies Learning on Students Character Building in MTs Hashim Ash'ari Kota Batu. Thesis, Department of Social Sciences Education Departement, Tarbiyah Teacher and Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang, Malang. Supervisor: Dr. H. Nur Ali, M. Pd

---

Keywords: Role of Social Studies, Character Building

Social studies, is one of the subject that contains about the social content. Futuremore this social issues will faced by the students, so they will need the basic knowledge to get through it. In this social life characters is one of the main things that must be owned by an individual to do their social life, of course, is a character that reflects the goodness. In social studies learning the material that contained are closely related with characters that students need, so by doing social studies learning through classroom teachers can build the character that will be useful for students in the future.

The purpose of this study is to: (1) find out the role of social studies learning in building the character of the students in MTs Hasyim Asy'ari kota Batu, (2) know the results of the characters building through learning IPS in MTs Hasyim Asy'ari Batu city. To achieve that goal the research using qualitative approach, by taking the location of research at MTs Hasyim Asy'ari Batu city. Data collection techniques who used are observation, interview, and documentation. Checking the validity of the data by using the triangulation technique. The data were analyzed by reduction of irrelevant data, exposing the data and draw conclusions.

Research results show that in the social studies learning there are 3 learning competencies that can measure the result of character building within the students, that 3 competences are, (1) the individual competence, which in result students strengthen their individual characters such as character, honesty, discipline by learning through social studies, (2) Social Competence which strengthen students understanding about the character of social environment, like nationality through social studies learning, (3) Intellectual Competencies, that is, the students were able to reinforce its intellectual character such as curiosity, a sense of going forward and grow after also through the process of social studies learning that goes on. So from the 3 competencies that already discuss the students are able to achieve the main objective of social studies, that is learning to become good citizens.

## مستخلص البحث

أمدجاد، جيتار محمد. 2017. دور الدراسات الاجتماعية التعلم على بناء الطلاب في مدرسة الثناوية حسييم أسعاري كوتا باتو. البحث، قسم تعليم علوم الاجتماعية، شعبة تبية وتعليم، جامعة مولانا مالك ابراهيم الاسلامية الحكومية مالانج، مالانج الدكتور نور علي المجستير

كلمات البحث: دور التعلم إيس، تشكيل الشخصية

درس العلوم الاجتماعية (إيس)، هو واحد من الدروس التي تحتوي على القضايا الاجتماعية. حيث ستواجه هذه المشاكل الاجتماعية من قبل الطلاب في وقت لاحق، لذلك هم بحاجة إلى المعرفة الأساسية للعيش فيه. وهو في الحياة الاجتماعية لهذه الشخصية هو واحد من أهم الأشياء التي يجب أن تكون مملوكة من قبل فرد لقيادة الحياة الاجتماعية، وبطبيعة الحال، فإن الطابع في السؤال هو الحرف الذي يعكس الخير. في الدراسات الاجتماعية ترتبط ارتباطا وثيقا تعلم ما يتم تدريسها من قبل شخصية الطلاب المطلوبة للقيام بذلك عن طريق التعلم معلم الدراسات الاجتماعية في الفصول الدراسية يمكن غرس التعليم الطابع للطلاب الذين قد تكون مفيدة لهم في وقت لاحق.

وكان الغرض من هذه الدراسة إلى: (1) فهم دور الدرس من الدراسات الاجتماعية في تشكيل شخصية الطلاب في النظام التجاري المتعدد الأطراف الأشعري هاشم أشعاري في مدينة باتو، (2) تحديد نتيجة للزراعة شخصية من خلال تعلم الدراسات الاجتماعية في ولتحقيق هذه الأهداف من هذه الدراسة استخدمت نهج نوعي، من خلال اتخاذ موقع البحوث في .صغار الأشعري هاشم باتو النظام التجاري المتعدد الأطراف الأشعري هاشم باتو. وتقنيات جمع البيانات املستخدمة هي املاحظة واملقابلة والتوثيق. التحقق من صحة البيانات باستخدام تقنية التثليث. يتم تحليل البيانات الموجودة عن طريق تقليل البيانات غير ذات الصلة، وتعرض البيانات. واستخلاص النتائج.

تعلم هناك ثلاثة الكفاءات في قياس تشكيل شخصية الطلاب، مع 3 من هذه الكفاءات الحصول على IPS وأظهرت النتائج أن النتائج التالية: (1) الأفراد الكفاءة، وهو في هذه نتيجة الطلاب تعزيز الأحرف الفردية مثل حرف، والصدق، الانضباط من خلال التعلم والدراسات الاجتماعية التي حدثت، (2) الكفاءة الاجتماعية للطلاب والتي تعزز فهمها للشخصية ذات طابع اجتماعي مثل أن هناك، (3) الكفاءة الفكرية، والطلاب قادرين على تعزيز الطابع الفكري والفضول، IPS حب الوطن من خلال التعلم والشعور من الرغبة في الماضي قدما وتطوير بعد المرور من خلال عملية التعلم إيس التي وقعت. حتى تلك المكونات من خلال تعلم.. تكون قادرة على تحقيق الهدف الرئيسي للدراسات الاجتماعية تعلم مواطنين صالحين تصبح IPS الطلاب

## Abstrak

Amdjad, Getar Muhammad. 2017. *The Role of Social Studies Learning on Students Character Building in MTs Hasyim Asy'ari Kota Batu*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. Pembimbing: Dr. H. Nur Ali, M.Pd

---

Kata Kunci : Peran Pembelajaran IPS, Pembentukan Karakter

Pelajaran ilmu pengetahuan sosial (IPS), merupakan salah satu matapelajaran yang didalamnya berisi mengenai persoalan sosial. Dimana persoalan sosial ini akan dihadapi oleh para siswa kelak, sehingga mereka memerlukan pengetahuan dasar untuk menjalaninya. Yang mana dalam kehidupan sosial ini karakter adalah salah satu hal utama yang harus dimiliki oleh seorang individu untuk menjalani kehidupan sosialnya, tentunya karakter yang dimaksud adalah karakter yang mencerminkan kebaikan. Dalam pembelajaran IPS erat kaitannya materi yang diajarkan dengan karakter yang siswa perlukan, sehingga melalui pembelajaran IPS di kelas guru dapat menanamkan pendidikan karakter pada siswa yang akan berguna bagi mereka kelak.

Tujuan dari penelitian ini adalah untuk : (1) mengetahui peran dari pembelajaran IPS dalam membentuk karakter siswa di MTs Hasyim Asy'ari Kota Batu, (2) mengetahui hasil dari penanaman karakter melalui pembelajaran IPS di MTs Hasyim Asy'ari Kota Batu. Untuk mencapai tujuan tersebut penelitian ini menggunakan pendekatan kualitatif, dengan mengambil lokasi penelitian di MTs Hasyim Asy'ari Kota Batu. Teknik pengumpulan data yang digunakan adalah dengan observasi, wawancara, dan dokumentasi. Pengecekan keabsahan data dengan menggunakan teknik triangulasi. Data yang ada dianalisis dengan mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa dalam pembelajaran IPS terdapat 3 kompetensi yang menjadi pengukur dari pembentukan karakter siswa, dengan menggunakan 3 kompetensi tersebut didapatkan hasil sebagai berikut, (1) Kompetensi Individu, yang mana dalam hasil ini para siswa memperkuat karakter individu mereka seperti karakter, kejujuran, kedisiplinan dengan melalui pembelajaran IPS yang berlangsung, (2) Kompetensi Sosial yang mana siswa memperkuat pemahamannya mengenai karakter karakter sosial seperti cinta tanah air melalui pembelajaran IPS yang ada, (3) Kompetensi Intelektual, yakni para siswa mampu memperkuat karakter intelektualnya seperti rasa ingin tahu, rasa ingin maju dan berkembang setelah melalui proses pembelajaran IPS yang berlangsung. Sehingga dari beberapa komponen tersebut melalui pembelajaran IPS siswa mampu meraih tujuan utama dari pembelajaran IPS yakni menjadi warga negara yang baik.

# CHAPTER I

## INTRODUCTION

### A. Background of Problems

Characters give a picture like a description of someone nationality, also being a mark, and giving detail at a specific criterion of a nation with other Nations. Characters give direction to an individual how to act and socialize and give an individu a place in society. A great nation is a nation that has a strong character that is able to build a great civilization which later influenced the development of the world<sup>1</sup>. In other words, the character was an absolute thing which must be owned by a nation. Even the “*proclamator*” of Indonesia Ir Sukarno said,

Bangsa ini harus dibangun dengan mendahulukan pembangunan karakter (character building) karena character building inilah yang akan membuat Indonesia menjadi bangsa yang besar, maju dan jaya, serta bermartabat. Kalau character building ini tidak dilakukan, maka bangsa Indonesia akan menjadi bangsa kuli<sup>2</sup>

that quotes clearly refering about how important the character must build in the first place in doing anything even in building something huge like a country.

Nowadays the nationality character is beginning to fade away, caused by the globalization issue. Globalization offers the very easy access around the world and make the border between one country with other disappear, and its causes the existence of nationality character which should be important faded and extinct by the time. The changes in lifestyle, appearance, cultural faded, are

---

<sup>1</sup> Akh. Munawik Saleh, *Membangun Karakter Dengan Hati Nurani* (Jakarta: Erlangga 2012), pg.1.

<sup>2</sup> Muchlas Samani dan Haryanto, *Pendidikan Karakter*, (Bandung: Rosdakarya 2014), pg. 1.

the proof that it has become a social fact and an evidence at the same time that the character of the nation began to fade. We observe based on numbers of criminality, especially juvenile delinquency. Based on the data from Polda Metrojaya that publish in “Berita Satu” mention that there are increasing number in the crimes by 17% in 2011 to 2012, with a significant increase of juvenile delinquency on 36.66%<sup>3</sup>.

This data of course isn't good news to us, and make us more concerned against this nation. In other hand education field also a very shameful thing happen, like there are lot lack of honesty done by the students. Samani & Haryanto in their book who quoting a question of Samani in his personal memoirs on one occasion, he give questions to a number of teachers,

During the test and you (teacher) should leave the class for while to go to the toilet, how many percentage of your students who commit to do cheating?", and sadly most of teachers mention almost entirely, 90%, 80% and so on. There's no teacher who aswer “no one was cheating” or say those students who commit to do cheating are under 50%<sup>4</sup>

obviously based on personal memoirs above the value of honesty which is one of the character of Indonesian already fade, while cheating and dishonest are rampant and increase. Even in many different sources stated that there're increasing number of plagiarism among universtity students today. Based on that fact it should be a solution as a reaction toward this issue.

---

<sup>3</sup> Berita Satu, Data Statistik Kriminal Polda Metrojaya Tahun 2012 (<http://beritasatu.com/megapolitan/89874-polda-metro-kenakalan-remaja-meningkat-pesat-perkosaan-menurun.html>, accessed at 20.30 GMT +7, December 10th 2016)

<sup>4</sup> Muchlas Samani dan Haryanto, *op.cit.*, pg 6

Education is a social institution that is supposed to be able to embed these characters, so the things as above can be solved by it, but it seems like still many failure within this education. There're still plenty of students who perform actions that not represented Indonesian characteristic. In educational institutions like school, teachers providing services in the form of teaching the subjects, but not only teaching, but they have additional task to educate the students, embed values of nation's character through the learning process. From the various subjects taught in school, social science subject has more role, because this subject contains of social knowledge that also related to values and norms as well as the characters that are present in a the nation or some area. Obviously the role of these subjects is becoming very important to do with the embed of the nation's character taught to the students.

As already explained earlier about the characteristics and its corelation with social science studies writer wanna do the researchers by conducted a study to find out the role of the social sciences subjects against the embed of character to students, by taking a case study in "MTs Hasyim Asy'ari Kota Batu", and the reason why the writer do this research in MTs Hasyim Asy'ari Kota Batu, its by considering that this junior high school has the largest number of students in Batu city. So the results obtained can be used later as a form of small solutions to overcome problems such as listed previously

## **B. Research Focus**

In this research, there are few issue that became a focus for this research as a reflection from the background mentioned earlier, those focus of problems are as mention below:

1. How does the role of social studies learning in order to embed student's character in MTs Hasyim Asyari Kota Batu?
2. What are the result of student's character building through social studies learning in MTs Hasyim Asy'ari Kota Batu?

## **C. Purpose of Research**

As mention earlier in focus of research, this research have purpose to :

1. Know about how the role of social studies learning in order to embed student's nationality character building in MTs Hasyim Asy'ari Kota Batu.
2. Know the result of character building that can be taught through social studies learning in MTs Hasyim Asy'ari Kota Batu.

## **D. Research Benefit**

1. Theoretical Benefit

Hopely this research can give contribution of knowledge in education field, that can be used future as a literature corelate with character building in education and about social science subject, and to give additional knowledge to teacher as their material to teach in class.



## 2. Practical Benefit

### a. For Researcher

This research hopefully can give more experience and new things that researcher never get before specially things about education, and character building. And give researcher more relation while do this research, so in future researcher will having lots of link that very useful in education field.

### b. For Departement

This research can give the departement of social science studies in tarbiyah teaching and training faculty about how to educate student and embed character, so the departement can develop more about this research and can give their student with this knowledge to solve the future problems in educational field as mention in the background of problems.

### c. For Students

This research will give lots of benefit for students, they can more develop and get more character and become good students who have good nationality characters.

### d. For Teacher

For teacher this research can use as a tools on learning process to embed character for the students, so the teacher have a good picture to figure the way to make a good teaching environment to taught nationality character for their students.

e. For Educational Institution

School as a educational institution can use this benefit of research to developing the output of their school by giving good character building through the various subject that taught in their school.

f. For Society

For society this research hopefully can help to give socialization for the students about how important the essence of character in social life, specially nationality character of Indonesian, so the students who live in society can have a good social condition.

### **E. Originality of Research**

In effort to conduct a good research, then this research need for the originality of the research with the aim of this study is not the same as the previous research or in other word a comparison between previous research. Therefore, researchers do comparison with some earlier research so we can review the similarities and the differences.

- a. Luki Raharjo, minithesis with the title, "*Model Pembelajaran Karakter Pada Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Kelas V SD Muhammadiyah Karang Waru Yogyakarta*". Generally, this research has some similarities with the writer's do, but only the subject that become a topic are different, in this study the researchers took the elementary school level, while writer's research took the junior high school level (MTs). Also in this research have more emphasis on learning method not the subject

itself, whereas in writer's research the emphasis is on the nationality character building. The results obtained in this study is stating that the student after getting the learning method of this character get enough results.

