

**THE IMPLEMENTATION OF CHARACTER EDUCATION
IN SOCIAL SCIENCE LEARNING FOR 7th GRADE JUNIOR HIGH
SCHOOL WAHID HASYIM MALANG**

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

JUNE, 2018

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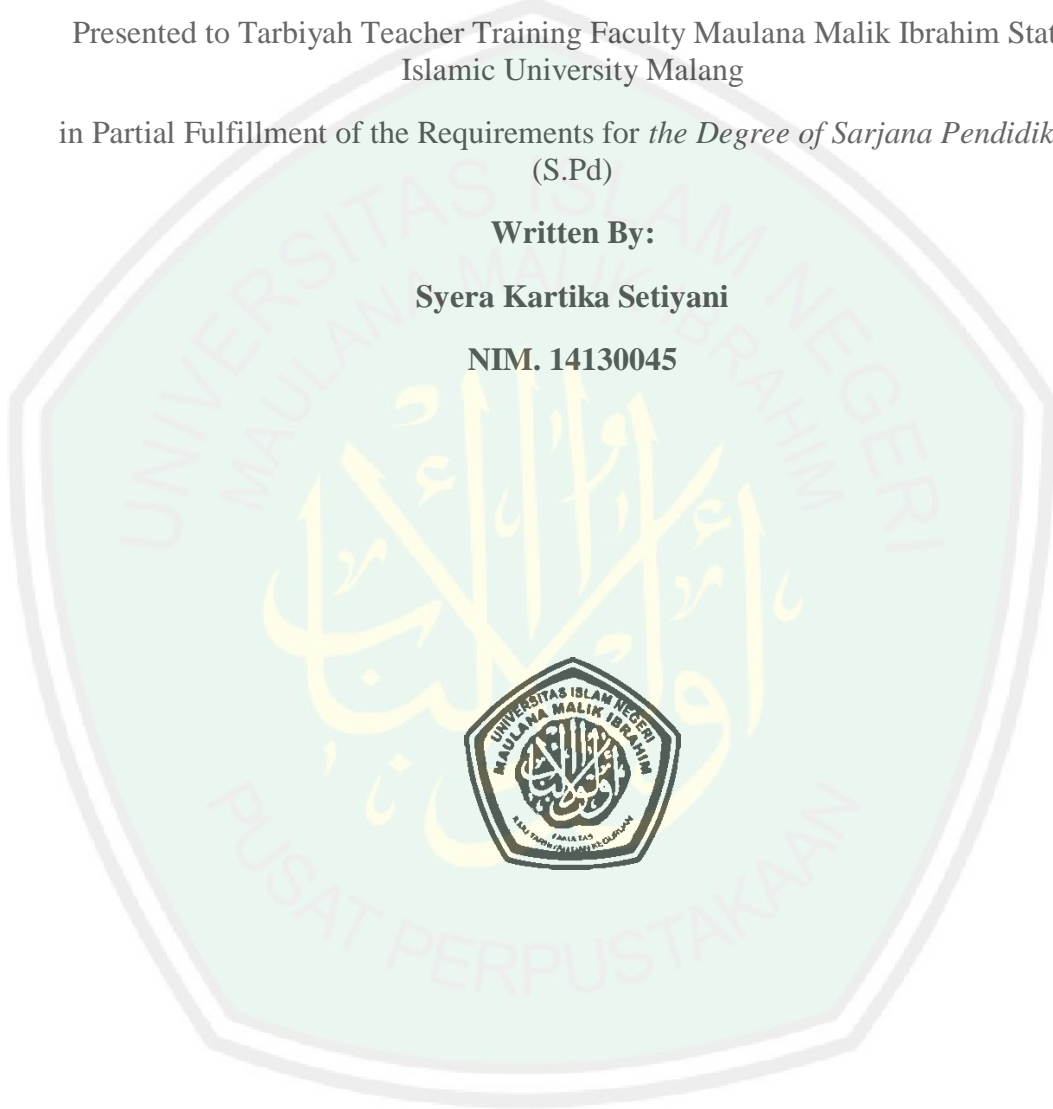
Presented to Tarbiyah Teacher Training Faculty Maulana Malik Ibrahim State
Islamic University Malang

in Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(S.Pd)

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APPROVAL SHEET

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In the name of Allah the most Merciful and the most Gracious.

All praise is due to Allah SWT, we praise Him, seek His help, and ask for His forgiveness. I am thankful to Allah, who supplied me with the courage, the guidance, and the love to complete this thesis.

Mom and dad (Maryati Dwi Prihatin and Mohammad Jaelani) You've a plant seed and watched it grow. I may not be the tallest tree, but here's one thing I dedicated for you both. I am truly indebted of them for their warmth and am that they would be proud of my achievements. Bismillahirrahmanirahim "And say my Lord have mercy on them just as they raised me when I was small" (Bani Israel: 24) for you

Insya Allah

I am forever thankful for supportive surrounding. People who sticks around,

Thankyou! You know who you are.

MOTTO

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ

وَلَوْ آمَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِنْهُمْ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ

110. You are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah. If only the People of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient.¹

(Ali-‘Imran:110)

¹ Al-Quran dan Terjemah untuk wanita, (Bandung: Jabal, 2010), pg. 51

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ADVISOR OFFICIAL NOTE

Matter : Thesis of Syera Kartika Setiyani **Malang, 24th May 2018**

Appendixes : 4 (fourth) exemplar

To Whom It May Concern,
 Dean of Faculty Tarbiyah and Teaching Sciences
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 At
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Assalamualaikum wr.wb

After carrying out several times for guidance, booth and terms of content language and writing technique, and after reading the following thesis:

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Title of Thesis: "The Implementation of Character Education in Social Science

Learning for 7th Grade Junior High School Wahid Hasyim Malang"

As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamulaikum wr.wb

Advisor,



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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Syera Kartika Setiyani, student of Social Science Education Department (Pendidikan IPS) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve to other *Sarjana* status of other Higher Tertiary Education, except those which are indicted in the notes, quotation, and bibliography. Therefore, I am the only person is responsible for the thesis if there any objection for claim from others.

Malang, 24 May 2018
Author,



Syera Kartika Setiyani
NIM.14130045

PREFACE

All price be to Allah he all mighty, who has giving us mercies and blessing until I can finish this thesis on title “The Implementation of Character Education in Social Science Learning for 7th Grade Junior High School Wahid Hasyim Malang”. Sholawat and Salam always be presented to our prophet from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

The author never forgot to thanks beloved parent that always give motivation to study hard until getting the bright future and some special persons in supporting and guiding me to finish this thesis. Those are:

1. Prof. Dr. Abdul Haris, M. Ag, as Rector of Maulana Malik Ibrahim State Islamic University of Malang
2. Dr. Agus Maimun, M.Pd as Dean of Tarbiyah and Teacher Training Faculty
3. Dr. Alfiana Yuli Efianti, M.A, as the Chief of Social Science Education Department
4. Dr. Alfiana Yuli Efianti M.A, as my advisor who has continually guided me troughout the entire process of the thesis writting with all contructive comments and suggestion to make this thesis more perfect.
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Finally, I believe that in writting and finishing this thesis there would be so many mistake and errors. Therefore, I am as the author openly accepts any constructive critics and suggestion from the readers in order to make it perfect. In addition, hopefully this thesis is use full for many people. Either the students of social science departmenet.