- b. Saiful Huda, mini thesis with the title "*Implementasi Pendidikan Karakter Bagi Peserta Didik Di Sekolah Dasar Islam Terpadu (Sdit) Bina Anak Islam Krapyak Panggunharjo Sewon Bantul Yogyakarta*". like previous research, generally this research has some similarities with the writer's research, again only subject sampled that have different, in this research, researchers took the elementary school level, while the writer took the junior high school level (MTs) and in this research the subject of learning are Islamic religious education, while in writer's research took social subject. The results obtained from this study is the impact on the provision of characters qur 'ani although there are several obstacles that obtained during the process of character education.
- c. Farida Iswahyuningtyas, min thesis with title "*Nilai-Nilai Pendidikan Karakter Pada Materi Ajar Bahasa Indonesia Kelas 2 Sd Terbitan Tiga Serangkai*". Generally, this study is similar to writer's research and some previous studies, this research has much similarities with writer's research, the same as referring to the specific kind of subject that taught in school, the difference in this study the lessons learned is that subjects Indonesian language, while in writer's research are social science subjects. And also in this research, the researchers focused her study on values obtained more specific than character.

To make a simple comparison we can look at the table of originality below:

Table 1<sub>1</sub> : Originality of Research

No	Researcher, Tittle, Type, Publisher, Year	Similarities	Differencess	Originality
1	Luki Raharjo, " <i>Model Pembelajaran Karakter Pada Mata Pelajaran Ilmu Pengetahuan Soaial (IPS) Kelas V SD Muhammadiyah Karang Waru Yogyakarta</i> ", Skripsi, 2012	The thing who become a main object is same, that is character, and also in social science subject.	Grade of education	Character building in junior high school through social science subject.
2	Saiful Huda, " <i>Implementasi Pendidikan Karakter Bagi Peserta Didik Di Sekolah Dasar Islam Terpadu (Sdit) Bina Anak Islam Krapyak Panggunharjo Sewon Bantul Yogyakarta</i> ", Skripsi, 2011	The main object is a same, character building.	Grade of education and subject.	
3	Farida Iswahyuningtyas, " <i>Nilai-Nila Pendidikan Karakter Pada Materi Ajar Bahasa Indonesia Kelas 2 Sd Terbitan</i> "	The main object is a same, about character.	Grade of education and subject.	

	<i>Tiga Serangkai "</i> , <i>Skripsi, 2014</i>			
--	---	--	--	--

## **F. Operational Definition**

In this research, the understanding of role is a result of the existent of rights, the action of the result that undertaken according to social consciousness. Here the role is a part of an integrated social studies subject in MTs Hasyim Asy'ari Kota Batu. So the point is on the role that happened to the subject and not about teaching methods. And the social science subject itself has the sense of a subject that is taught at every level of the educational in Indonesia. In this research, the subject is social science subject in islamic junior high schools (MTs). Also the material who taught has related to the nationality character building that is more specific on sociology sub-field.

The character it is meant in this research is the characters of Indonesian nation that suitable with the purpose and function of national education in Indonesia that was written on UUSPN no 20, th 2003, Bab 2 ayat 3. The character of the indonesian nation includes a religious character, honesty, democracy, responsibility, and so on. So it can be used as an indicator of nationality character to be implanted through an social science subject at the junior high school level.

## G. Systematic of Discussions

For ease of explanation and discussion in this study then drafted systematic discussion as follows:

1. Front section, this section included a cover page, title page, foreword and table of contents

2. Content section, this section contained six chapters covering:

Chapter I This chapter contains an introduction that form the background of problems in accurately, the focus of research, the purpose of research, the benefits of research, originality of research, the operational definition and systematic discussion.

Chapter II This chapter contains a framework of thinking and a literature review on research raised.

Chapter III This chapter contains the methods used in studies that include approaches and types of research, the researcher's presence, location research, data and data sources, data analysis techniques, checking the validity of the data, the research procedure, and the temporary library.

Chapter IV This chapter contains a discussion of the problem of the exposure in this study.

Chapter V This chapter contains research results at once answers regarding the issues raised in this study.

Chapter VI This chapter is the final part containing conclusions and suggestions.

3. Final section, this section contains a bibliography and attachments - attachments and biography.



## CHAPTER II

### LITERATURE REVIEW

#### A. Social Studies

##### 1. Definition of Social Studies

According to KBBI science is a knowledge of something specific arrange systematically according on specific method, and can used as explanation of some phenomenon in specific field. While social science is the science that attempts to explain the existence of a phenomenon commonly pursued through the research process is to answer the statement of why something happened or why the symptoms of certain social appear in society. In simple explanation, social science can be defined as a knowledge that explaining about the phenomenon where its happen in social life, the phenomenon was correlate with the relationship between humans and their social environment<sup>5</sup>. From the explanation above is clear that once we get that social science is the study of the social life in the social communities with the discussion of concerning about the problem solving in the process of social life. Unlike the natural sciences where the discussion is about material things or things that visible and can be touch by our sense on the overall physical things in this universe. Social science are more abstract things on social living things, where the discussion is about various

---

<sup>5</sup> Sunyoto Usman, *Ilmu Sosial Modern: Perkembangan dan Tantangan*, Jurnal Ilmu Sosial dan Ilmu Politik UGM, Yogyakarta: FISIPOL UGM, vol. 1, no. 3, , pg. 2.



forms of behavior, values, norms, a policy and how it can work in structuring a society.

In the social sciences, the subjects is the community itself, people or individual, group, organization or institution, environment condition, etc. While the natural sciences the objects are the physical form of this universe. Social sciences born lately than natural sciences. We know that in the days of ancient Greece almost all thinkers have started to discuss about the physical things of this universe, and then only later in the 17th century, social science emerged as a response to the development of industry activities in the british at that time.

## 2. Branch of Social Studies

According to UU. No.20 th 2003 about National Education, social science is a one of main subject that contained in the curriculum in first level and second level<sup>6</sup>. It contained geography, history, economy, sociology, antropology, Politic.

### a. History

History is the science that related with the event from the past<sup>7</sup>. History record the aspects of event, including social, cultural, geography, even politic. History give the social science about pack of knowledge from the

<sup>6</sup> Undang-Undang Sistem Pendidikan Nasional.(Yogyakarta: Pustaka Pelajar, Cet IV,2011) pg. 3.

<sup>7</sup> Fakhri Samlawi dan Benyamin Maftuh, *Konsep Dasar IPS* (Jakarta: Depdikbud, 2008), pg 11.

past, and give the prespective and meaning to the present as a reflection and prediction for future.

#### b. Geography

Geography is social science about space and distance as place of human<sup>8</sup>. Beside geography can defined as a region concept, that discuss about area or region contained of distance and width of that area or region. The concept that use in geography are location, position, situation, site, distribution, and design.

#### c. Economy

Economy is about production, consumption, and distribution. This science related with the capability of society to adapt their need, that uncountable with the resource that countable<sup>9</sup>. This science also related with policy to take the authority in fiscal problems.

#### d. Sociology

Sociology are analyze the role of individual in some groups, like in family, school, religious institute and goverment. According to Brinkerhoft and White sociology is “systematic study about human social interaction”<sup>10</sup>. In simple ways sociology ia a science to learn about society and how its work.

---

<sup>8</sup> *Ibid*, pg 12.

<sup>9</sup> *Ibid*, pg. 14

<sup>10</sup> Damsar, *Pengantar Sosiologi* (Jakarta: Kencana, 2011), pg. 2.

e. Antropology

Antropology are the science about culture, customs, ethicts, race, tradition, law, and belief<sup>11</sup>. Culture is a action of group of people as a result of learning. Custom is behave that can be accepted by gegoup of poeple and they can do it. Ethics is a right and wrong that already become some dicission in some group. Race is big group of people. Tradition is usual things that happen in particular area. Law is set of rule and agreed by all component of poeple and use as a guidance. Belief is a truth that can be accepted by that belifers.

f. Politic

Politic is the science about a nation, this is a science to dicide the purpose that wanna achive by some nation and the ways to achive them. In other hand politic is a variety of activities within a political system (or state) that is important to the process of the objectives of the system and the implementation of those goals.

### 3. Social Studies Learning

Indonesia is a country that has changable educational system, as well as the lerning process. At the early era of this country, the science that given at the school was limited, just the state of science and arithmetic. Along with the change of president the subject in education also develop, and now social

---

<sup>11</sup> Fakhri Samlawi dan Benyamin Maftuh, *op.cit.*, pg. 21.

science which was originally named the earth sciences at that time already taught in schools. The the development happen continually until now and social science today become one of the compulsory subjects in any educational institution.

In the education system of Indonesia, social science have different taught, competention, and standart according to education levels. In the Elementary school level and junior high schools only taught about integrated sosial science, there's no specification, which subjects it covers a whole branch of social science that mentioned above. Then in the senior high school the material that taught about are divided with the scientific of social science branch.

a. The Purpose of social studies learning in Schools

Basically, the purpose of social science subject is to educate and provide basic supplies to the students to get the ability to develop themselves according to their talents, interests, abilities, and the environment, as well as various provisions for students to continue their education to a higher level<sup>12</sup>. As for the other purposes of social science subject is "to develop the students' ability to use reasoning in putting the decision for any problems that will faces"<sup>13</sup>.

---

<sup>12</sup> Etin Solihatin dan Raharjo. *Cooperative Learning Analisis Model Pembelajaran IPS*. (jakarta: Bumi Aksara 2007), Pg. 15.

<sup>13</sup> *Ibid*, pg. 14.

Muhammad Numan Somantri defined and formulated goals of social science in school level as a subject, i.e. (1) emphasis the growth of the values of citizenship, moral state ideology, and religion, (2) emphasis the content and method of thinking social scientists, and (3) emphasis the reflective inquiry<sup>14</sup>. Based on the Somantri Numan statement, the social studies in junior high school, emphasizing the growth of the values of citizenship, moral, ideological, religious, social thinking methods, and inquiry. So based on expert opinions above, that the purpose of social studies in junior high school level in Indonesia are to develop thinking skills, inquiry, social skills, and giving human values pluralistic for locally, nationally, and globally scope.

Then the conclusion we can get an outline of the learning objectives of social science subject in the school is to provide social understanding to students about the social life they will encounter in their daily life. In this research is also discusses about something called values that also give an important role in social life.

b. Basic competence of social studies in junior high school

When we talk about the subject that taught in the schools we also discuss about the standart of competence and the basic competence that must achieve by student through the learning process. This standart of competence are not coming directly from the teacher, but it guided by the curriculums used by

---

<sup>14</sup> Muhammad Numan Somantri, *Menggagas Pembaharuan Pendidikan IPS*, 2001, pg. 44.

the school. Then the teacher develop the competence to create suitable teaching environment, so all aspect in that competence can achieved by their students. The standart of competence and basic competence are different in every level of education, even in the grade of students. Here the standart of competence that suitable with the topic of character building are in 7th grade in the first semester

Table 12 : Basic Competence of Social Science Studies in 7<sup>th</sup> Grade

Competency	Basic competencies
1. Understand the environment of human life	1.1 Describe the diversity of the earth, the process of formation, and its impact on life 1.2 Describe life in pre-literacy in Indonesia
2. Understand the social life of human	2.1 Describing the interaction as a social process 2.2 Describing socialization as a process of character building 2.3 Identify the forms of social interaction 2.4 Describes the process of social interaction
3. Understand the human effort to meet the needs	3.1 To describe humans as social beings in a moral and economic needs 3.2 Identifying economic measures based on the motives and economic principles in a variety of daily activities

(source: *Silaby of 7th grade junior high school*)<sup>15</sup>

that tabel above, told us about the standart of competence at 7th grade in the first semester, what we must notice is the second competence about

<sup>15</sup> Ahmad Syaifuddin, *RPP, KKM, Silabus, Prota, Promes SMP/MTs KTSP*, (<http://www.tipspendidikan.site/2014/07/download-rpp-kkm-silabus-prota-promes.html>, accessed at 20.30 GMT +7, December 17th 2016) .

understand the social life of human. At that point the topic about character building are taught. We can see it through the basic competence that containing view basic competence for that competence. The first is about describing the interaction process, second describing socialization as a process of character building, third Identify the forms of social interaction, last describes the process of social interaction. In second point there competence about character building, that make this topic suitable with the character building who research by the writer.

## **B. Students Character Building**

### **1. Definition of Character Building**

“Character come from Greece which has definition *to mark* which also means blueprints, basic formats, prints, as in prints”<sup>16</sup>. While we took from the simple definition of that character is something that is become basic, which is inside ourself, and attached in our behavior. The character is almost like the spirit of an individu while they conduct their activities. We can say that people who have strong character are they who not covered by a group of reality that has just happened. “In other hand, people who have weak characters are those which are subject to a set of conditions that have been given to him without the can master it”<sup>17</sup>.

---

<sup>16</sup> Ngainun Naim, *Character Building*, (Jogjakarta: Ar-Ruzz Media 2012), pg. 51.

<sup>17</sup> *Ibid*, pg 53

According to the earlier understanding that has been discussed before, then we can conclude that the character is something that is inherent in the individual which gives influence to what these individuals do. The character itself in some perspective of anthropology is something that can be changed. Therefore the educational institution is one of the changer that can change a person's character, in this case are the students.

## 2. Nationality Character

Nationality character is the character that would be embedded by educational institutions or schools to their students. The nationality characters that become desired in this case can be obtained through the process of daily education done by students. In this building of the nationality character, these indicators given by the Government through the Ministry of Education are written in the UU Sisdiknas No. 20 of 2003,

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat bangsa dan negara<sup>18</sup>.

From the constitution above, can be concluded that education in Indonesia brought the mission to embed national values i.e. the values of religious, the values of intelligence, creativity, social responsibility, democratic, and also there are many more important characters that must be

---

<sup>18</sup> *Undang-Undang Sistem Pendidikan Nasional*. (Yogyakarta: Pustaka Pelajar, Cet IV, 2011) pg. 3.



owned by all citizens in Indonesia. The values embedded in the learning process in schools and adjusted in each subject is taught in schools.

### **3. Values in Character Building**

The values inside the character is a key in this discussion. The value is attempted by education institutions for being embed to their students. There are lot of values that is considered as important value by the public who can reflect a nation's identity of an individu, then this values became a reflection of the individual and the individual's identity in they conjunction with the local culture and religion.

In the establishment of the Indonesia national character has been discussed before, building this character make it become one of the missions of national education written in constitution which contains the function and purpose of national education. Although inside that constitution there are a few values which is considered important for embed to students, there are opinions regarding the values which is considered to be the main point of characters that can reflecting the nationality character. According to Arry Ginanjar there are seven values that are considered to be major, those values are, honesty, that is the quality of human being represented by itself in form of truthfull action. Then visionary, is the vision straight ahead to bright future as the social considering. Third are responsibility, this responsibility are needed in order to make the healty education without any crime inside it. Next is discipline, is the commitment to not breake the rule that already

set by the education institution, then cooperation, is about making relation with others, and fairness is about the respect with others, and the last are caring, that make a good bond with others<sup>19</sup>. While according to Indonesia Heritage Foundation (IHF) there are some characters that must be the major, those are, obedient to God and all of His creation, independence, honesty and responsibility, and thoughtful, polite, respectful and helping each others, caring, and mutual, confident, creative, and hard-working, good and justice, leadership and humility, tolerance and peace and unity<sup>20</sup>.

#### 4. Character Building in Education

Character education for students in each educational environment can be defined as the work done by the educational institution in embed the character education for their students<sup>21</sup>. So can we interpreted that each institution has its pattern to inculcate in the students. But even though each school has their own pattern in embed this character, the character who was trying to embed to the students remains the same i.e. character of nationality, in this case is the character of Indonesian nation.

This students character building is the effort of the teachers to embedding the character to each student. In Indonesia the effort of a teacher in the embedding this character is one of the culture of the schools. And they are taught the values of nobelity which is synchronous with the function and

---

<sup>19</sup> *Ibid*, pg. 13.

<sup>20</sup> *Ibid*, pg 14

<sup>21</sup> Kamaruddin SA, *Journal of Education and Learning*, Vol.6 (4) pp, 223-230.

purpose of education in Indonesia<sup>22</sup>. Character of education for students also means as embedding a good behavior by educate the students itself. In terms of another character education to students should be directed at the building of the character<sup>23</sup>.

## 5. Process and Steps in Character Building

The process of character building is also called as a social process by which an individual gets few processes in the community about the character with the form of values that shared in that society. The process itself are the form of some stages that must be past to achieve a noble character that suitable with the society.

In the school environment, figure who was become most important instrumental to build a child's character is a teacher. The teacher is one of the vital components in the process of education. Its because the process of education without any teacher will produce maximum results. The function of the teacher is not just to teach but also the educate, educated in morality and quality the students itself. In schools, character education should also be embodied in every learning process, also in the method of learning who used by teacher, the curriculum, assessment and etc. In other words, the

---

<sup>22</sup> Nurhasanah and Qathrin Nida, *Character building of students by guidance and Counseling teachers through guidance and Counseling services*, Jurnal Ilmiah Peuradeun, Vol. 4, No. 1, January 2016.

<sup>23</sup> Dharma Kesuma, dkk, *Pendidikan Karakter kajian teori dan praktek disekolah*, (Bandung: PT Remaja Posdakarya 2013), pg. 7.

process of building this character is done hand in hand with the process of learning which is done by the teacher in the schools.

To get the job done the teachers must commint to do their best in their job. Because the process will be done greatly when the teacher do their best. And in order to embed the character basicly each human (in this case are the students) will pass the 5 steps in order to get the character in their individu, and each steps are related with others. Those 5 steps are:

1. In the first step, there's a value who absorb by individu from any sources, that sources can be a family, school or education, society,etc. But in this case are in the school environment.
2. In the second step that value created a pattern of thought, and the shape of thought represented as a vision.
3. Within the third step the vision created the feeling and create the atmosphere to create mentality.
4. And for the forth step that mentality came down to the physical appearance and create action as an attitude.
5. Finally this whole attitudes inside the individual who represent their self are the character.

Not only the characteristics of nationality, that embed in school but they also taught more of the sorts of things that can be a complement for the nationality characters, the characters are about religious education, discipline, tolerance, honesty and the spirit of nationhood. All of these are taught for the creation of a positive characteristic in him.

## 6. Character Building in Islamic Perspective

Islam is the religion that have many taught about peace, and to bring the peace one of the component must had by mosleems is the akhlaq. The word akhlaq have similarities with the character itself, because character are reflecting in our actions, also akhlaq are reflecting our action.

Anis Matta in his book titled, "*Membentuk karakter cara Islam*", formulate there're five nature of development of personality (character) building, grow and develop at the same time, influence each other, age, development not always take on the same place, personality<sup>24</sup>. First the elements of personality grow and develop at the same time (simultaneous), including the initial elements of a highly influential namely self-awareness, this self-awareness lead the individual to absorb the things around, then the second are growth and development of the personality elements are influence each other, this means that the growth and development of self are related each other to influence the perconality, and the third is the age. Age is one of the variables that influenced the development of the elements of personality, we know with the increasing number of age also make development in ourself, then the development does not always take place on the straight geometric progression, but

---

<sup>24</sup> Malukah, *Kesadaran Diri Proses Pembentukan Karakter Islam*, Jurnal Al-Ulum Volume. 13 Nomor 1, Juni 2013 pg. 129.

make some bias fluctuatively and may perhaps stop before it came to the last steps of development that already assumed and then the elements of personality influence each other, but for growth and development, both elements did not take the same rate of progress and last is the personality or character is the ending result of the accumulation of all elements from development of personality.

### C. The Role of Social Studies Learning

#### 1. Definition of Role

The term role in KBBI has the meaning showman (film), the humour in the game makyong, the device the expected behavior is owned by the person who is domiciled in the Community. According to Soerjono Soekanto, the role of the is a dynamic aspect of the position of the (status), when one implementing the rights and obligations in accordance with his position, then herunning a role<sup>25</sup>.

The role is an impact of the position or status who owned by someone, while the status itself a set of rights and obligations of an individu and if individu do their rights and obligations accordance with his/her position, then he/she do their function in society. The essence of a role can also be defined as a set of particular behaviors inflicted by a certain position or

---

<sup>25</sup> Soerjono Soekanto, *Sosiologi Suatu Pengantar*, (Jakarta: Raja Grafindo Persada 2002), pg. 243.

status. An individual's personality also affects how the role played by an individual in society.

## **2. The Role of Social Studies Learning**

Social sciences is one of the three main branches of sciences. Social sciences are synchronized with our life and behavior as individuals and as groups. It includes a very wide discipline of science such as psychology, sociology, anthropology, economics, history and science. It is very difficult to imagine any field of human activity where social science cannot be applicable. In the field of education it plays a very important role in many ways as listed below. It helps to understand how people learn and develop. This knowledge is very helpful in designing more effective methods of teaching. It helps us to understand the psychology of students with different ages and types. This helps in better understanding of their capabilities, limitations, motivations and requirements. This is useful to teachers in understanding their students as individuals and dealing with them accordingly. Subjects such as sociology and anthropology help us to understand behaviour of students in groups and effect of cultural variations on their behavior. As most of the education is these conducted for groups of students, this type of information is again very useful for managing the students.

To explain more about the role of the learning of these social studies learning, then there are 3 competences we can use as elements to embed characters to students. Those 3 components according to Wayan Lasmawan are personal competence, social competence, and intellectual competence<sup>26</sup>. Social competence is the basic ability that are related to the formation and development of self learners as individuals who has personal rights and responsibilities. The basic orientation of the formation and development of personal competencies is emphasised on the introduction and development of self awareness self learners as a personal/individual with any potential, uniqueness and his personal integrity. A number of competencies that are personal to social studies which need to be developed like, the formation of concepts and self-notice, an objective attitude towards self, self-actualization, self-reliance, creativity itself, including how to develop the noble manners, discipline and hard work as well as a human being, so that need the development of belief and faith. Social competence is the ability of the base that are related to the development of consciousness as social and cultural beings. A number of basic competencies developed is consciousness itself as members of the community so that the necessary mutual respect and gracefull; understanding and awareness of the society and nation life politeness; the ability to communicate and cooperation to each others; social stance or altruism; ability and social care including

---

<sup>26</sup> Wayan Lasmawan, *Merekonstruksi Ke-IPS-an Berdasarkan Paradigma Teknohumanistik*, jurnal of Social Studies Education by FIS Undiksa, 2009, pg 30.



environmental; strengthen the spirit of nationality, an understanding of the differences and equality. Intellectual competence, is the ability of thinking based on the existence of awareness or conviction upon something good physical, social, psychological, that has meaning for himself as well as others. The basic intellectual ability is related to the identity development of learners as complete beings think that he thought power to receive and process as well as building the knowledge, values and attitudes, as well as his actions both in personal life as well as their social life. The ability to identify social problems, formulate a social problem and solving it as an important feature in the ability to think. A third competence with a range value that is contained in them that is what that should be built through social studies learning, so that can giving the birth to the social character who qualified.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Approach and Types of Research**

##### 1. Approach

This study is using a naturalistics qualitative approach. The naturalistic approach is doing research without any set of condition who made by writer, so this research is totally natural thres's no manipulation.

The researcher came to the school and do the learning process with the permission from the teacher and do observe without ant set condition.

##### 2. Types of Research

This research is a case study where it take a place at MTs Hasyim Asy'ari Kota Batu. In this research, researchers will attempt to uncover the role of social science subjects in the building the character of students.

#### **B. Reseracher Presence**

In this study researchers participate actively as well as take a part in research field do some interviews to several teachers of social science subjects who concerned to be a main informant and also some students who are considered to be representative informant. This is need to done because by the researcher because in qualitative research the nature of the researcher is as an instrument to get the data, so that it would be better if researchers take part directly and engage. So, in data collection and analysis there will get good results.

### **C. Research Location**

This research are take palce at MTs Hasyim Asy'ari Kota Batu, st. Semeru no. 22, - Sisir - Batu - Batu City. The reason why this research is conduct at MTs Hasyim Asy'ari Kota Batu, because this school has the greatest number of students among the other junior high school in this Batu city. So the researchers assume that this school can provide a good representative, arguing logically the school with the most students have the composition students more evenly so that the results of this research will also get great results and representative.

### **D. Data and Data Source**

#### **1. Data**

Data is something that is very important in some research, this data will be analyzed to produce a conclusion at once will answer the questions that are already mentioned in the focus problem in the beganing. In this study researchers using primary data, like data who taken directly through some the methods. There're two type of data that needed in this research, those are primary data and secondary data.

Primary data are including direct interview with the social studies teacher, and observation during the learning process. The the secondary data will be documentation about the result of study and affective data from sosial science teacher.

## 2. Data Source

In qualitative research, how to take the data are conducted as purposif and snowball technique<sup>27</sup>. This research take by purposive sampling, and the purpose of choosing the sample is caused by the parties of teachers who teach social science subject and snowball sampling to students. As for the source of the data that is required for this research are as follows:

- a. Interview with teacher of social science subject in MTs Hasyim Asy'ari Kota Batu
- b. Interview with faculty section of MTs Hasyim Asy'ari Kota Batu
- c. Documentation the learning process of social science subject

### **E. Data Collecting Technique**

The technique that use in this research are as follow:

#### 1. Observations

Observations who made by researchers are done with take part to observe every events that took place during the research without any manipulation, this observation thus getting maximum results. In this research is using participatory observation which is the researchers participate in activities during the observation goes on.

#### 2. Interview

In this study researchers use some techniques in conducting interview and in the gathering of data, by asking a couple of questions structured

---

<sup>27</sup> Suryana, *Metodologi Penelitian Model praktis penelitian kuantitatif dan kualitatif*, 2010, pg. 52.

(based on the guidelines of the interview) and not structured that will be presented to the speaker is needed. Qualitative methods in the instrument is a person in this case is it's own researchers. Researchers as the writer become key to instruments can become an instrument so researchers must have the insight and a broad theory of the future thus able to ask, analyze, photographing, and construct a researched social situation becomes more clear and meaningful<sup>28</sup>. To get the good result so the researcher decide the informan consist of teacher, and the students. To make ease in order to conduct interview there's table below show the informant and what kind of theme will be address to each of them

Table 1<sub>3</sub> : Table of Informant and Theme

No	Informant	Theme
1	Curriculum departement	1. Curriculum that used in the school
2	Social studies Teacher	1. Character building in their learning process 2. The result of the learning process
3	Students	1. The effect of learning process

### 3. Documentation

The documentation done in this research are the retrieval documentation regarding the appropriate action with the suitable topic of this research. This documentation includes images regarding

<sup>28</sup> *Ibid*, pg. 56.

appropriate activities, data from the school that are relevant to the topic of of research. The data referred to in this documentation are data documents about the syllabus and other learning devices used by social science teacher in the learning process.

#### **F. Data Analyse**

In this study used techniques of data analysis by Miles and Huberman, i.e. first, record all event in the form of observation, interview and also documentation with make some field note. Second, examines again the notes obtained from the previous stage and separate data that will be an important data and discarding the unimportant data. Third, discribe the data that has clarify and suitable with the focus of the problem that already formulated in the begining. Fourth, make the final analysis for research report.

#### **G. Validating the Data**

For the process of checking the validity of the data used in this study researchers is triangular techniques, in this section there are three techniques so that the data obtained is good data, these three things:

1. Compare the results of the observation data with the data the results of the interview
2. Checking the data from one source to another source
3. Compare the results of the interviews with the contents of other documents.

## H. Research Procedure

As for the procedure of the research conducted in this research are as follows:

1. The first stage is the stage of the orientation or the description with the grand tour question. At this stage the researcher describes what is seen, heard, felt, and asked. In this case the researchers described the results of the interviews (dept interview) with several appropriate resource to answer questions that fit the focus of the research that has been formulated in the begining.
2. The second stage is the stage of reduction or focusing, researchers reduce any information that has been obtained in the first stage to get close focus on a specific problem. Choose which data is important, interesting, and helpful, as well as new. Then the data are grouped in a category.
3. The third stage are selecting the data. At this stage the researcher try to reduce focus is that has been established to get more detailed in specific point. In this research researchers give more emphasizing the embed of characters in social science subjects done by teache

## CHAPTER IV

### DATA FINDINGS AND RESULT OF STUDY

#### A. Overview of MTs Hasyim Asy'ari Batu

##### 1. Brief History of MTs Hasyim Asy'ari Batu

Religious education is education which has fundamental point to any human being it needed by human nature that must be developed in order to protect and develop a faith and godly, religious education as well as an absolute necessity for every citizen and nation. The majority of Indonesian people has Islam as their religion and the religion is the part and the philosophy of Pancasila, with using that background the administrators Branch of Nahdlatul Ulama's in Batu city take immediate action to process by discussing with NU Executive Board and figures about the need of founding a school that use Ahlus Sunnah Wal Jama'ah as a basic. The result of these deliberations generated view things, such as; founding the first Islamic religious education school of Nahdlatul Ulama' (PGAP NU) at 1956.