Malang, 24th May 2018

The Author

GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows:

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	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Vocal Long

Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Vocal Diftong

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إِي	=	î

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ABSTRAK

Setiyani, Syera Kartika. 2018. Implementasi Pendidikan Karakter dalam Pembelajaran IPS pada Kelas VII Sekolah Menengah Pertama Wahid Hasyim Malang. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Dr. Alfiana Yuli Efianti, MA

Kata kunci : Implementasi Pendidikan Karakter, Pembelajaran IPS

Pendidikan Karakter adalah upaya penanaman nilai-nilai moral pada cara berpikir yang dilaksanakan dalam bentuk sikap dan perilaku melalui interaksi dengan Tuhan, diri sendiri, sesama, dan lingkungan. Saat ini sedang ramai didiskusikan banyaknya kasus yang dilakukan pelajar seperti tawuran, mencotek saat ulangan dan tindakan kekerasan di lingkungan sekolah (*bullying*). Hal ini menjadikan pentingnya pendidikan karakter bagi pelajar. Seperti dijelaskan dalam SISDIKNAS Nomor 20 tahun 2003 bahwanya pendidikan nasional berfungsi untuk membentuk karakter dan mengembangkan potensi peserta didik. Kementerian Pendidikan Nasional telah merumuskan delapan belas nilai karakter bangsa yaitu: religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat/komunikatif, cinta damai, gemar membaca peduli lingkungan, peduli sosial, dan bertanggung jawab yang dijadikan pedoman dalam pelaksanaan pendidikan karakter. Pendidikan karakter dapat dilaksanakan dengan mengintegrasikan pendidikan karakter dengan mata pelajaran. Ilmu Pengetahuan Sosial yang biasa dikenal dengan singkatan IPS yang mempelajari peristiwa dan fenomena yang berkaitan dengan masalah sosial. Melalui pembelajaran IPS diharapkan karakter peserta didik akan mudah terbentuk. Mengingat materi dalam pembelajaran IPS dekat dengan kehidupan sehari-hari peserta didik.

Tujuan penelitian untuk: 1) Mendeskripsikan perencanaan pendidikan karakter dalam pembelajaran IPS pada kelas VII C SMP Wahid Hasyim Malang, 2) Mendeskripsikan pelaksanaan pendidikan karakter dalam pembelajaran IPS pada kelas VII C SMP Wahid Hasyim Malang, 3) Mendeskripsikan evaluasi pendidikan karakter dalam pembelajaran IPS pada kelas VII C SMP Wahid Hasyim Malang.

Untuk mencapai tujuan penelitian, digunakan pendekatan penelitian kualitatif dengan jenis penelitian deskriptif. Instrumen kunci adalah peneliti sendiri. Teknik pengumpulan data yang digunakan adalah observasi wawancara, dan dokumentasi. Analisis data dilakukan dengan cara mereduksi data, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: 1) Perencanaan pendidikan karakter dalam pembelajaran IPS pada kelas VII C di SMP Wahid Hasyim Malang dengan menyusun Rencana Pelaksanaan Pembelajaran (RPP) IPS dengan kegiatan pembelajaran yang mengarah pada pembentukan karakter peserta didik. 2) Pelaksanaan pendidikan karakter dalam pembelajaran IPS pada kelas VII C SMP Wahid Hasyim Malang melalui kegiatan pembelajaran pada tahap kegiatan pendahuluan, kegiatan inti dan kegiatan penutup. Dalam pelaksanaannya terdapat

empat belas nilai karakter yakni; religius, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, cinta tanah air, menghargai prestasi bersahabat/komunikatif, gemar membaca, peduli lingkungan, peduli sosial dan tanggungjawab. 3) Evaluasi pendidikan karakter dalam pembelajaran IPS pada kelas VII C SMP Wahid Hasyim Malang dilakukan dengan menggunakan teknik penilaian sikap, antara lain: observasi, penilaian antar teman, penilaian diri dan jurnal catatan guru.



ABSTRACT

Setiyani, Syera Kartika. 2018. The Implementation of Character Education In Social Science Learning for 7th Grade Junior High School Malang. Thesis, Department of Social Education, Faculty of Tarbiyah and teaching science, State Islamic University (UIN) Maulana Malik Ibrahim Malang, Dr.Alfiana Yuli Efianti, MA

Keywords: Implementation of Character Education, IPS Learning

Character Education is an effort to cultivate moral values on the way of thinking that implemented in the form of attitude and behavior through interaction with God, self, other, and environment. It is currently being discussed because of the many cases done by students such as brawl, cheating during examination and violence in the school (bullying). It becomes the urgency of character for students. It has been described in SISDIKNAS Number 20 of 2003 that national education serves to shape the character and develop the students' potential. The Ministry of National Education has formulated eighteen values of the nation's character: religious, honest, tolerance, disciplined, hard work, creative, independent, democratic, curiosity, love of the homeland, nationalism spirit, achievement orientation, respectful, friendly/communicative, fondness of reading, environmentally awareness, social care, and responsibility as a guideline in the implementation of character education. Character education can be implemented by integrating character education with Social Sciences commonly known as IPS which is studied events and phenomena related to social problems. It is expected that the character of learners will be easily formed by learning IPS subject. Retrace that the material in IPS subject is close to the daily life of students.

The objectives of the study are: 1) Describe the character education planning in IPS learning of VII C grade of SMP Wahid Hasyim Malang, 2) To describe the implementation of character education in in IPS learning of VII C grade of SMP Wahid Hasyim Malang, 3) To describe the evaluation of character education in IPS learning of VII C grade of SMP Wahid Hasyim Malang.

To achieve the research objectives, a qualitative research approach with descriptive research is used. The key instrument is the researcher herself. Data collection techniques used were interview, observation, and documentation. Data analysis is done by reducing data, exposing data and drawing conclusions.

The results shows that, 1) Character education planning in IPS learning in VII C of SMP Wahid Hasyim Malang started by preparing the Lesson Plan (RPP) with learning activities that lead to the formation of the character of students. 2) Implementation of character education in IPS learning in VII C of SMP Wahid Hasyim Malang is conducted through learning activities at the stage of preliminary activities, core activities and closing activities. there are religious, tolerance, disciplined, hard work, independent, democratic, curiosity, love of the homeland, achievement orientation friendly/communicative, fondness of reading, environment awareness, social care and responsibility. 3) Evaluation of character education in social studies in VII C of SMP Wahid Hasyim Malang is done by

using attitude assesment techniques, there are: observation, assessment among friends, self-assessment and note journal of teacher.