In 1956 exactly at 17 August 1956 the executive of Branches of Nahdlatul Ulama in Batu city number give the decision letter: 09/PMWC-NU/VIII/1956 contained that executive of MWC NU Batu city founding a new school, a junior high school that has name *Pendidikan Guru Agama Pertama Nahdlatul Ulama'* (NU PGAP)

The purpose of the founding of PGAP NU at that time is to meet the needs of the Islamic community, in particular the citizens of NU in the



Batu city, with respect to the IT administrators MWC NU Batu city immediately take a process by doing deliberations of NU Executive Board and some figures to discuss about the need to established a school that has Ahlus Sunnah Wal Jamaa'ah as a basic school background. The results of these deliberations gave view decision among others: Citizen NU need to have secondary schools after the Foundation of the islamic elementary school of Miftahul Ulum. And as a concrete realization of the results of the deliberation of the decision in 1956, founded the first *Pendidikan Agama Islam Pertama Nahdlatul 'Ulama* (PGAP NU)

After the PGAP NU Establish on 17 August 1956 with the slowly progress from year to another year which takes for almost 20 years, the condition that brings concern for all walks of life and are deeply concerned again is the Manager of the school. These concerns include supporting various aspects of education including; infrastructure, workforce, and the student.

Addressing concerns and refer to the development of the PGA to make it more develop, then all of the teachers and school administrators as well as employees do some reunion agenda for: alumni, teachers, employees and students that agenda was held in 1976. the results achieved in the reunion, among others, the agreement of the alumni to support the development of the school. And the result can give a new ideas that can be used to delevop the school it self.

Then in 1973 *Pendidikan Agama Islam Pertama Nahdlatul 'Ulama* (PGAP NU) changed its name into the MTs Agama Islam Hasyim Asy'ari (MTsAI Hasyim Asy'ari) using the MTsAIN curriculum form 1973, that based on the decision of the Minister of Religious Affairs No. 31 year 1972 about the name change, the structure and Office of school curriculum and Madrasah Affairs

#### 1. Geographical location

The building of MTs Hasyim Asy'ari, located in Semeru street No. 22 Batu, Sisir, Batu Sub, Batu City, this building including the building location in the middle of the city because has near distance from the center of the Batu city,  $\pm 300$  m.

#### 2. Development Status of MTs Hasyim Asy'ari

MTs changes their status of a slow process, this is causes by there is no regulations from the Government to do accreditation for madrasah. Before getting the status of the Government, MTs has received the letter of the Charter of the institution Ma'arif East Java region. Ever since MTs is registered with number: PW/300/B-7/IV/81. after 14 years of registered status, then the following rules issued accreditation from the Ministry of religion.

Based on decision letter of Director General of Islamic Institutional Coaching No : 29/E/1990 of Madrasah Accreditation Guidelines: With discharge regulations, MTs was prepared to follow the accreditation two years after discharge regulation, then in the year 1993 madrasah

follows the accreditation to enhance the status of "registered" to the status of "recognized". In the year 1993 has managed to follow the accreditation with a result very good, success was marked by acceptance certificate is recognized from the head of the Regional Office of religion departemen of East Java.

Based on the rules of accreditation that every 5 years for the madrasah, that has followed the accreditation should follow the accreditation, for further assessment of whether that status will decrease, or increase.

In 4 years process the status of "recognised" madrasah is trying to follow the accreditation to enhance status. In 1996 following the accreditation become "equated", this result make the citizens of MTs do their best to develop this madrasah, either the Manager or the organizers all strive. In the end the Status equated can be retrieved by the madrasah. This is in accordance with the accreditation guidelines of chapter V, article 7 paragraph (1) that the private madrasah has the status of registered, recognized and identified.

With the status "equated" the MTs Asy'ari obtain "civil effect", that means become a supervisor of the Madrasah and has the right to do EBTANAS/Sub Rayon. The authority is valid since receiving the certificate identified in 1997 s. d. 2002, in 2002 s/d 2007 status of Identified can be maintained until the year 2008 implementing Accreditation by BAS Batu city with the results of Accredited "A".

Based On The Letter Of Accreditation. This accreditation valid until 2013, so that by the year 2014, November 04, carrying out of accreditation by the BAP with the result "A" again. This Accreditation based on the No. 300/BAP-BC/SK/XI/2014 November 11, 2014 and valid until the date November 11, 2019.

## 2. Profile of MTs Hasyim Asy'ari Batu

School's Name	:	MTS HASYIM ASY'ARI
Address		
Street	:	Semeru 22
District	:	Sisir / Batu
City	:	Batu
Phone Number	:	(0341)592393
1. Foundation	:	LP. Ma'arif
Address	:	Jl. Semeru 22 (0341) 599770
2. NSS/NSM	:	121235790001
NPSN	:	20536871
3. Type of Accreditation	:	Terkreditasi " A "
4. Year Establishe	:	1956
5. Year Active	:	1956
6. Land Owner	:	Yayasan
a. Land Status	:	<b>Hibah</b>
b. Land Area	:	<b>3500 m<sup>2</sup></b>
7. Building Status	:	<b>Yayasan</b>
a. Building Licence	:	233/11,957/429.120/Tahun 1992
b. Land Area	:	<b>3500</b>

### 3. Vision of MTs Hasyim Asy'ari Batu

*"Terwujudnya insan yang beriman dan bertaqwa berlandaskan Ahlussunnah Wal Jama'ah, menguasai ilmu pengetahuan dan teknologi serta berakhlak mulia"*

Indicator:

- a. excels in Islamic religious jurisprudence based on Ahlussunnah Wal Jama'ah;
- b. excels in a national achievement improvement;
- c. superior in increasing achievements of Arabic and English language
- d. excels in sports achievement improvement;
- e. excels in arts achievement improvement;
- f. excels in the social life of the community
- g. excels in science and Technology
- h. Have the comfortable and conducive environment in madrassa to have lesson

### 4. Mission of Mts Hasyim Asy'ari Batu

- a. Developing the attitude and Islamic action based on Ahlussunnah Wal Jama'ah, by held some agenda like reading istighosah and Yasin every Friday
- b. implementing the learning and guidance effectively, so that each student can develop optimally, in line with potential, with Additional lessons, execute the Practice Problem and Try Out

- c. developed the spirit of excellence intensively to all citizens of the madrasah in both academic and non academic, by implementing conditioning Arabic and english speaking in some area, Arabic and english speech and utilization of language laboratory
- d. Help every learner to recognize the potential of self, by means of networking the talents and interest in particular specialy in sport to adjust the facilities, the establishment of the team or group.
- e. developing the achievements of learners in the art with arts groups, how to build and bring the coach art to train them.
- f. Apply participatory management by involving the entire citizens of madrasah, and the Environment Committee for the realization of an independent people, adopting noble and useful for the community. with plays an active role in community activities that is a program of social and religious Life Skill Training field, like Corpse Treatment etc.)
- g. Embody students who mastered the science and technology by the using Laboratories and application subjects of science and formating KIR team.
- h. Creating an green and clean environment with the procurement of school garden and hiring gardener.

5. Objective of MTs Hasyim Asy'ari Batu

- a. improving the quality and attitude of Islamic amaliah Ahlussunnah Wal Jama'ah and religious practice field both science/society (tahlil, istighotsah, diba ', Adzan, MC, etc)

- b. Increase the average graduation rate and UNAS.
- c. Increase Mastery learners in a foreign language (Arabic Language and english language)
- d. creating students who exced in academic and non academic field at least at the level of the Batu city, particularly in Sports
- e. Have a team of art involving students who are capable of performing at least at the level of Batu city,
- f. Create Students who are able to give examples and carry out activities in the society and perform good behavior, and also good worship
- g. Create students who able to compete in the science and technology field with the equal by giving proper infrastructure to supported.
- h. Increase the awareness of the citizens of madrasah against unity, cleanliness and environmental beauty

## **B. Data Findings**

### **1. Role of Social studies Learning to embed Student's Character Building**

MTs Hasyim Asy'ari using ktsp for their curriculum, its make this is the perfect subject to search the effect of social studies learning process in order to embed student's character.

Yes we use KTSP here, but we are now in the stage of preparation for the k13, its accordance to the instructions of the head of the Madrasah maybe we starting in first grade that already use k13 next year. But even we use KTSour teacher here already notice if in their learning process they were sure to include the elements of Islam, or islamic aspect. That's already known for long time here from the first this school

started. So our curriculum even using KTSP but there's implementation of K13 inside the learning process.

*Ya disini kita itu pake ktsp, tapi kita sekarang dalam tahap persiapan untuk ke k13, sesuai dengan instruksi pak kepala madrasah mulai tahun kelas satu itu sudah menggunakan k13. Tapi disini itu meskipun kita pake ktsp guru guru disini sudah hafal kalo pas proses ngajar mereka itu pasti ada unsur islamnya. Itu memang udah dari dulu seperti itu. Jadi kurikulum kita meskipun pake KTSP tapi udah ada k13 nya didalam pelaksanaan pembelajarannya<sup>29</sup>.*

In our education system we known there's curriculum and this curriculum are taking a very important role as a basic element of education to do our learning process. Nowadays there are many schools that already using curriculum of 2013 or ordinary we known as K13, but in MTs Hasyim Asy'ari Batu, the curriculum that using are "kurikulum satuan pendidikan" or in the term of education known as KTSP. Its different with the K13, cause K13 is base of character education, in other hand this KTSP in the curriculum that has based on the basic standards of competency and basic competence, so the application of this curriculums its defferent with K13 that has character based education, so the teacher must find out theirsself what they have to do to embed the character who needed by their students.

By using of this KTSP curriculum as a basic curriculum, make the learning process in this school, a learning that can we call as a classic learning method. There're interaction between teachers and their

---

<sup>29</sup> Interview with Mrs. Drs. Sudariyani curriculum departement of MTs Hasyim Asy'ari Batu on 11 September 2017



students by giving them the materials, and the learning will quite like the teacher as a serves as a giver who give the materials and student as the recipient who receive the material from the teacher. But we know together as it has been described in Chapter 2 about the social studies learning process has a goals as a national subject in this country, this social studies has a certain goal that embed the character of nationality this statement listed in the constitution that has been mentioned before in the earlier chapter. So the portion of teacher are increase when they do learning process, cause they also have the obligation of embed the view character that contained in social studies subject, and this suitable character in the context of social studies learning are the character that associated with the social environment. By increasing of the teacher's obligation to embed the characters to their students, make the result of the social studies who are hope by the teacher are the students can have the character that needed to face their social life, here and the future so they will have well social life. Because the character of a person determines their place in society. According to Mr. Faisol El Rizal, S.E as a social studies teacher, he explained that

Actually no matter that the curriculum used by a school, it all depends to the teacher, how they teach or how to deliver their material to their students. Obviously we use the curriculum as a basic handheld for us so let us stay in our competence and not got an issue while we do the learning process. Obviously the curriculum as our reference but what happens in the class is our control to do the learning process as a teacher. Cause the one who know what our students need is us the teacher itself so the one who understand more about how learning activities must done in the class.

*Gini mas sebenarnya apapun kurikulumnya itu semua tergantung sama gurunya, gimana cara ngajarnya atau cara menyampaikannya. Yang jelas kita pake kurikulum itu sebagai pegangan kita jadi biar kita ndak tersesat gitu pas ngajarnya. Yang jelas kurikulum itu tetap sebagi acuan kita namun apa yang terjadi dikelas itu adalah kehendak kita sebagai guru. Kan yang tau keadaan muridnya kita jadi kitalah yang lebih paham gimana harus melakukan kegiatan pembelajaran pas dikelas itu.*<sup>30</sup>



Picture 4.1 Interviewing with Mr. Faishol El Rijal Social Studies Teacher

We know that the role of the learning is as guidelines that should be owned by every teacher and using it in their learning process, its not always have to be exactly the same as stated in the RPP however but they can give an improvisation, teachers can do a variety of exploration tha they think that would be necessary so that the way to embed the character also be implemented with ease, because they can match with the condition or the situation of students in the class.

<sup>30</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

RPP are the planing to do the learnig process, isnt it? Well, there we just have the way to teache, then simple put into it, , but the way to teach inside the class it depend of us as a teacher, Yes a there're lot things I did while do the learning process in the class, not exacly same with the planning or RPP, like I said earlier. Because each grade has its different ways to do the treatment. So we're different treatment with difference class, to make them easier to catch the material.

*RPP itukan rencana pelaksanaan pembelajaran, gitu ya mas? Nah dari situ kita punya jalan gitu sederhananya, nah kita tinggal berjalan saja dijalan itu. Tapi cara kita jalan itu terserah kita, gitu lho mas. Ya banyak yang saya lakukan pas ngajar itu, ndak semuanya sesuai rpp ya kayak yang saya bilang tadi. Karna tiap tiap kelas itu beda mas cara penanganannya. Jadi kita kasi treatment yang beda beda, supaya materi kita mudah diterima oleh mereka.<sup>31</sup>*

So learning process that has been done in the class are embed the character that needed by students as the expectation, even with the use of curriculum KTSP.

We use KTSP here, and it was still relevant to do, because here we have religious basic, so a bit easier to embed those characters so we insert the character education as you say before, indeed because we use this from the first time we can remember, so our teaching are indeed embed the character to our students, so its just like a some sort of tradition of the teacher who teach here.

*Disini kita pake KTSP ya, dan itu enak mas getar kalo disini kita kan dasarnya agama, jadi agak ringan gitu kalo menyisipkan pendidikan karakter seperti yang samean katakan tadi, memang dari dulu seperti ini disini, jadi ngajarnya kitapun memang udah pasti ngajarkan karakter ke anak, udah jadi semacam kebiasaan guru guru disini, selalu gitu kalo ngajar.<sup>32</sup>*

<sup>31</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

<sup>32</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

Teaching is not always use anything masive or pretentious media that requires a lot of money to make or to difficult to do, but using the classic method are still has the appropriate place in the learning process.

They are love to hear the story, yeah so that's what I use, I delivered to them in a way they like to let have quick understanding from them, and when we tell them about aome story we also embed the character education through the story or events in the past time, its fitting with the history material, yes as far, the lecture are the method that I use often, but sometimes I use lcd, and other utilizing what can we used here.

*Anak anak itu suka kalo diceritani, ya jadi itu yang saya pake mas getar, saya menyampaikan ke mereka dengan cara yang mereka suka biar cepet gitu nyerapnya, nah dicerita itu kita kasi juga pendidikan karakter lewat kisah kisah atau peristiwa peristiwa masa lalu kalo pas materinya sejarah, ya sejauh ceramah itu yang saya pake mas getar, tapi kadang ya saya pake lcd, sekalian memanfaatkan apa yang ada disini.<sup>33</sup>*

Make an easy understanding and comprehend of the nmeaning of the material to the students also a pretty hard chalenge to do as a teacher considering these students have different abilities, different ages of development and they still child in some way, so there must be a point of intersection so the material who we teach to them can be well recive by our students, to all students without exception.

Well this can easy but also can be difficult, we started it all from small things first because to embed the characters to child is nor easy difficult, because they are still in the age which arguably, they was a kid right? their average age are

---

<sup>33</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

between 11 to 13 years, we as teachers must continue to provide to suggestion in the form of embed the characters or character I usually call the discourse to them so that they have a strong character so they get graduated from here (MTs Hasyim Asy'ari) already has a good character, his religion is also good, of course trough social studies learning and also other learning, it's just that in this social studies we are more deep in social learning point about the social life.

*Nah ini yang gampang gampang susah, kita mulai itu semua dari hal yang kecil dulu mas karna menanamkan karakter pada anak anak itu gampang gampang susah mas, karna mereka masih dalam usia yang bisa dibilang masih kecil kan? rata rata umur mereka itu antara 11 tahun hingga 13 tahun, namun kita sebagai guru harus terus memberikan masukan masukan berupa karakter karakter atau biasanya saya sebut dengan wejangan kepada mereka agar mereka mempunyai karakter yang kuat sehingga mereka keluar dari sini (MTs Hasyim Asy'ari) sudah memiliki karakter yang baik, agamanya juga baik, tentu saja lewat pembelajaran IPS dan pembelajaran pembelajaran lainnya, hanya saja dalam pembelajaran IPS ini kita lebih arahkan ke sisi sosialnya.<sup>34</sup>*

Embed the characters should not be implanted in a way that is too demanding of students or in other definition are not to hard, the best way is to teach are using repeatedly redesigned learning method, Mr. Faishol said that character was a habitual learning process.

But I always ask them to read before I begin the lesson, Yes at least they read the title and from there could've know what they will be studying at that lesson, the point is the learning we do first is conditioning the students, because it's the closest thing Maybe we can do.

*Tapi saya selalu nyuruh mereka baca sebelum saya mulai pelajarannya, ya minimal mereka mbaca judulnya aja itu kira kira udah bisa tau apa yang akan mereka pelajaran dikelas, intinya kita lakukan pembiasaan pembiasaan dulu*

<sup>34</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

*kepada siswa, karna itu hal yang paling mungkin yang kita lakukan.*<sup>35</sup>

Conditioning is the most realistic way or the most realistic steps that can be performed by a teacher because the beginning of all process are conditioning, so that when students have become accustomed to the learning process we can embed any character as we want to, then continuously that character will carried out slowly by the students and will be accepted and implemented completely by the students.

Through the learning process that held by teacher in the class, teacher try to embed the character to students using variety of ways or method, the way we embed the character can we done by adapting existing material in the subject or the material tha taught at that time. As we know social studies is a science that teaches how the social environment work, its mean the material contain inside social studies are the material about social life or social environment, so each of the material should have character that can be taught to students. By using the basic background and proceed into a learning device that recommended by the rule of ministry of education, that can make it easy for the teacher to modify and embed the characters while doing social studies learning process.

When i do the learing process, i put the character education inside my material, in other word we teach how to be a good man, or person. So they have both science and the character by doing learning process in this school.

---

<sup>35</sup> *ibid*

*Selama ini saya ngajarnya pun juga gitu mas getar, jadi anak anak itu saya selipi pendidikan karakter, istilahnya kita kita mengajarkan kebaikan kepada mereka lewat pelajaran yang kita ajarkan, jadi mereka itu sekolah disini dapet dua, umumnya dapet agamanya juga dapet, kan karakter itu akhlak a mas, intinya kita mengajarkan kebaikan pada mereka.<sup>36</sup>*



Picture 4.2 Students do the discussion activity while social studies learning process

Although it is not clearly stated in our device of learning but while in a learning process the implemented to embed the characters are always done by teachers, so unconsciously their students get the characters that embed by teacher while they do social studies learning process in the class.

Those material that contained inside social studies are the materials that has related to the social environment or social life, we as social beings who require a process of interaction with other human beings

<sup>36</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

even with nature and objects outside our self, need the character that would be needed to do the social life, so the character who embed by teacher are the character that has associated with the social life, the most often character that used in social life, surely this character are matched with the material who teach by teacher.

Yes there many of it, try to not trow away the trash, are the simple character that we teach to the students, back then when they still do not understand about the importance of littering in the place, they just trow the trash everywhere, but now they already realize to not littering anywhere, that is the simplest character that can be taught.

*Ya banyak, kebersihan dengan gak buang sampah sembarangan itu udah karakter kecil yang penting dimiliki oleh anak anak kita ini, dulu mereka buangsampahnya sembarangan kita buat tempat sampah ditiap tiap kelas dan tiap pelajaran kita himbau untuk membuangnya ditempatnya, inikan udah bentuk pendidikan karakter, mulai yang simple dulu mas getar.<sup>37</sup>*

By implanting small things first to the students will make them quickly understand, so the characters who embed by teacher can be done through social studies learning process, and the result was like the expectation. Similar to the background of the school owned by MTs Hasyim Asy'ari that based on religion, then they insert the character in their learning process, the things that every moslems has to do that.

Characters has closest meaning with Akhlaqin islamic prespective, so if we want our life better, we must have goo akhlaq, there're lot of things that can we use to be a good person, but for the students, usually the things that always taught by me as their teacher is about dicipline, here i also as

---

<sup>37</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017



tatib teacher, so i remind them to always dicipline, orderly while the learning process, not miss the class, and do their assesement, and i will guarante them pass this subject, not only that, we alsao considering the material who we taught at that time, so we can match the character with the material, like when we do history lesson i will teach the nationality character and others things about nationality.

*Karakter, karakter itu hampir mirip sama akhlak kalo diislam mas, nah biar hidup kita baik kita harus punya karakter yang baik pula atau akhlak yang baik, ada banyak hal yang bisa bikin kita baik itu, nah kalo untuk anak anak, biasanya ini mas yang paling sering saya sampaikan itu kedisiplinan, kan disini saya juga ngerangkep jadi tata tertib, jadi saya kalo ngengetin mereka itu selalu yang pertama dan utama itu masalah kedisiplinan, sampe sampe saya bilang kemereka itu pokoknya tertib pas pelajaran, gak bolosan, ngerjakan tugas, saya jamin lulus kamu, gitu mas. Tapi ya tentunya gak itu aja, kita tergantung materinya mas, kalo pas materinya tentang sejarah indonesia gitu saya tanamkan ke mereka cinta tanah air, semangat perjuangan, dan hal hal lain terkait kebangsaan.<sup>38</sup>*

By embed the character or morals, then we expected our students will have the good morals or good character in society, a good character in the community, so as their preparation to face the social environment in their future. This condition proved by the changes from students it self in terms of small things, such as the problem of discipline.

Yes I am become more diligent, I almost never got late coming to the class, when its mr. Faishol time. Because i dont want get the punishment, so i woke up in early morning.

*Ya saya jadi makin rajin, he he he, saya jarang telat kalo waktunya pak faishol takut nanti dihukum, ya jadi bangunnya jadi pagi pagi.<sup>39</sup>*

<sup>38</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

<sup>39</sup> Interview with Harum, Students of MTs Hasyim Asy'ari Batu on 11 September 2017

By doing this little conditioning, they will unconsciously embedded characters that they need to live their lives as social beings.

If they've got a good characters finally they will have a good value ofcourse, so with this good value they will have a good value in their environment. Indeed, that value is the good value and also noble value, because here in this school, we always do the learning process with added the value of religion and using NU basic that taughted to the students. Because this school is the islamic school, and use the basic NU, beacuse we are under the institution of maarif education, and this maarif, is the education departement of NU, so the noble value from the successor are taughted in our leraning process.

*Kalo mereka udah punya karakter yang baik kan akhirnya mereka punya nilai nilai yang baik pula mas, jadi dengan karakter yang baik ini mereka dapet nilai yang baik juga dilingkungannya. Yang jelas nilai nilai yang tercipta itu nilai nilai yang baik dan luhur, karna disini kita selali menaburi pembelajaran kita pake nilai nilai agama dan dasar NU yang kuat kepada anak anak. Karna sekolah ini sekolah islam satu, dan kedua kita disini dasar pemahamannya itu NU, kan kita dibawah lembaga pendidikan maarif, nah maarif ini lembaga pendidikannya NU, ya jadi nilai nilai luhur dari ulama' ulama' kita, kita ajarkan disini, gitu lho mas.<sup>40</sup>*

So the results that wanted by the teacher that also the vision and Mission of the school, can be done through the learning prcess, specially social studies learning process that offers social character.

its clear have very important role, because social studies not only as a social information to students so they can use as a guidance, but its also as a social character that they needed letter in their life, the point is this subject can be a guidance for the students, so they wouldnt lost in the social environment, means they're not get wrong in their social life, or simply we can say deviate.

<sup>40</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

*Yang jelas perannya sangat penting, penting itu karna IPS itu gak hanya bisa menanamkan karakter namun juga sebagai informasi kepada siswa biar mereka gak salah memilih jalan nantinya ketika sudah berada dalam lingkungan sosial, intinya perannannya pelajaran ini sebagai penuntun siswa biar mereka ndak tersesat dalam lingkungan sosial mereka, tersesat itu artinya tidak salah dalam melakukan sesuatu, atau mudahnya gak nyimpang gitu.<sup>41</sup>*

So it can be noted that the role of the social studies learning is extremely important in the development of the future for students, because they will get through this character that they need later so that it is able to having live in social life.

## **2. Result of Social Studies Learning to Embed Student's Character Building**

In social studies learning process almost every chapter have a material that could be use as a bridge to embed the character. So in each material teachers have a place to embed the character that suitable with the material who taught. Along with the learning process at the end we will be retrieved some results, where this result will show us about the rate of successful or unseccessful our learning process, ofcourse with the aspect of character building.

The result was satisfactory at least till this time, the easiest result we can see is while doing the mid test or final test, I really happy because there's no students that cheating, even it not all students like this, but most of them are not cheating anymore, and thats make me happy, thats means if our

---

<sup>41</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

learning process and embed the character was successful even still not 100% yet.

*Hasilnya cukup memuaskan selama ini, itu yang paling mudah itu bisa kita lihat pas ujian semester ataupun tengah semester, saya itu senang karna mereka udah ngurang yang curang, ya meskipun gak semuanya, tapi sebagian besar mereka udah ndak ada yang curang itu membuat hati saya berbahagia. Itu indikasi bahwa penanaman kita sukses, meskipun belum 100%.<sup>42</sup>*

The results that already good isn't certainly a hundred percent good, so there's need to do supervision, so that what has been this good will can endure continuous to be good and what is not good will become good.

Alhamdulillah, like I said before, here every teacher has a consciousness to supervise the students, so the results are good, because there's controlling, we teach in the class then they receive and they do what we say, so if there's some mistakes we all (the teacher) do controlling to the students, so it feels easier.

*Alhamdulillah seperti yang tak bilang tadi kalo disini itu semua guru saling mengawasi anak-anak jadi hasilnya pun juga bagus mas, karna terkendali gitu, kita nyampaikan dikelas mereka serap mereka pake, nah kalo ada kesalahan kita semua ikut mengendalkikan jadi meskipun siswa kita banyak itu jadi terasa mudah gitu mas getar.<sup>43</sup>*

With a good supervision will generate good results anyway so that learning can then continuously improve every time.

<sup>42</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

<sup>43</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

Do the learning activities with a huge number of students is not easy to do, it requires some strategy so that the results achieved will be fit with the expectation. The greater number of students it will be increasing the difficulty to embed the character to the students. So every teacher must prepare all things that may require to do it. Therefore a teacher should be able to observe the differences in each class that he taught, handling in the form of methods, strategies, and even the media that would be used in the learning process, and it would be an appropriate learning process like what teacher expect.

There's nothing perfect, that's for sure, moreover with the huge number of students like in this school right now, but we must always to increase our performa, in otherword we must settle our self so what make us less we observe it, and why this character difficult to teach?, then we try to find the solution so in our nest learning process we have new formula to make the result better that before.

*Yang jelas semua itu gak mungkin ada yang sempurna, itu pasti, apa lagi dengan banyaknya siswa kita sekarang ini, namun kita harus tetap berupaya untuk meningkatkan performa kita, istilah e kita harus terus berbenah diri, jadi apa yang menjadi kekurangan kita lihat dulu, kenapa kok karakter ini susah diterapkan? Nah kita cari dulu penyebabnya kemudian baru kita cari solusinya sehingga dalam pembelajaran yang akan kita lakukan selanjutnya kita udah punya jurus baru supaya hasilnya lebih maksimal.<sup>44</sup>*

Teacher's patience and dedication is also a duty for the teacher that must be owned by a teacher as an educator, so that students who become product or result of the education who has done by teacher, are capable

<sup>44</sup> Interview with Mr. Faishol El Rijal, S.E Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

of being a good person in the social environment. The results obtained during the learning process is also inserted into the reporting of the students at the end of semester as a special note to students from the teacher. So they all will get the reporting data without exception, from students who already behave well or student who still needed further handling.

Yes we do every semester we have teacher meeting where we discuss about child developmen, here we give input to whats is less, usually as a forums to discuss the conditions of the students that need necessary handling so the form of evaluation we discuss in this meeting, so the others can give solution.

*Ya itu kita lakukan tiap semester kita ada rapat guru yang mana kita bahas perkembangan anak anak, disini kita saling memberikan masukan terhadap apa apa yang kurang, biasanya juga sebagai sarana bapak ibu guru untuk menyampaikan kondisi siswa yang memang perlu penanganan jadi bentuk evaluasinya kita sampaikan disana cek ada yang bantu ngasi solusi gitu lho mas getar.<sup>45</sup>*

Each learning activity should continue to be accompanied by evaluation activities with a view to perfected something that still needs to be perfected, add something that needs to be added and reduce failure of will happen. By doing it repeatedly teacher expected that the results will generated as the expectations. But the improvement should always be done because each year there're always development and changes, so there's should be continuously attention to make better result. And

---

<sup>45</sup> Interview with Mr. Khairul Anwar Social Studies Teacher of MTs Hasyim Asy'ari Batu on 11 September 2017

also from the results of this evaluation the teacher can determine the next step so what will they do next makes the process of learning grew better and better again in accordance with the hopes and vision and mission of madrasah itself. So the character that embedded will fit and can be used with students in their social living in the future.