الملخص ملخص البحث

سيتاني ، سيرا كارتیکا. ٢٠١٨. تنفيذ تعليم الحرف في الدراسة " العلوم الاجتماعية " في الصف المدرسة المتوسطة الواحد هاشم مالانج. البحث. قسم العلوم الاجتماعية كلية التربية وتدريب المعلمين ، الجامعة الإسلامية مولانا مالك الحكومية إبراهيم مالانج ، المشرف: الفينا يولي افني ، ماجستير

الكلمات الرئيسية: تنفيذ تعليم الحروف ، الدراسة " العلوم الاجتماعية "

التعليم الحرف هو جهود متزايدة من القيم الأخلاقية في طريقة التفكير التي يتم تنفيذها في شكل المواقف والسلوك من خلال التفاعل مع الله، وأنفسهم، والزميل، والبيئة. الآن، مشغول حاليا مناقشة العديد من الحالات تفعل الطلاب مثل شجار، غش عند إعادة الامتحان وأعمال العنف في البيئة المدرسية (البلطجة). هذا يجعل من أهمية تعليم الشخصيات للطلاب. كما هو موضح في رقم نظام التعليم الوطني ٢٠ لسنة ٢٠٠٣ التربية الوطنية يعمل على بناء شخصيته وتطوير قدرات المتعلمين. وقد وضعت وزارة التربية الوطنية ثمانية عشر قيمة طابع وطني، وهي: الدين، والصدق، والتسامح، والانضباط، والعمل الشاق، خلاقة، مستقلة وديمقراطية، والفضول، والروح القومية وحب الوطن واحترام الإنجازات والأصدقاء / التواصل والسلام والحب، متعطشا رعاية القارئ حول البيئة، والرعاية الاجتماعية، ومسؤولة عن توجيه تنفيذ التعليم الطابع. يمكن تنفيذ تعليم الشخصيات من خلال دمج تعليم الشخصيات مع الموضوعات. العلوم الاجتماعية اختصار الذي يدرس الأحداث والظواهر ذات الصلة بالقضايا الاجتماعية. من خلال تعلم " العلوم الاجتماعية " يتوقع أن تشكل شخصية المتعلمين بسهولة. نظرا للمادة في دروس " العلوم الاجتماعية " قريبة من الحياة اليومية للمتعلمين.

الهدف من البحث: (١) صف التخطيط للتعليم الحرف في الدراسة " العلوم الاجتماعية " في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج، (٢)

صف تنفيذ التعليم حرف في الدرس الدراسات الاجتماعية في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج، (٣) صف تقييم التعليم حرف في الدراسات الاجتماعية التعلم في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج.

ولتحقيق أهداف الدراسة، تم استخدام منهج البحث النوعي بحث وصفي. الأداة الرئيسية هي الباحث نفسه. تقنيات جمع البيانات المستخدمة هي المراقبة ، والوثائق. يتم تحليل البيانات عن طريق تقليل البيانات ، وكشف البيانات واستنتاجات الرسم.

أوضحت النتائج ما يلي: (١) تخطيط تعليم الحروف في الدراسة " العلوم الإجتماعية " في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج من خلال إعداد خطة التعلم " العلوم الإجتماعية " مع أنشطة التعلم التي تؤدي إلى تكوين شخصية المتعلمين. (٢) تنفيذ تعليم الحرف في تعلم " العلوم الإجتماعية " في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج من خلال أنشطة التعلم في مرحلة الأنشطة الأولية والأنشطة الأساسية والأنشطة الختامية. في التنفيذ هناك أربعة عشر قيم شخصية وهي: الدين ، والتسامح ، والانضباط ، والعمل الشاق ، والاعتماد على الذات ، والديمقراطية ، والفضول ، وحب الوطن ، وتقدير إنجازات ودية / التواصل ، والقراءة ، والرعاية البيئية ، والرعاية الاجتماعية والمسؤولية. (٣) تقييم تعليم الشخصيات في الدراسات الاجتماعية في الصف السابع "ج" المدرسة المتوسطة الواحد هاشم مالانج يتم باستخدام أساليب تقييم الموقف ، من بين أمور أخرى: الملاحظة والتقييم بين الأصدقاء والتقييم الذاتي وملاحظات المدرسين.

CHAPTER I

INTRODUCTION

A. Background of The Research

The advancement of a nation is determined by the existing education in that country. Indonesia as a country with a large population has abundant human resource potential. Guidance of quality of human resources for quality can be established through the education process. Education is an attempt to develop the knowledge and skills of individuals in order to actualize themselves to the environment appropriately. Not only stop in the realm of knowledge and skills, education also seeks to build character in a person, through the formation of character will result in concrete actions in accordance with moral values and rules that apply to society.

Therefore, the state in its effort to enliven the nation's life targets character education for learners, as stated in the law number 20 of 2003 on the function and objectives of national education in chapter 2 chapter 3 which reads "National education serves to shape the character and civilization of dignity human in the intellectual framework of the nation, aims to develop the potential of learners to become human beings of faith and cautious to God Almighty, precious, healthy, achievers, creative, independent and become citizens of a democratic and responsible".²

² Dharma Kesuma, dkk. *Pendidikan Karakter Penelitian dan Praktik di Sekolah* (Bandung: Remaja Rosdakarya, 2011) pg. 6

National legislation in chapter 2 of chapter 3 describes two important things that educational institutions want to realize in Indonesia, the first is ability. Second, forming the character, the development of the ability to connect with the head, while the development of character related to the heart, the outcome of the development of ability refers to the academic quality, while the outcome of shaping the character is the realization of graduates of *khusnul khuluq* (good character).³

Indonesia national education system formulated with consideration far staring into the future, every day there are new things on every side of human life that will develop in accordance with the development of the modern era and accompanied by the rapid development of technology and information increasingly sophisticated, things such as will make it easier for human to meet the needs of his life, but on the other hand it also has some negative impact that is likely to happen just and unconsciously as a change. Traditional values and customs slowly began to be abandoned because of the heterogeneous busyness and livelihoods of society. In the social environment social phenomena such as the decline of the spirit of mutual cooperation and kinship are rarely encountered in the environment, people are more concerned with work and themselves that lead to the emergence of individualistic and materialistic attitude, even the heart and conscience will slowly lose sensitivity to social problems which occurs in the community, due to the lack of a positive social interaction to build a

³ Barnawi and M.Arifin *Strategi & Kebijakan Pembelajaran Pendidikan Karakter*, (Jogjakarta: Ar-Ruzz 2012) pg. 45-46

community of mutual help, as the saying says the same weight is borne, the same is lightweight, Such things if left continuously will become an ingrained habit and difficult to eradicate, these phenomena will potentially appear bad characters that are not in accordance with prevailing norms and values

Education over the last few years is based on intelligence alone, children will be considered successful in learning if he has a high learning value, but less attention to the formation of attitudes and moral learners. This can be seen from the cases of teenagers discussed in the mass media such as fights between students, watching video content porn, using drugs, violence in the school (bullying) more often heard, dishonest behavior such as cheating on repetition, ignoring the task of teachers, littering, hating speech, skipping school, plagiarizing other things and happening and being done by the learner. This can happen because students at school age are in transition from children to adulthood, this period is called adolescence.