## CHAPTER V

### DISCUSSION

#### **A. The Role of Social Studies Learning to Embed Student's Character Building**

In the social environment there're many things that can make us survive, one of those things is our character as a social beings. The character must be owned by everyone as a social beings, nomatter child or adult. The children's age is where the character was growing for the first time and strengthened as a basis taht can be developed later by individual it self. To embed the character is not easy work to do, and also requires constant or continue about conditioning. Education is one of the most effective media to embed the character, especially to children. Trought an existing teaching and learning in the classroom the teacher can embed the character that students need in order to confront the social life. There are lot of subject that taught in a school, all of them have same potential as a medium to embed the character, but social studies subject has a considerable role to embed a social character so that will useful in students's future. So that the characters who taught by teacher in the class specially in social studies subject will guide the students to do their live as a social being in society. This can be strengned by the argument from Sumaatmaja who said that social studies



learning process has the role that can develop students' potential, so they can survive in the social life<sup>46</sup>.

Social studies learning process has a role to teach about social issues and things that related with social life. Nu'man Soemantri stated that social studies is a lesson about social field, that simplified in order to make easier understanding in level of elementary education, junior education, and senior education. Simplification means:

- a) The decrease of difficulty level of social studies which studied in the University and make them more lessonable with the concept of student's maturity in level primary and secondary schools,
- b) Reconciling and combining various branches of social science and social life so that it becomes easy to understand<sup>47</sup>.

From the statement above can we know that the social studies subjects has a mission to teach students about the social environment that exists surrounding them. This mission can be termed as an indirect role as guide or instructions for students so they can face the social life future more.

In terms of the building the character, education is the most appropriate medium and also suitable to do that kind of work, so that it will gain the maximum results. Also in the education system, the learning process is a very vital things to do by teachers, this has a meaning of bridging the process of the building the student's characters. As we know social studies are the

---

<sup>46</sup> Nursid Sumaatmaja. *Metodologi Pelajaran Ilmu Pengetahuan Sosial (IPS)*. (Bandung: Alumni 2001) pg 20.

<sup>47</sup> Muhammad Numan Somantri. *Menggagas Pembaruan Pendidikan IPS* (Bandung: PT. Remaja Rosdakarya 2001) pg 74.

subject that containing the materials about the society or social environment, so the character building is also the part of it and as a teacher embed the character that suitable with the social environment is a workflow that must be done, so the students can understand about social environment and also know to live around the society. In this case, teacher can started with the small environment, that is a school.

To embed the character to students are not only affected by factors of teachers but also there must be support from all parties involved in students life. For example for a student, the factors that can effect their character are are parents, relatives, neighbors, friends and playing environment, school environment, all components that mutually interact with one another so that factors can build the character of students itself. So to embed the character in the school trough learning process in the class only make a few percent impact of the overall total factors that can effect student's character, but this few percent are the basic element and has important role for them. Because whatever they do, they will consider that most of action are based on what they get in schools.

In social studies learning there a strong character education inside the lesson, this is because social studies is a science that teaches us about how we live our social environment. By learning social studies subject we can understand about the norms and values in our society, where the value and norm is our assessment in the community while our character is what will we serve or what we will show in society. Zuchdi said that the character can

be definite as a education of value, norms or education of morals<sup>48</sup>. That definition has a same purpose with the social studies learning process, like written in the consitution if the social studies has the purpose to create the students that will became a good citizen, this also has the same root like already discuss in the secon chapter. With that consideration an important role should be owned by the learning process in schools particulary in social studies, however in term of school, other subject also doing the same things, to embed the character.

In the social life there are a lot of characters that needed by some person in order to make his life as social beings. A person's character determines what will they look like the social environment. While the values and norms will determine the social's view against the character who owned by someone.

Through the learning process the teacher slowly embed the character that would be neededby students and also considering the essential for the growth of the students it self. Then the learning process that must be done by teacher should not be character-based learning curriculum, every curriculum that used in schools its oke to do the character building because the point is in the learning process. How the teachers teach that also include the elements of character building make the learning process are character base learning, even the school stiiil do the KTSP based curriculums. So even

---

<sup>48</sup> Darmiyati Zuchdi. *Humanisasi Pendidikan: Menemukan Kembali Pendidikan yang Manusiawi*. (Jakarta: Bumi Aksara 2008) pg 5

though the use of curriculum-based educational units or KTSP, character education still can be done, because his true character education lies in learning process. This is where the role of the learning process as a means of character building, trough social studies subject take an important place. Teach the things that should be known by the students so they can apply them in the future, that is the main expectation of the existing learning process in schools.

Role is something done by the actor who capable to create some condition as expected. In the development of a student, there're lot role that are required to deliver these students to have the things that they needed in order to become social being who can play their role in the society. Surely this can not be done casually. Require a longterm process to get somethings as expected. Those roles coming from various component just like, their parents, the role of their friends, the role of the environment, and of course the role of the education in their school. The role that applies not only to common people, but its also for an institution that also plays a role in social life. Including the schools institution that have a role in education to each of every citizen, and this as mention in the constitution.

With the existence of the role in education sector the expectation is this students life will change for the way better. Because the purposes of education is the changes from not good to be good, from not know become know well, and from don't understand to be understand. More specifically mention is the role of each study, and in this case is the role of social studies

learning. Which holds a crucial role to embed the social character to the students. With the existence of these social science learning in the school, hopefully the students are able to having an comprehensive understand about the conditions of the society where they live and they are able to understand the issue that will eb exist in the society. Also in this social studies learning process they get knowledge about society or information about social environment, therefore this subject are holding an importance role that can be embed the characters to the students through a learning process in school so they can develop them self.

The material who taught by teacher to their students is a simplified social material andt its adjusted with the students age of development, so the portion that will given also adjust based on their age of development. This also affects the character that would be taught or embed to them, so the social studies learning process that happen in the schools, in this case are in the first level or junior high school, are the character that has simple form but has an important role as the basis of having good character futuremore. Characters such as discipline, honesty, tolerance, cooperation, etc. So the teacher will embed those character every time thwy having learning process, in this case social studies learning, and the teacher will match the material who will be taught with the character that must be embed to their students.

Why begin with simple things? it was based on reasons of students's age development. By learning the simple things first, they can continue to the next thing heavier later or more complex character. It is age-appropriate

developmental students. Therefore at the level of the students like this (the junior high school age or first-secondary school age) to embed the character appropriately the first things is to embed the simple character that suitable to their age. By the various method like, conditioning which eventually made them familiar with the characters that are taught and hopefully they are able to have the character that taught in class or do that characters in their daily lives as a social beings.

Doing the conditioning method need the learning process that should be planned first and should be done continuously. Therefore as a teacher, even the school doesn't use character-based curriculum, the learning devices owned by teacher must adding the implementation of character based learning process, even it's not written on their lesson plan but the activities that will do by teacher in the class must related to the character building. Although these activities are not directly show the character but in the learning process there must be related continuously and accompanied by the character building concept, so each character will given result of the character building as expected. Of course every teacher have different method to how they delivery their material and embed the character to the students, the method that use by teacher is a way for teachers in organising relations with the students at the time of the teaching. Method is the way that used by the teacher to interact with the students while they do the

learning process<sup>49</sup>. So this method also plays a role in the delivery of the characters in the learning process that happening in the class.

The most method that used by the teacher is a lecture method, where using this method teachers delivering the material and teaches embed element of characters by doing lecturer or giving the story telling. This method are still the favorite one to do some learning process, even though it's been a lot of interesting media lately, but the use of lectures methods still do for the certain reasons.

The use of mixed methods also affect the process of character building, for example by using only lecture methods, then it will take a long time to embed that character. So the embedded characters that may receive by students have delayed process or make an slow progress. Therefore teachers may improvise their method, by using some of the methods which is will be increasing the results of learning process and make the increase in character building for students it self. With this explanation we can see the relationship between methods, teacher, and material in a learning process in bulding the character. Where their relations interrelated which teachers as messenger who deliver the material must have the ability to deliver material properly, so that material be able to receive by their students, more than that, teachers must have the ability to communicate indirectly in order to embed the character, using the variety of methods where necessary and to support the success of the delivering the material and to embed the characters.

---

<sup>49</sup> Sudjana Nana. *Penilaian Hasil Proses Belajar Mengajar*. (Bandung: Rosdakarya 2005) pg 76.

So in the social studies learning process the expected results can be achieved with the integration of those multiple components. And we can see clearly the role of social studies learning to embed the students character. Not only for directing but to shape the social character to the students so that students are slowly able to understand and apply the character that he received through the social studies learning process the school.

#### **B. The result of Social Studies Learning to Embed Student's Character Building**

In a process at the end there will be a result, this result will be evaluated and will be use as a basis consideration whether the process was successful or failed. Same is the case in the world of education, a learning process will also have a result where the results will be evaluated and made reference to carry out a process of learning that happen in the class durring the lesson. These results obtained in different ways. In the building the character the way measurements are done is to do the observation made by the teacher in each lesson and do while learning process happened in the class. So in this character every is the day to embed, and every learning process is the media to embed the character.

The first thing that should observated is the response from the students. How they understand the a learning process that takes place during the learning process in class. How the capability of each students to understand the material who presented by the teacher and how they are able to absorb the characters who embedded by the teacher during the learning process. In



the learning process, teachers can easily make observations to students. This observation will certainly very cleaner so the teachers can measuring the success rate of the characters building that has been done. But with a large number of students in a school, that also become an obstacle in terms of observations because the biggest number means more observation to do and its means little details obtained. Where detail is needed to measure the success of the character that embedding in the learning process. However this situation can be anticipated by using the methods that can help the process of observation, the methods such as group discussion and others, using the method of group discussion make the teachers more easier to do observations to their students. By observing whether they can work together in one group it will become an observations for cooperation character or mutual character. The valuation assessment is also written by teachers in their notes, that would record this and will be rendered in reporting results learning students in each semester.

Every action will be given a specific value so that they will have the results of their study, and the result is pass or fail. In the social studies learning process the character that has been taught are, respect among others, the character of honesty, discipline, tolerance, cooperation, or mutual, etc. This was the focus of the assessment of teachers so in the future action each student will get their results at the end of each semester and be reporting to their parent as a result of study, regarding the student behavior in schools during the semester. Surely the characters that are builded are not

fullytextual reporting in results of students learning process in each semester, but this character will written as a note from each teachers, so that can be read by parents as reporting about the students behave in the schools.

As already discussed on a previous discussion about the character that embedded its stated with a character that has simple and become basis for the development of the students in the future. Then the expected results is that character is able to seep into students development and become a guidance for the development of the students it self, so they will have the character that they needed. The observation can be done by teacher every time they meet with their students. On the character of the discipline we can measure discipline students through how they entered the school, whether it is too late or on time. At the time of the flag ceremony whether they could've been orderly and make a good condition following the event of the flag ceremony was conducted. And a lot of things that can be done. In the character's honesty, whether they've been honestly carrying out orders that are carried out by the teacher. At the time of the exam whether they've honestly do their own exam without doing cheating action. It is these things that can be done by the teacher in the observed results of the characters buliding through the social studies learning process.

To understand depth about the character that already embedded to the students through the social studies learning process in schools wayan lasmawan explain that there are 3 competencies in social studies those are competence are, personal competence, social competence, and intellectual

competence<sup>50</sup>. With this 3 competencies therefor we can get the deep understanding and can defined the character that needed by the students.

### 1. Personal Competence

Personal competence is the basic ability that related to the formation and development of self learners as individuals is the personal rights and responsibilities. This competency will bear the character such as honest, virtuous, discipline, hard work, self, and others. In the observations that have been made and interviews with some of the needed resource shows that during the social studies learning that was conducted by teacher in the class these students become able to the honest nature, and the evidenced based on interviews with social studies teacher which says that the students already do the honest character during the exam. Also they have the nature of independent learning ability that are self-sustaining when doing the individual tasks who given by teacher, then become more disciplined while the learning process happened in the class. Then students have a noble character because they get the material about the value and norms so they can applied in social environment and do the social life as a social beings.

### 2. Sosial Competence

Social competence is the base ability that are related to the development of consciousness as social beings. In this case it will bring up a character

---

<sup>50</sup> Wayan Lasmawan, *Merekonstruksi Ke-IPS-an Berdasarkan Paradigma Teknohumanistik*, jurnal of Social Studies Education by FIS Undiksa, 2009, pg 2.

like nationality, appreciate and preserve the cultur, developing the spirit of nationality and social solidarity, concern for the environment. Through the material that taught in the social studies learning process. Many materials that teach about the character of social competencies. Based on the results of the interviews with the social studies teachers found that the students has increase their nationality and adds a sense of nationality through the history material about the Indonesian history. Of course by using variety methods that match to the needs, and make them had better understand and comprehend about the Indonesia nation and also know about the history about their own nation, and also increase their curiosity about the history of Indonesia and that they prove with lots of many questions about such material while the learning process goes on. This is the condition who expected by teacher from the social studies learning process to embed the characters.

### 3. Intellectual Competence

Intellectual competence, is the ability of thinking based on the existence of awareness or conviction upon something good physical, social, psychological, that has meaning for himself as well as others. With this competence it will created the character such as scholar, skillfully, the spirit to become better than before. The spirit of the students to getting better can be proved by their enthusiastic while the social studies learning process take a place in the class, and the most stand out is their skill to observe the social condition after getting the about society and

social environment, that make them become more characteristic person. And this results is as expected by the building of the character through the social studies learning process.

### **C. Research Findings**

The learning process that takes place during this study in doing it or the main topic of this discussion. In the process of learning teacher learning started with IPS give greetings and invite to read the letters alfatihah as the opening of the learning activities. Then the teacher directly delivering what will he pass on that opportunity without mengabsen or check for the presence of the students because it is considered already represented by the class officers checking out in the morning. After that teachers deliver the material or content of lesson IPS at that moment and slipped the learning motivation of students, this is the process of planting a character performed by the teacher. After all process is finished and the learning hours were over then closing with greetings and teachers leave the classroom

On observation or research that has been carried out, researchers found a few interesting things from such research, it is the application of character education delivered by inserting a motivation to students, however this is not written in the learning plan by the teachers concerned. Based on the provisions of the plan of implementation of the study must contain anything that will be done when the learning process is done. Being right is teaching Improv that often is done by teachers, so that the implementation plan is simply learning to become a limit reference point regarding what material

will be delivered and what will be done when the teacher is being processed teaching, yet always given improvisation as it has been presented the above researchers.



## CHAPTER VI

### CLOSSING

#### A. Conclusion

##### 1. The Role of Social Studies Learning on Student's Character Building

The character is something that must be owned by someone which will reflect of them self and as the public judgement for their personality. The form of this character are diverse and adjusting to the development of the age of each person. So this character will show how mature a person. In terms of character, education is the most effective field to do character building. Because education is basic that would be needed by a person before they can live in the real social life or in social environment. Also in the process of education, someone gets their first structured education about the character. So the character that receive in school is the character that would be needed by students to do their life in future.

In the national education system, there are many lessons that are taught in a school, one of them is social studies, where these social studies is the lessons that give you a sense of understanding about social conditions, social life and everything information about the social environment that has been simplified and adjusted with the level of understanding of the students based on the age of their development. So in this study, in social studies, there are many things that can be used as a bridge to do the characters building to the students.

## 2. The Result of Student's Character Building Through Social Studies Learning

Find out whether the students in getting the characters that they needed, there're three competencies which can be used as a indicators:

### a. Individual Competence

The individual competence, base from the process of observation and interview who already done, characters that has builded through the social studies learning process, generate the character like dicipline from the students itself. This is proved by the decreasing the number of come late in schools and their dicipline in doing the a task who given by teacher, and also dicpline in the learning process.

### b. Social Competence

social competence, social competence is becoming some competence that give the influence on student's social life, and through the social studies learning process there are obtained the characters of social life, like the nationality, that they get through material about history and geography that they learn in class.

### c. Intellectual Competence

intellectual competence, through the social studies learning process they get the character of curiosity and the spirit to keep going foward. That is reflected through the action of the students while



they do processed asking and discuss the things they want to know, during the learning process in the class, even outside the class.

## **B. Suggestion**

Based on the conclusion that had been presented, then in this occasion the author conveys some suggestions as follows:

### 1. For National Education Departement

In organizing national education required the existence of some system about the character education that more powerful so all lines of education are able to carry out the educational activities of this character, because the challenge at this era is the decreasing of the character as we already explained in the background, so the need for oversight by the government or the ministry of education to gradually concerned to become active participan in overseeing the education characteristic performed by each school in Indonesia.

### 2. For MTs Hasyim Asy'ari Batu

There're need for improvement in terms of the application and variation of methods that can be used in order to increasing the learning activities so that will give a better result and can be obtained again and the character that will be embed have better result and can be used by students for thier social live in social environment futuremore.

3. For Students of MTs Hasyim Asy'ari Batu

Need for improvement in terms of learning so that what has been obtained in the class and what characters that already owned will remain still and even develop better.



## BIBLIOGRAPHY

- Damsar. 2011. *Pengantar Sosiologi Pendidikan*. Jakarta: Kencana
- Kamaruddin. 2012. *Journal of Education and Learning*. Vol.6 (4) pp. 223-230.
- Kesuma, Darma, Dkk. 2013. *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*. Bandung: PT Remaja Rosdakarya.
- Lasmawan Wayan. 2009. *Merekonstruksi Ke-IPS-an Berdasarkan Paradigma Teknohumanistik*, jurnal of Social Studies Education by FIS Undiksa.
- Malikah. 2013. *Kesadaran Diri Proses Pembentukan Karakter Islam*. Jurnal Al-Ulum Volume. 13 nomor 1. Juni 2013
- Naim, Ngainun. 2012. *Character Building*. Jogjakarta: Ar-Ruzz Media.
- Nana Sudjana. 2005. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Rosdakarya.
- Samani, Muchlas, Haryanto. 2014. *Pendidikan Karakter*. Bandung: Rosdakarya.
- Saleh, Munawiek. 2012. *Membangun Karakter dengan Hati Nurani pendidikan Karakter untuk Generasi Bangsa*. Jakarta: Erlangga.
- Sapriya. 2009. *Pendidikan IPS*. Bandung: Rosdakarya.
- Sapriya, Sadjarudin, Susilawati. 2008. *Konsep Dasar IPS*. Bandung: CV Yasindo Multi Aspek.
- Soekanto, Soerjono. 2002. *Sosiologi Suatu Pengantar*. Jakarta: Raja Grafindo Persada.
- Soemantri, Numan, Muhammad. 2001. *Menggagas Pembaharuan Pendidikan IPS*. Bandung: Rosdakarya.
- Somantri, Numan, Muhammad. 2008. *Media Pendidikan: Konsep Dasar IPS*. Bandung: Upi press
- Solihatini, Etin, Raharjo. 2007. *Cooperative Learning Analisis Model Pembelajaran IPS*. Bandung: Rosdakarya.
- Sumaatmaja, Nursid. 2001. *Metodologi Pelajaran Ilmu Pengetahuan Sosial (IPS)*. Bandung: Alumni

Sunyoto, Usman. 2013. *Ilmu Sosiologi Modern Pengembangan dan Tantangan*,  
Vol.1, No.3. Yogyakarta: Fisipol UGM

Zuchdi, Darmiyati. 2008. *Humanisasi Pendidikan: Menemukan Kembali Pendidikan yang  
Manusiawi*. Jakarta: Bumi Aksara.



## APPENDICES

### A. OBSERVATION GUIDE

Research Focus	Question
1. How does the role of social studies learning in order to embed student's character in MTs Hasyim Asyari Kota Batu?	<ol style="list-style-type: none"><li>1. What curriculum that used in this school?</li><li>2. How the learning process done in this school?</li><li>3. What Character that taught in this school?</li><li>4. What are the media, method to deliver the material in order to embed the character?</li></ol>
2. What are the result of student's character building through social studies learning in MTs Hasyim Asy'ari Kota Batu?	<ol style="list-style-type: none"><li>1. How about the student's respon of social studies learning process?</li><li>2. What is the real impact of embedding the character to the students that you have seen?</li><li>3. How about the evaluation of this learning process?</li></ol>

## B. INTERVIEW GUIDE FOR SOCIAL STUDIES TEACHER

Formulation of Problem	Questions
3. How does the role of social studies learning in order to embed student's character in MTs Hasyim Asyari Kota Batu?	<ol style="list-style-type: none"><li>1. How you do the social studies learning?</li><li>2. What kind of curriculum that used in this school?</li><li>3. How about the process that done in the learning process?</li><li>4. What character that you give to your students?</li><li>5. What method you use?</li><li>6. What media and strategies that you use?</li><li>7. What values that can be taught in social studies learning?</li></ol>
4. What are the result of student's character building through social studies learning in MTs Hasyim Asy'ari Kota Batu?	<ol style="list-style-type: none"><li>1. How the students react or respon to your learning process in the class?</li><li>2. What are the real impact of social studies learning in the class in order to embed student's character?</li><li>3. How about the evaluation?</li><li>4. What you suggest for the future learning process?</li></ol>

### C. INTERVIEW GUIDE FOR STUDENTS

Formulation of Problem	Questions
1. Bagaimana peran pembelajaran IPS dalam membangun karakter kepada siswa?	<ol style="list-style-type: none"><li>1. How your teacher teach in the class?</li><li>2. What are your activities in the class during the lesson?</li><li>3. Have you ever get the motivation from the teacher?</li><li>4. What character that you feel you got from the learning process?</li></ol>
2. Bagaimana hasil dari pembelajaran IPS dalam pembentukan karakter kepada siswa?	<ol style="list-style-type: none"><li>1. What you know about the character building?</li><li>2. How the impact after you do the social studies learning?</li><li>3. Is there something different in your attitude after do the social studies learning?</li><li>4. What you suggestion for future social studies learning?</li></ol>

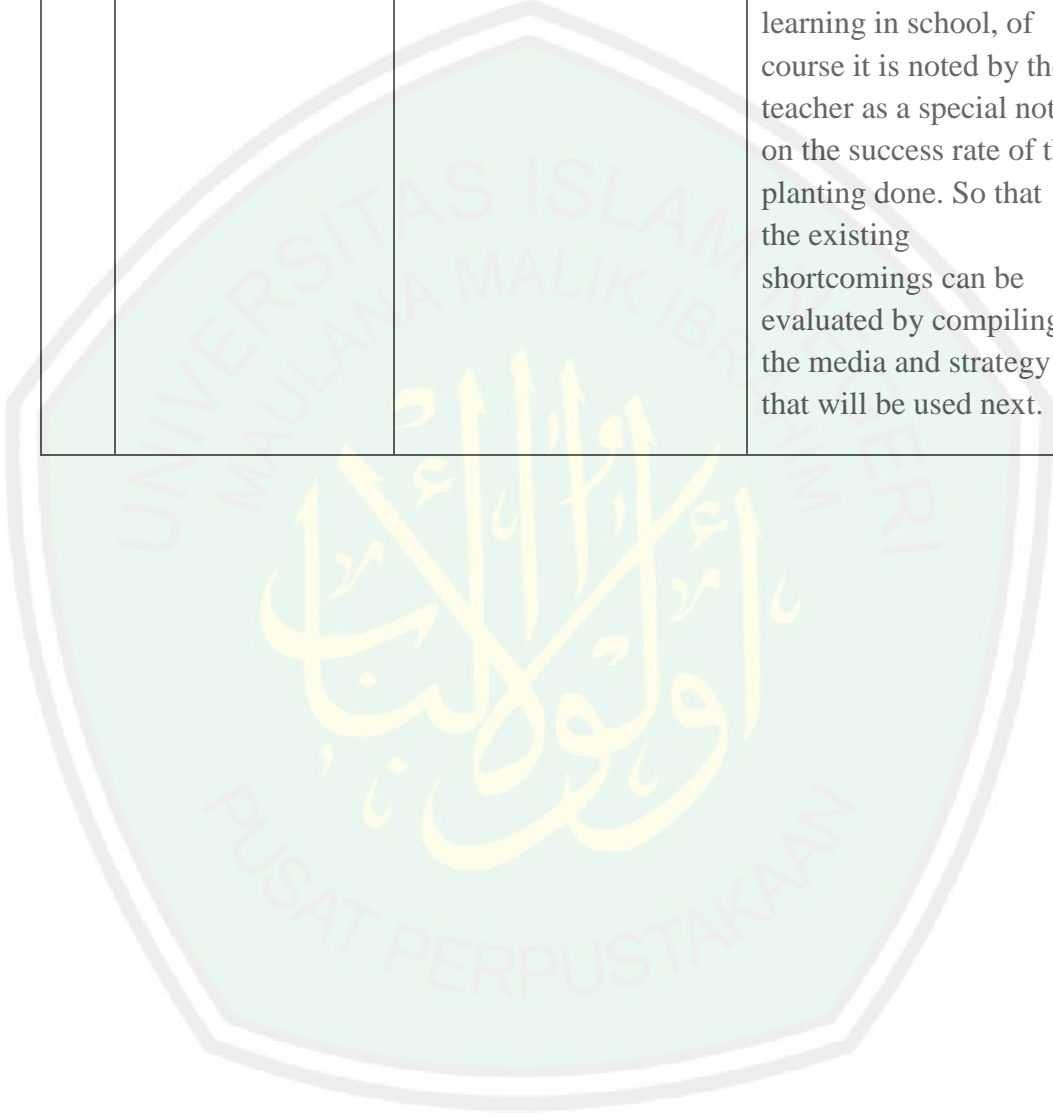
#### D. OBSERVATION RESULT

No	Research Focus	Themes	Discription
1	How does the role of social studies learning in order to embed student's character in MTs Hasyim Asyari Kota Batu?	<ol style="list-style-type: none"> <li>1. What curriculum that used in this school?</li> <li>2. How the learning process done in this school?</li> <li>3. What Character that taught in this school?</li> <li>4. What are the media, method to deliver the material in order to embed the character?</li> </ol>	<p>MTs Hasyim Asy'ari uses educational unit curriculum or we can refer to KTSP, this curriculum is based on competency standard and basic competence. So that the teacher is able to freely develop the material that will be taught the origin in accordance with the competence taught. Therefore, in the preparation of the device even the teachers are accompanied by the planting of characters, both religiously and socially. Sehgga in the learning process also resulted in a collaborative learning between conventional material delivery and character planting through the learning process. With so many characters that are taught in the learning process IPS, but the concentration is the element of social elements because IPS is</p>



			<p>a lesson about the social sciences, or things that exist within the community or social environment. Characters such as discipline, honesty, and love the homeland. The character's character is a fundamental character in the child's growth process. So that later they can apply to menjadli life within their respective social sphere. By using various methods of media and strategi teachers instill character to students. Of course, each material has different methods and different ways of planting different characters also through different media and strategies</p>
2	<p>What are the result of student's character building through social studies learning in MTs Hasyim Asy'ari Kota Batu?</p>	<ol style="list-style-type: none"> <li>1. How about the student's respon of social studies learning process?</li> <li>2. What is the real impact of embedding the character to the students that you have seen?</li> <li>3. How about the evaluation of this learning process?</li> </ol>	<p>With the number of existing students, reaching ± 250 figures embedding character is not an easy thing to do, so the responses shown by students are also diverse, some are easy to absorb, and others take a long time to understand. But teachers apply habituation so that even with a long period of</p>

			<p>time will get the character they need. Discipline, honesty and love of their homeland prove by increasing their discipline in following learning in school, of course it is noted by the teacher as a special note on the success rate of the planting done. So that the existing shortcomings can be evaluated by compiling the media and strategy that will be used next.</p>
--	--	--	--



## E. RESULT OF INTERVIEW

Name : Dra. Sudariyani

Position : Curriculum departement of MTs Hasyim Asy'ari Batu

Time, Date : 11<sup>th</sup> of September 2017

### 1. Apakah kurikulum yang digunakan di MTs Hasyim Asy'ari ini?

*ya disini kita itu pake ktsp, tapi kita sekarang dalam tahap persiapan untuk ke k13, sesuai dengan instruksi pak kepala madrasah mulai tahun kelas satu itu sudah menggunakan k13. Tapi disini itu meskipun kita pake ktsp guru guru disini sudah hafal kalo pas proses ngajar mereka itu pasti ada unsur islamnya. Itu memang udah dari dulu seperti itu. Jadi kurikulum kitas meskipun pake KTSP tapi udah ada k13 nya didalam pelaksanaan pembelajarannya. Karna kita berharap nanti siswa kita ini keluar dari MTs ini bisa membawa nama baik MTs karna itu juga sebagai ajang promosi kita ke masyarakat, sehingga mereka tau bahwa sekolah kita ini ndak hanya pelajarannya saja yang diajarkan, namun ada akhlak yang juga diajarkan kepada anak anak.*