Teenage is the most vulnerable age carrying social flow. At this age a person is said to be in a period of self-discovery to form a personality. In connection with the period of investigation, Asmani in his book explained that adolescence is a period where people act with great curiosity combined with new things and attitudes that are prone to carry on

a problem, but if they can manage the situation prone well it can be become a potential for teenagers.⁴

Data from the National Commission for Child Protection (*Komnas PA*) revealed 4,500 adolescents in 12 cities in Indonesia, 97% have seen pornography. The rise of violence that occurred in schools, among others, violence in the form of physical, psychological, to sexual. In various forms of violence, children become victims or perpetrators, or victims and perpetrators. Fights, violence when MOS, and bullying are even a tradition in most schools that often involve children in bulk.⁵

Facts that occur in the field that school-age children are victims of a case of considerable violence. Often school-aged children not only become victims but also become perpetrators of violence. Data on the complaints of the Child Protection Commission (KPAI) of 2015, indicates that the child is a victim of violence as many as 127 students, while the child becomes a perpetrator of violence in 64 schools of students. Children victims of fights 71 students, while children who became the perpetrator fights 88 students.⁶

For some deviant behavior that occurs, making character education important for adolescents as a precaution against negative influences that

⁴ Ageng Aryyanadhika, Pendidikan karakter dalam keluarga untuk susunan karakter remaja yang dewasa berpiki dan berperilaku <https://media.neliti.com/media/publications/13668-ID-pendidikan-karakter-dalam-keluarga-untuk-membentuk-kepribadian-remaja-yang-dewas.pdf> accessed on 22 October 2017 at 10:15 pm

⁵ <http://www.mediaindonesia.com/index.php/news/read/71598/komnas-pa-sebut-97-remaja-indonesia-pernah-akses-pornografi/2016-10-11> accessed on October 21st at 9:09 pm

⁶ <http://www.kpai.go.id/berita/kpai-quo-vadis-perlindungan-anak-di-sekolah-antara-norma-and-realita/>, accessed on October 21st at 11.18 pm

come from the social environment as well as from the social environment and to fortify themselves from deviant behavior and not easily affected to do so. Character education needs to be instilled from an early age should continue to be explored and updated values in it adjust the development of the times.

Some examples of the above cases indirectly make people wonder how the role of schools and teachers in shaping the character and behavior of learners in order to have good character, while many cases of deviant behavior actually done by school communities with the status of students. It really worries students as the next generation of the nation who is expected to build Indonesia instead of doing things that are not properly done.

The teacher (*guru*) in Javanese tradition is an acronym of "*digugu lan ditiru*" i.e. a person who believes and follows his behavior. Teachers' tasks and roles are not limited to classroom teaching, but more than that, teachers also educate the morals, ethics, and character of learners. Especially in this era of globalization, teachers challenge in educating the morality, ethics and character of learners increasingly heavy, this is caused by several factors such as the development of information technology, the existence of social media that sometimes negatively charged, and changes in lifestyles that are not in line with local wisdom.

In the context of character education a teacher should have five roles. First, the teacher as a conservator (source) the source of norms of

habit. Second, innovators (developers) value systems of science. Third, the transmitter (successor) of these value systems to learners. Fourth, the transformer (translator) of this value system through personal planting and behavior. In the process of interaction with the target learners. Fifth, organizers (organizers) create editable process that can be accountable. Both formally (to the party develop and assign) or morally (to the target students, and God who created).⁷

The importance of character education is reinforced by Schwartz that character education proves to create feelings as members of the school community, Schwartz goes on to explain the following:⁸

1. Character education builds students achieve success both in school and in life.
2. Character education helps students be ready to respond to life's challenges.
3. Character Education helps to increase proportional behavior and reduce students' negative attitudes and behaviors.
4. People (in this case the whole school-going school) who say they care about values, do indeed prefer to act on those values
5. Character education makes teaching easier and learning more efficient

Education without the perspective of values education will only be in vain. Because one's knowledge must be directly proportional to the

⁷ Barnawi dan M.arifin. *op.cit* pg. 99

⁸ Muchlas Samani, *Konsep dan Model Pendidikan Karakter* (Bandung: Remaja Rosdakarya 2011) pg 15-16

wisdom in its implementation through concrete action. Education without a value perspective and without emphasizing the character of learners will lose its essence as a true educational process. Because the essence of education itself is humanizing human beings, people who live in accordance with the nature given by God to do good. So that education needs to be redirected as a container of nation character development.

Doni Koesoema explains, mandated by the National Education System Act (SISDIKNAS) in 2003 that education is not only to form a smart Indonesian man, but also personality or character. Thus, born a growing generation with a character that breathes the noble values of the nation and religion. Education that aims to give birth to intelligent and character people has also been affirmed by Martin Luther King, as follows "Intelligence plus character, that is the goal of true education" characteristic intelligence is the ultimate goal of true education.⁹

According to the Indonesian dictionary, character is the psychological traits, morality, and a character that distinguishes a person from others. This character is the unique values that are imprinted within and embodied in behavior.¹⁰ The characteristics that are formed is a good temperament and implanted into the students and applied in everyday life.

⁹ Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, (Jogjakarta: Diva Press, 2011) pg. 29

¹⁰ Muchlas Samani dan Hariyanto, *op.cit*, pg. 42

Schools as educational institutions have an important role in character building, the government has designed character education through educational curriculum and serves as a guideline for the preparation of characteristic values in learning. Character education can be integrated into each subject by adjusting what characters the learners want to achieve in the learning.

Social science commonly known by the abbreviation social studies is one of the subjects that study the events and phenomena related to social problems, through social science learning expected the character of learners will be easy to remember considering the material in social science learning close to the daily life of learners. Through the subjects of social science, learners are directed to become citizens of Indonesia, democratic and responsible, and peaceful citizens.¹¹

Character education can be integrated into every subject. Learning materials relating to norms or grades on each subject need to be developed, explicitly and linked, in the context of everyday life. Thus, studying character values is not only in the cognitive order, but it touches on the internalization and the observation of the daily lives of learners in society.¹²

¹¹Wahidmurni, *Metodelogi Pembelajaran IPS Pengembangan Proses Pembelajaran di Sekolah/Madrasah* (Yogyakarta: Ar-ruzz media, 2017) pg 56

¹²Mansur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional* (Yogyakarta: PT Bumi Aksara cet ke 3, 2013) pg. 56

Wahid Hasyim Malang is a junior high school that has the goal of producing learners to practice the teachings of Islam according to *Al-Qur'an* and *As-Sunnah* which integrates social values as a provision of community life. The values developed are positive religious values combined with positive general values. Values developed by schools are largely contained in the values of character education formulated by the ministry of education to be applied in educational units. Wahid Hasyim junior high school of Malang has seriousness in building and shaping the character of learners, the character is fostered in accordance with the vision of the school mission is to print a smart generation and based on the teachings of the Islamic religion.