Name : Bpk. Faishol El Rijal, S.E

Position : Social Studies Teacher

Time, Date : 11<sup>th</sup> & 14<sup>th</sup> of September 2017

**1. Bagaimana pembelajaran IPS yang berlangsung dengan penggunaan kurikulum satuan pendidikan selama anda mengajar?**

*Gini mas sebenarnya apapun kurikulumnya itu semua tergantung sama gurunya, gimana cara ngajarnya atau cara menyampaikannya. Yang jelas kita pake kurikulum itu sebagai pegangan kita jadi biar kita ndak tersesat gitu pas ngajarnya. Yang jelas kurikulum itu tetap sebagai acuan kita namun apa yang terjadi dikelas itu adalah kehendak kita sebagai guru. Kan yang tau keadaan muridnya kita jadi kitalah yang lebih paham gimana harus melakukan kegiatan pembelajaran pas dikelas itu.*

**2. Bagaimana proses pembelajaran yang terjadi didalam kelas?**

*Meskipun pas ngajar itu kita sepenuhnya yang ngendalikan tapi kita tetep mengacu ke rpp yang sudah dibuat selama setahun itu. RPP itukan rencana pelaksanaan pembelajaran, gitu ya mas? Nah dari situ kita punya jalan gitu sederhananya, nah kita tinggal berjalan saja dijalan itu. Tapi cara kita jalan itu terserah kita, gitu lho mas. Ya banyak yang saya lakukan pas ngajar itu, ndak semuanya sesuai rpp ya kayak yang saya bilang tadi. Karna tiap tiap kelas itu beda mas cara penanganannya. Jadi kita kasi treatment yang beda beda, supaya materi kita mudah diterima oleh mereka. Apalagi*

*IPS itu kan kita harus aktif nerangkan dikelas, kalo ada anak yang suka baca gitu enak mereka udah baca dulu, tapi kalo kena anak yang susah baca, nah ini yang harus ditangani dengan segenap jiwa mas. Tapi saya selalu nyuruh mereka baca sebelum saya mulai pelajarannya, ya minimal mereka mbaca judulnya aja itu kira kira udah bisa tau apa yang akan mereka pelajaran dikelas, intinya kita lakukan pembiasaan pembiasaan dulu kepada siswa, karna itu hal yang paling mungkin yang kita lakukan.*

**3. Karakter karakter apa saja yang ada didalam pembelajaran IPS?**

*Karakter, karakter itu hampir mirip sama akhlak kalo diislam mas, nah biar hidup kita baik kita harus punya karakter yang baik pula atau akhlak yang baik, ada banyak hal yang bisa bikin kita baik itu, nah kalo untuk anak anak, biasanya ini mas yang paling sering saya sampaikan itu kedisiplinan, kan disini saya juga ngerangkep jadi tata tertib, jadi saya kalo ngengetin mereka itu selalu yang pertama dan utama itu masalah kedisiplinan, sampe sampe saya bilang kemereka itu pokoknya tertib pas pelajaran, gak bolosan, ngerjakan tugas, saya jamin lulus kamu, gitu mas. Tapi ya tentunya gak itu aja, kita tergantung materinya mas, kalo pas materinya tentang sejarah indonesia gitu saya tanamkan ke mereka cinta tanah air, semangat perjuangan, dan hal hal lain terkait kebangsaan.*

**4. Bagaimana cara anda dalam menanamkan karakter kepada siswa?**

*Nah ini yang gampang gampang susah, kita mulai itu semua dari hal yang kecil dulu mas karna menanamkan karakter pada anak anak itu gampang gampang susah mas, karna mereka masih dalam usia yang bisa dibilang*

*masih kecil kan? rata rata umur mereka itu antara 11 tahun hingga 13 tahun, namun kita sebagai guru harus terus memberikan masukan masukan berupa karakter karakter atau biasanya saya sebut dengan wejangan kepada mereka agar mereka mempunyai karakter yang kuat sehingga mereka keluar dari sini (MTs Hasyim Asy'ari) sudah memiliki karakter yang baik, agamanya juga baik, tentu saja lewat pembelajaran IPS dan pembelajaran pembelajaran lainnya, hanya saja dalam pembelajaran IPS ini kita lebih arahkan ke sisi sosialnya.*

**5. Nilai nilai apa yang tercipta dari pembelajaran IPS?**

*Kalo mereka udah punya karakter yang baik kan akhirnya mereka punya nilai nilai yang baik pula mas, jadi dengan karakter yang baik ini mereka dapet nilai yang baik juga dilingkungannya. Yang jelas nilai nilai yang tercipta itu nilai nilai yang baik dan luhur, karna disini kita selali menaburi pembelajaran kita pake nilai nilai agama dan dasar NU yang kuat kepada anak anak. Karna sekolah ini sekolah islam satu, dan kedua kita disini dasar pemahamannya itu NU, kan kita dibawah lembaga pendidikan maarif, nah maarif ini lembaga pendidikannya NU, ya jadi nilai nilai luhur dari ulama' ulama' kita, kita ajarkan disini, gitu lho mas.*

**6. Menurut anda apa peran pembelajaran IPS dalam membangun karakter siswa?**

*Yang jelas perannya sangat penting, penting itu karna IPS itu gak hanya bisa menanamkan karakter namun juga sebagai informasi kepada siswa biar mereka gak salah memilih jalan nantinya ketika sudah berada dalam*

*lingkungan sosial, intinya perannya pelajaran ini sebagai penuntun siswa biar mereka ndak tersesat dalam lingkungan sosial mereka, tersesat itu artinya tidak salah dalam melakukan sesuatu, atau mudahnya gak nyimpang gitu.*

**7. Menurut anda bagaimana hasil yang bisa dilihat dari penanaman karakter yang sudah anda lakukan?**

*Hasilnya cukup memuaskan selama ini, itu yang paling mudah itu bisa kita lihat pas ujian semester ataupun tengah semester, saya itu senang karna mereka udah ngurang yang curang, ya meskipun gak semuanya, tapi sebagian besar mereka udah ndak ada yang curang itu membuat hati saya berbahagia. Itu indikasi bahwa penanaman kita sukses, meskipun belum 100%*

**8. Bagaimana mengenai evaluasi yang anda lakukan?**

*Yang jelas semua itu gak mungkin ada yang sempurna, itu pasti, apa lagi dengan banyaknya siswa kita sekarang ini, namun kita harus tetap berupaya untuk meningkatkan performa kita, istilah e kita harus terus berbenah diri, jadi apa yang menjadi kekurangan kita lihat dulu, kenapa kok karakter ini susah diterapkan? Nah kita cari dulu penyebabnya kemudian baru kita cari solusinya sehingga dalam pembelajaran yang akan kita lakukan selanjutnya kita udah punya jurus baru supaya hasilnya lebih maksimal.*

Name : Bpk. Khairul Anwar, S.Pd

Position : Social Studies Teacher

Time, Date : 11<sup>th</sup> of September 2017

**1. Bagaimana pembelajaran IPS yang berlangsung dengan penggunaan kurikulum satuan pendidikan selama anda mengajar?**

*Disini kita pake KTSP ya, dan itu enak mas getar kalo disini kita kan dasarnya agama, jadi agak ringan gitu kalo menyisipkan pendidikan karakter seperti yang samean katakan tadi, memang dari dulu seperti ini disini, jadi ngajarnya kitapun memang udah pasti ngajarkan karakter ke anak, udah jadi semacam kebiasaan guru guru disini, selalu gitu kalo ngajar.*

**2. Bagaimana proses pembelajaran yang terjadi didalam kelas?**

*Selama ini saya ngajarnya pun juga gitu mas getar, jadi anak anak itu saya selipi pendidikan karakter, istilahnya kita kita mengajarkan kebaikan kepada mereka lewat pelajaran yang kita ajarkan, jadi mereka itu sekolah disini dapet dua, umumnya dapet agamanya juga dapet, kan karakter itu akhlak a mas, intinya kita mengajarkan kebaikan pada mereka.*

**3. Karakter karakter apa saja yang ada didalam pembelajaran IPS?**

*Ya banyak, kebersihan dengan gak buang sampah sembarangan itu udah karakter kecil yang penting dimiliki oleh anak anak kita ini, dulu mereka buangsampahnya sembarangan kita buat tempat sampah ditiap tiap*



*kelas dan tiap pelajaran kita himbau untuk membuangnya ditempatnya, inikan udah bentuk pendidikan karakter, mulai yang simple dulu mas getar.*

**4. Bagaimana cara anda dalam menanamkan karakter kepada siswa?**

*Anak anak itu suka kalo diceritani, ya jadi itu yang saya pake mas getar, saya menyampaikan ke mereka dengan cara yang mereka suka biar cepet gitu nyerapnya, nah dicerita itu kita kasi juga pendidikan karakter lewat kisah kisah atau peristiwa peristiwa masa lalu kalo pas materinya sejarah, ya sejauh ceramah itu yang saya pake mas getar, tapi kadang ya saya pake lcd, sekalian memanfaatkan apa yang ada disini.*

**5. Nilai nilai apa yang tercipta dari pembelajaran IPS?**

*Yang pasti disini itu nilai nilai agama ya mas getar, tapi diIPS ya nilai nilai sosial juga kayak kesopanan itu terus kita kasikan ke anak anak, kita ngajarkan ke anak anak lewat pembiasaan pembiasaan jadi nilai nilai ini bisa digunakan oleh mereka, disini itu enak mas getar, banyak yang ikut merhatikan, jadi semua guru itu sama sama saling mengawasi anak anak jadi enak kita banyak yang bantu.*

**6. Menurut anda apa peran pembelajaran IPS dalam membangun karakter siswa?**

*Perannya ya sangat penting mas getar, kalo gak ada pelajaran IPS paling mereka ya gak ngerti karakter karakter ini, ya mungkin mereka tau tapi gak sebaik kalo ada pelajaran ini gitu ya mas, intinya penting demi masa depan mereka semua.*

**7. Menurut anda bagaimana hasil yang bisa dilihat dari penanaman karakter yang sudah anda lakukan?**

*Alhamdulillah seperti yang tak bilang tadi kalo disini itu semua guru saling mengawasi anak anak jadi hasilnya pun juga bagus mas, karna terkendali gitu, kita nyampaikan dikelas mereka serap mereka pake, nah kalo ada kesalahan kita semua ikut mengendalkikan jadi meskipun siswa kita banyak itu jadi terasa mudah gitu mas getar.*

**8. Bagaimana mengenai evaluasi yang anda lakukan?**

*Ya itu kita lakukan tiap semester kita ada rapat guru yang mana kita bahas perkembangan anak anak, disini kita saling memberikan masukan terhadap apa apa yang kurang, biasanya juga sebagai sarana bapak ibu guru untuk menyampaikan kondisi siswa yang memang perlu penanganan jadi bentuk evaluasinya kita sampaikan disana cek ada yang bantu ngasi solusi gitu lho mas getar.*

Name : Harum

Position : Students

Time, Date : 11<sup>th</sup> of September 2017

**1. Bagaimana pembelajaran IPS yang kalian lakukan dikelas?**

*Kalo dikelas pak guru ya biasa aja ngajarnya gitu, pak fishol enak kalo ngajar, kita disuruh baca mesti itu, sampe kadang kadang saya males gitu kalo disuruh baca, tapi ya tetep baca.*

**2. Apakah kalian mengerti tentang pendidikan karakter?**

*Nggak tau, he he he, kalo disiplin tau saya, kayak masuk tepat waktu trus gak bolos itu kan?, kalo itu saya gak pernah bolos.*

**3. Bagaimana cara guru menyampaikan materi?**

*Kalo pak faishol itu kadang kita disuruh kelompokan, dikasi soal trus disuruh menjawab berkelompok gitu, kadang liat film, film yang perjuangan gitu, kadang film motivasi.*

**4. Apakah ada perubahan tingkahlaku yang kalian rasakan setelah mengikuti pembelajaran IPS dikelas?**

*Ya saya jadi makin rajin, he he he, saya jarang telat kalo waktunya pak faishol takut nanti dihukum, ya jadi bangunnya jadi pagi pagi.*

## F. PICTURE



Picture 1. Interview with Mr. Faishol as a social science teacher



Picture 2. Students do the discussion activity



Picture 3. Students do the learning process in the class



### EVIDANCE OF CONSULTATION

Name : Getar Muhammad Amdjad  
Number of Student : 13130152  
Departement : Social Science Education  
Advisor : Dr. H. Nur Ali, M.Pd  
Title of Skripsi : The Role of Social Studies Learnig on Students Character Building  
in MTs Hasyim Asy'ari Kota Batu

No	Date Of Consultation	Consultation Material	Signature
	25/8 2017	revisi proposal	
	1/9 2017	Instrument	
	15/9 2017	Bab 4, 5, 6	
	22/9 2017	Revisi bab 4, 5, 6	
	29/9 2017	Revisi final	
	5/10 2017	Acc	
	24/10 17	Pris dan cession	

Acknowledge by,  
Head of Departement,

Dr. Alfiana Yuli Efiyanti, M.A  
NIP. 19710701 200604 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 2632/Un.03.1/TL.00.1/10/2017  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

10 Oktober 2017

Kepada  
Yth. Kepala MTs Hasyim Asy'ari Batu  
di  
Batu

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Getar Muhammad Amdjad  
NIM : 13130152  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester - Tahun Akademik : Ganjil - 2017/2018  
Judul Skripsi : **The Role of Social Studies Learning on Student's Character Building in MTs Hasyim Asy'ari Batu**  
Lama Penelitian : Oktober 2017 sampai dengan Desember 2017  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

## CURRICULUM VITAE OF STUDENT



Name : Getar Muhammad Amdjad  
NIM : 13130152  
Birth : Malang, August 23<sup>rd</sup> 1995  
Faculty : Education and Teacher Training  
Program of Study : Social Science Education  
Year : 2013  
Address : Abdul Jalil Street, 49 Batu City  
E-mail : getaramdjad@gmail.com  
Contact : 085755822360

### Education Background

TK Hajjah Mariyam Batu	2000 - 2001
MI Miftahul Ulum Batu	2001 - 2007
MTs Hasyim Asy'ari Batu	2007 - 2010
MAN Kota Batu	2010 - 2013
UIN Maulana Malik Ibrahim Malang	2013