School steps in applying character education have been felt when entering the school environment area there are charts that adorn the angle of the school the chart is loaded with sentences that invite positive behaviors such as smile, greetings and salutations (3S), come on time, keep the environment clean, respect for teachers and others. In addition, to cultivate the character in the school environment, teachers also play an active role to instill character education in learning. Given the character education becomes an important and urgent for learners, therefore must be continuously formed and always fostered. So that learning goals not only achieve goals in the realm of knowledge, but also the formation of the attitude of learners and implement it in everyday life.

Based on the description of the research context that has been described by the researcher then the researchers took the title "The Implementation of Character Education in Social Science Learning for 7th Grade Junior High School Malang".

B. Focus of Research

Based on the background issues that was noted earlier, this research has focused as follows:

1. How about the planning in social science learning of 7th C grade of Wahid Hasyim junior school Malang?
2. How is the implementation of character education in social science learning of 7th C grade of Wahid Hasyim junior high school Malang?
3. How is the evaluation of character education in social science learning of 7th C grade Wahid Hasyim junior high school Malang?

C. Objectives of the Research

1. To describe planning in social science learning of 7th C grade of Wahid Hasyim junior high school Malang.
2. To describe the implementation of character education in social science learning of 7th C grade of Wahid Hasyim junior high school Malang?
3. To describe the evaluation of character education in social science learning of 7th C grade of Wahid Hasyim junior high school Malang?

D. Significances of the Research

The results of this study are expected to be useful both theoretically and practically.

1. Theoretical benefits

Adding knowledge about the concept of character education in educational institutions.

2. Practical benefits

Being a reference for readers, especially educators and the government to further explore the concept of character education in the school.

E. Previous Research

Previous research describes the field of study that examined previous researchers. To avoid repetition of studies on the same. The research is as follows:

1. This research was conducted by Maulidiyah Khoiriyah entitled *"Strategi Guru Mengintegrasikan Pendidikan Agama Islam Dengan Pendidikan Karakter Pada Siswa SMA Negeri 1 Sumber Pucung Malang "* The result of this research is presented that in integrating the learning of religion with character education in school by adding hours of learning and teaching on the subjects of Islamic religious education, to familiarize students with behavior like smiles, greetings, and greetings Friday prayers at school, to pray in congregation in *duhur*, etc.¹³
2. The second research was conducted by Mohammad Bagus Subhi, entitled " *Implementasi Pendidikan Karakter Dalam Membentuk*

¹³ Maulidiyah Khoiriyah, *"Strategi Guru Mengintegrasikan Pendidikan Agama Islam Dengan Pendidikan Karakter Pada Siswa SMA Negeri 1 Sumberpucung Malang "* Skripsi, Universitas Negeri Maulana Malik Ibrahim Malang, 2013

Sikap Sosial Peserta Didik Melalui Pembelajaran IPS Terpadu Kelas VII D Di SMPN 1 Purwosari ". Research focused on the process of character education in shaping the social attitudes of learners at SMPN 1 Purwosari, from this study obtained the results of the process of implementation of character education in shaping the social attitudes of learners do by integrating character education with integrated IPS subjects as well as inculcate the values of character in every learning that occurs in social attitudes so that learners can be formed.¹⁴

3. The study was conducted by the three Mausrah Musthofiyah, entitled "*Penerapan Nilai-Nilai Pendidikan Karakter Dalam Pembelajaran IPS terpadu di MTs Model Babat Lamongan*" . The focus of research is how the process of applying the character values integrated social science learning in *Mts* Model Babat and how the implications of the application of character values in Social Science Learning. For the results of this study is known the application of character values through the planning of learning elucidation including the lesson plan (RPP), syllabus Implementation of Integrated social science learning activities that is by providing motivation to students, social science learning is done based on lesson plan (RPP). In applying the values of teacher character using the method of learning varies so that learners

¹⁴ Mohammad Bagus Subhi “ *Implementasi Pendidikan Karakter Dalam Membentuk Sikap Sosial Peserta Didik Melalui Pembelajaran IPS Terpadu Kelas VII D Di SMPN 1 Purwosari*, Skripsi Universitas Negeri Maulana Malik Ibrahim Malang, 2016

can accept what delivered by the teacher and make the learning process not boring.¹⁵

4. The fourth study by Siti Malikhah Tawaaf in his journal entitled "*Pendidikan Karakter Pada Mata Pelajaran Ilmu Pengetahuan Sosial*" in this study found out how social science education in schools can contribute to the education of values and character of the nation. The location of the research was conducted at State of *Madrasah Tsanawiyah* 1 Malang. The results of this study explained in the process of learning subjects, IPS role in value education and character in the form of the same work, love motherland, and mutual help. By default content, social science is known for the nation's historical values, sense of responsibility, respect and so on. Factors supporting the value of education and the character of a student *Madrasah Tsanawiyah* 1 Malang using instructional media in the form of a documentary film, writing articles and etc. while inhibiting factor when learning approaches predominantly problem solving skills or cognitive aspects, and negative influences from outside the mass media less.¹⁶
5. The latest research conducted by Novia Kresnawati by taking the title of "*Korelasi Kualitas Pembelajaran Geografi dan Hasil Belajar*"

¹⁵ Maidah Musthofiyah, "*Penerapan Nilai-nilai Karakter Pada Pembelajaran IPS Terpadu di MTs Negeri Model Babat*" Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2015

¹⁶ Siti Malikhah Towaf, "*Pendidikan Karakter Pada Mata Pelajaran IPS*". Jurnal Ilmu Pendidikan jilid 20, Nomor 1 Universitas Negeri Malang, June 2014

Terhadap Sikap Peduli Lingkungan Siswa Kelas XII IPS SMAN 1 Ponorogo" in this research describes character education that is integrated in geography subjects in high school level. Character education in geography content about attitude of care for the environment. Here researchers wanted to know (1) the quality of the correlation of learning geography with the attitude of care for the environment, (2) the correlation of learning outcomes with the attitude of care for the environment (3) correlation of the quality of teaching geography with an attitude of care for the environment. (4) the simultaneous correlation of the quality of geography learning with learning and environmental requirements.

Table 1.1 Originality of Research

No.	Name of researcher, Title, Form (thesis / thesis / journal / etc), Publishing and Year of Research	Equation	Difference	Originality research
1.	Maulidatul Khoiriyah, <i>Strategi Guru Pendidikan Agama Islam Dalam Mengintegrasikan Pendidikan Karakter Pada Siswa SMA Negeri Sumberpucung, Malang</i> , thesis, majoring in PAI, FITK, State Islamic	Equally researching about character education	The previous researcher focused more on the teacher's strategy on the implementation of character education in the implementation of Social Studies and did not include the evaluation of character education in the social science	The proposed research will discuss the implementation of integrated education in social studies subjects, focusing on: 1. Planning character education in social science learning 2. Implementat

	University Maulana Malik Ibrahim Malang, 2013		lesson	ion of character education in social science learning 3. The evaluation of character education in social science learning
2.	Mohammad Bagus Subhi <i>Impelemenetasi pendidikan karater dalam membentuk sikap sosial peserta didik melalui pembelajaran IPS terpadu kelas VII SMPN 1 Purwosari,</i> majors Social Science Departement, FITK, State Islamic University Maulana Malik Ibrahim Malang, 2016	Equally researching about character education	Previous research, researchers focused on the process of forming social attitudes of learners in social studies	
3.	Maidah Musthofiyah <i>Penerapan Nilai- Nilai pendidikan karakter pada pembelajaran IPS terpadu di MTs model Babat,</i> Social Science Department, FITK, Maulana Malik Ibrahim State Islamic University of Malang, 2012	Explaining of character education	In this study the researcher focused on applying all the values of characters in <i>Madrasah Tsaawiyah Model of Babat</i> based on character education values	
4.	Siti Malikhah Towaf,		Researcher in this study	

	<i>Pendidikan karakter dalam mata pelajaran IPS. Jurnal Ilmu Pendidikan volume 20 number 1 June 2014 State University of Malang, 2014</i>		focused on delivering social science lesson contribute to character education, as well as finding the supporting factors and inhibiting the character education process	
5.	Novia Kresnawati, <i>Korelasi kualitas pembelajaran geografi dan haasil belajar terhadap sikap peduli lingkungan siswa kelas XII SMAN 1 Ponorogo</i> , Journal Ilmu Humaniora , volume 1 number 3 September 2013, State University of Malang, 2013	Equally researching about character education	This study aims to determine the correlation between the learning of geography and learning outcomes towards the educational character of environmental education value	

F. Definition of Key Terms

Implementation is defined on the implementation or application that has been designed to get a result.

Character is a way of thinking and behaving that became his trademark in social relationships.

Character Education can be interpreted as an effort to cultivate moral values, morals, and *akhlak* on the way of thinking that are

implemented in the form of attitude and behavior in interaction with God, self, fellow, and environment

Social Science Learning is a subject that is studied and consists of a combination of geography, history, economics, law, politics and sociology that is packed into one field of study to produce a subject or theme.

G. Composition of Research Findings

The systematic discussion is a systematic and structured discussion about the main focus of research conducted by researchers. The systematic discussion examines the initial description of what stages will be discussed from the beginning of the research to the end of the presentation of the results of the research.

Broadly speaking, the researcher explains the discussion in the schematic research proposal as follows:

Chapter I Introduction

This chapter includes background of the research, focus of the research, objectives of the research, significance of the research, previous research, definition of key terms, and composition of research findings

Chapter II Literature Review

This chapter describes the theoretical foundations relating to the research undertaken as well as the frame of mind in the form of schemes or charts that explain the researcher's plot.

Chapter III Research Methods

The research method includes stage and the way researchers do research to obtain valid and *reliable* data source. Methods of research in this research include approaches and types of research, the presence of researchers, research sites, data and data sources, data collection techniques, and data analysis.

Chapter IV Exposure Data and Research Result

This chapter presents the data obtained by researchers in the location and object of research that has been done, so that obtained valid data associated with the title of the research appointed.

Chapter V Discussion

This chapter presents the researcher's idea of the theory that your researcher has with the results obtained in the field so that the acquisition and/or gap between the theory and the reality that occurs in the field.

Chapter VI Conclusion

This chapter presents the conclusions that researchers have of research and some suggestions for research objects for the improvement of activities that need to be developed.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Character Education Implementation

1. Understanding Implementation

Nisa Cullen said the implementation is meant to bring to a result (result) complete and complete, implementation also means providing (tool) to implement something, give results that are practical to something. Pressman and Wildavsky argued that "the implementation of to carry out, accomplish fulfill, produce, complete means: bring, complete, fill, produce, equip.¹⁷

Implementation of character education is the programs that have been developed within the school, then carried out the implementation with the implementation, management, and evaluation in the field to see the results of the values applied.

2. Character Definition

Etymologically, the character of his derived from the Latin *Character* which between mean character of nature, psychological properties, character, personality and morals. In the dictionary of psychology the meaning of character is the personality that is viewed from the point of departure ethical or moral.¹⁸

¹⁷Syarifuddin Nurdin, *Guru Profesional & Implementasi Kurikulum*, (Padang: Quoanum Teaching, 2015) pg.70.

¹⁸Agus Zaenal Fitri, *Reiventing Human Character; Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah* (Jakarta: Ar-Ruzz Media, 2012) pg.20.

In Arabic, character is defined *khuluq, sajiyyah, tab'u* (character, character, or character). Sometimes also *syaksiyyah* which means closer to personality (personality).¹⁹ Meanwhile, in the Indonesian language dictionary (KBBI), the language center of the Ministry of National Education character words mean psychological traits, morals, manners that distinguish one person from another, or meaning innate heart, soul, character, nature, temperament.²⁰

According to Thomas Lickona, character is a person's natural traits in responding to the situation morally. Nature is manifested in real action through good and honest behavior, responsibility, respect for others and other noble characters. The notion put forward by Lickona is similar to what expressed Aristotle, that the character is closely related to "habit" or custom being made. Lickona emphasized three things in educating the beautifully formulated characters knowing, loving and acting the good.²¹

Furthermore, Thomas Lickona says character is a character so conceived has three interrelated parts; moral knowing, moral feeling and moral behavior.²² Based on the opinion of his own character Lickona refers to a set of knowledge, attitudes and behavior and internalization of character not enough to stop the realm of knowledge but it applied to their character estuary actions and everyday behavior. More than that, character education

¹⁹ *Ibid*

²⁰ Heri Gunawan, *Pendidikan Karakter: Konsep dan Implementasi* (Bandung: Alfabeta, 2012) pg.2.

²¹ Agus Wibowo, *Pendidikan Karakter Strategi Membangun Bangsa Berperadaban* (Yogyakarta: Pustaka Ilmu 2012) pg.22-23.

²² Agus Wibowo, *Pendidikan Karakter Berbasis Sastra*, (Yogyakarta: Pustaka Pelajar 2013) pg.12.

is an effort to instill good habits so that learners are able to behave and act on the value that has become personality.

Imam Ghazali assumes character closer to moral that is spontaneity in attitude, or doing deeds that have been embedded in human beings so that when it appears no need to think again.²³ Then the character here has meaning unified nature in the self and has become a habit so that when showing again the usual thing because it has been accustomed.

3. Understanding Character Education

Character discussions lately are busy in conversations in this country. Before backing discuss about the characters, the author will explaining elaborated on the nature of education. Education, like its human nature, contains many aspects and is very complex. Because of its complex nature, no limits are sufficient to explain the full meaning of education. The limitations of education made by experts are diverse, and their content is different from one another. Such differences may be due to orientation, the basic concepts are used, aspects of the pressure, or because the underlying falasafah.²⁴

In the Law on National Education System verse 1 states that: Education is a conscious and deliberate effort to create an atmosphere of learning da n the learning process so that learners are actively able to develop the potential for him to have the spiritual power of religion, self-

²³ Barnawi dan Arifin, *Strategi dan Kebijakan Pembelajaran Pendidikan Karakter*, (Jogjakarta: Ar-Ruzz Media 2012) pg.20.

²⁴ Umar Tirtohardjo, *Pengantar Pendidikan* (Jakarta: Rineka Cipta, 2005) pg.33.

control, personality, intelligence, noble character, and skills needed him, society, nation, and country”.²⁵

Character education by Thomas Lickona namely education to shape the personality of a person through the education of character, the results seen in a person's actual actions, namely behavior, honest responsibility, respect for the rights of others, work eras and so forth.²⁶ From this it can be interpreted that education is a suggestion for change and shape a person's attitude to be better in behaving and behaving a habit.

In character education, Lickona emphasizes the importance of three components of good character that is moral knowing or moral knowledge, moral feeling or feelings about moral and moral actions or moral actions. This needs to be noted so that children are able to feel and.

Moral feeling is another aspect that must be instilled to the child who is the source of human self-energy to act in accordance with moral principles. There are six ha l which is the emotional aspect of emotions perceived by someone to become a man of character, namely (1) conscience (conscience), (2) self-esteem (confidence), (3) empathy (feel the suffering of others, (4) loving the good , (5) self-control (and self-control) and (6) humility (humility)²⁷

²⁵ Undang-undang No 20 Sistem Pendidikan Nasional 2003 pasal 1 ayat 1

²⁶ Heri Gunawan, *op.cit*, pg.23

²⁷ Ibid pg.135

Character education of children should make the child a habitual, and will feel guilty if not do it.²⁸ Good habits that have automatic instinct will make a child feel guilty if not doing good things.

4. Character Education Strategy

Thomas Lickona explains, there are three important components in building n character education, i.e. moral knowing (knowledge about moral) moral feeling (feeling of morality) and moral action/doing moral (immoral deeds).²⁹ These three components can be used as an implementative reference in the process and stages of character education.

Furthermore, the mission or objectives to be targeted in taught from knowing to knowing, and the next steps can back habituating mind, so that he can function minds become intelligence. This is the first cognitive.

Second, affective with regard to feelings, emotions, the formation of attitudes within one's self with the formation of sympathy, the formation of attitudes within one's self with the formation of sympathy, antipasti, loving, hating and so forth. Attitude can all be classified as emotional intelligences. Third, psychomotor is with regard to the actions, deeds, and other behaviors. When combined these three components can be stated that knowledge of anything, later have the attitude about things, furthermore behave in accordance with what he knows and what he act.

According to Thomas Lickona, approach to teaching character values to the students at the school were carried out with school strategies

²⁸ Barnawi dan Arifin, *op.cit*, pg.21

²⁹ Thomas Lickona, *Educating for Character*, terj., Juma Abdu Wamanungo, (Jakarta: Bumi Aksara, 2013) pg. 85-100

that run to up in it the parents and the community. But in particulars, Thomas Lickona convey strategies in the class are among others as follows.³⁰

- a. Teachers must be caregivers, models and mentors.
- b. Creating a community or group of moral students
- c. Preparation of rules of moral discipline.
- d. Creating a democratic classroom/school environment
- e. Learning moral values through the curriculum
- f. Co-operative learning
- g. Conscience/teaches about self-evaluation
- h. Reflections on moral education
- i. Conflict resolution learning.

5. Character Education Purpose

The mandate of the National Education System (SISDIKNAS) in 2003 meant that character education not only formed a smart Indonesian person but also personality or character, so that later born the nation's successor grow and develop that breathes noble and religious values.³¹

Substantive, character education goal is guidance and facilitate the child to have a positive character. While the purpose of character education according to ministry of national education, among others.³²

³⁰ Ibid, pg.107

³¹ Hamdani Hamid and Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam*. (Bandung: CV. Pustaka Setia, 2013) pg.39

³² Agus Zaenal Fitri, op.cit.pg.24

- a. Developing potential of soul/conscience/effective learners as human beings and citizens who have cultural values and character of the nation;
- b. Developing the habits and behaviors of learners are commendable and in line with the universal values and cultural traditions of religious nations;
- c. Inculcate the spirit of leadership and responsibility of learners as the next generation of the nation;
- d. Develop the ability of learners to become independent, creative, and nationalized;
- e. Developing a school life environment as a safe, creativity and friendship learning environment, and with a strong sense of nationality

Of the various explanations above can be understood that the purpose of education is character forming, build right, facilitate and develop relevant positive values in children so that it becomes good personal and dignity.³³ Thus character education aims to form a strong, competitive, noble, moral, tolerant, mutual-minded, patriotic, dynamic, science -oriented and technologically-oriented nation, all animated by faith and piety to God Almighty based on Pancasila.³⁴

Next in the school setting there are 3 main points in nature of character education.³⁵

³³ Ibid, pg. 27

³⁴ Heri Gunawan, op.cit. pg. 30.

³⁵ Dharma Kesuma, dkk, *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah* (Bandung: Remaja Rosdakarya, 2011) pg. 9.

- a. Strengthen and develop values of life which is considered important and necessary so that the personality/ownership of learners who are sincere as the values developed;
- b. Correcting the behavior of learners who did not correspond to the value - the value of which was developed by the school.
- c. Establish harmonious connection with family together.

6. Character Education Principle

Character education at school will be accomplished by the teacher if the teacher in the implementation observes some principles of character education. National Ministry of Education gives 11 principles to realize the effective character education as follows³⁶;

- a. Optimize basic values of ethics as a character base;
- b. Identify comprehensively characters that include thoughts, feelings, and behaviors;
- c. Use a sharp, proactive, and effective approach to character building;
- d. Create a caring community;
- e. Provide opportunities to learners to show good behavior
- f. Have coverage against a meaningful and challenging curriculum that respects all learners.
- g. Ensuring the growth of self-motivation in the learners themselves;

³⁶ Heri Gunawan, op.cit, pg.35.

- h. Enabling the staff entire school as a moral community that has a range of responsibilities for the education of character and faithful to the same basic values;
- i. The existence of moral leadership division and broad support in building character education initiative;
- j. Evaluate school character, function of school staff as teacher-character teacher, and manifestation of positive character in the life of learners.

7. Character Education Function

Character education has three main functions, among others.³⁷

a. Function of Establishment and Development of Potential

Character education function to form and developing potential learners to be good-minded, and behave in accordance with the philosophy of life Pancasila.

b. Fixes and Strengthening Functions

Character education serves to improve and strengthen the role of family, educational units, the citizen and governments to participate Participation and was responsible for developing the potential of citizens and nation building towards a developed nation, independent and prosperous

³⁷ Zubaedi, *Desain Pendidikan Karakter* (Jakarta: Kencana Prenada Media Group, 2011) pg.18.

c. Filtering Function

Character education serves to sort out the culture of the nation itself and filter out other cultures that are not in accordance with the values of dignified cultures and carols of the nation.

8. Character education values

Value or value in English or "*valere*" in Latin which means useful, capable, will be powerful, forceful, powerful.³⁸ Then value means something that concerns action rather than just beliefs and upholds that color and animate one's actions. Djahiri say, the value is a kind believe late, which is located stem centered on the belief that one about how someone's or improper in doing something or about what is valuable and worthless to achieve.³⁹

Actually education unit so far has been to develop and implement a character-forming values through education units each operational program. Some is a preconceived character education on the educational unit which is further strengthened by 18 values of empirical studies of the Curriculum Center. The value of preconceived such as: religious, mutual cooperation, hygiene, discipline, togetherness, environmental care, hard work, and so forth.⁴⁰

³⁸ Mungnin Eddy Wibowo, *Etika dan Moral dalam Pembelajaran*, (Jakarta: Pusat antar universitas, 2001) pg. 10-11.

³⁹ Heri Gunawan.op.cit pg.31.

⁴⁰ Erry Utomo, *Panduan Pelaksanaan Pendidikan Karakter* (<http://kemendikanas.go.id>) accessed 20th Oktober 2018 18.20 am)

Value - the value of which need to be developed in education shaping and strengthen the national character of the sources identified are ⁴¹:

a. Religion

The people of Indonesia are religious communities. Therefore the lives of individuals, societies, and nations are always based on the teachings of religion and belief. Politically, state life is based on values that come from religion. On the basis of that consideration, then the values of character education should be based on the values derived from religion.

b. Pancasila

The unitary state of the Republic of Indonesia is upheld on the basis of the principles of national and state life called Pancasila. The five precepts are found in the preamble of the 1945 Constitution and further elaborated in the articles contained in the 1945 Constitution. That is, the values contained in Pancasila be the values that regulate the life of politics, law, economy, society, culture, and art regulated in the articles of the 1945 Constitution. Character education prepares students to be good citizens namely citizens who have the ability, willingness and apply the values of Pancasila in his life as a citizen.

c. Culture

Culture is a truth that no human-living society is not based on the cultural values that the community recognizes. Such an important

⁴¹ Sofan Amri, *Pengembangan dan Model Pembelajaran Dalam Kurikulum 2013*, (Jakarta: Prestasi Pustakarya 2013) pg 248.

cultural position in the life of society requires that culture be the source of values of character education.

d. National Education Objectives

National educational goals reflect the quality that should be owned by such citizen of Indonesia, developed by the different levels and paths. In the purpose of national education there are various humanitarian values that must be owned by an Indonesian citizen. Therefore, the purpose of national education is the most operational source in the development of character education in the field.

Based on the Ministry of National Education (Kemendiknas) noble values as the foundation of the nation's character is owned by every tribe in Indonesia, if summarized as follows⁴²:

Table 2.1

Value and Description of Educational Character Nation that central of national education ministry curriculum

No	Value	Description
1.	Religious	Attitudes and behaviors that adhere to the implementation of religious teachings that are adhered to, tolerant of the implementation of other religious services, and live in harmony with other religious followers.
2.	Honest	Behavior based on an attempt to make himself or herself trustworthy in words, actions and work.

⁴² Agus wibowo, op.cit, pg 43-44

3.	Tolerance	Attitudes and actions to appreciate the differences in religion, ethnic, opinions, attitudes and behavior others who differ from him.
4.	Discipline	Measures that show orderly behavior and obey the rules.
5.	Hard work	Behavior that shows earnest effort in overcoming the various barriers to learning and tasks, as well as the tasks as well as assigned.
6.	Creativity	Think and do something to produce new ways or results from something you already have.
7.	Independent	Attitudes and behavior are not easy to rely on others in solving tasks.
8.	Democratic	The way of thinking, acting, and acting that judge equal rights and duties of himself and others.
9.	Curiosity	Attitudes and actions that always seek to knowing more deep and widespread of something he learned, seen and heard.
10.	Love of the homeland	Ways of thinking, attitude and insight that put the interests of the nation and the state above the interests of self and his group
11.	Sense of nationalism	Love to think and act that shows the loyalty, caring and high appreciation to the language, the physical, social, economic and political environments of the nation.
12.	Achievement orientation	Attitudes and actions that encourage him to produce something useful for society and recognize and appreciating the success of others.
13.	Friendly/communicative	Attitudes that shows the pleasure of talking, getting along, and working with others.
14.	Love peace	Attitudes, words and actions that cause others to feel happy and secure with his presence.
15.	Fondness of reading	Habits take time to read anytime reading some good for himself
16.	Environmental awareness	The attitudes and actions which struggle prevent damage to the natural environment and develop efforts to

		repair the environmental damage that has occurred
17.	Social care	Attitudes and actions always wanted giving help other people and society who need.
18.	Responsibility	Attitudes and behavior of a person to carry out his duties and obligations, which he should do, to the self, society, environment (nature, social, and culture) of the state and God Almighty.

The values of character education derived from religion, Pancasila, culture and national education objectives of Indonesia if implemented in the learning with indicator that are⁴³:

- 1) Religious with indicator of learning achievement as follows :
 - a) straight of *Aqidah*
 - b) Worship is right
 - c) Pray before beginning and after learning
 - d) Linking learning materials with the power of God Almighty
 - e) Implementing *duha* prayer
 - f) Implementing prayers *duhur* congregation
 - g) Carry out congregational prayers in congregation
 - h) Memorize *al-Qur'an* at least 1 juz
 - i) *Tahfid* program: memorize 1 juz of *al-Qur'an* verses

⁴³ Sri Narwani, Pendidikan karakter pengintegrasian 18 nilai dalam mata pelajaran (Yogyakarta: Familia 2011) pg. 28

- j) Supporting programs of recitations and recitations after duhur praying in congregation 5 minutes
 - k) *Muhasabah hifdil Qur'an*
 - l) Free Reward SPP for those who memorized above 3 juz.⁴⁴
- 2) Honest with achievement indicator:
- a) Create a report of the experimental results in accordance with the data obtained
 - b) Never cheat in repetition
 - c) Never lie in talking
 - d) Admit mistake
 - e) Be open in assessing learners.⁴⁵
- 3) Tolerance with learning indicators:
- a) The same service to learners regardless of race, religion, race, class, social status and economic status
 - b) Providing services to children with special needs
 - c) Work in groups with friends of different gender, religious, ethnic and skill levels
 - d) Not impose the will or opinion of others
 - e) Respect your respect
 - f) Chit Chat
 - g) Politeness
 - h) Be careful not to be tall or high-minded.⁴⁶

⁴⁴ Ibid pg. 64

⁴⁵ Narwanti, loc.cit pg.65

- 4) Discipline with indicators of learning achievement as follows:
 - a) Be on time
 - b) Follow all learning activities
 - c) Leaving the task on time.⁴⁷
- 5) Work hard with indicators of learning achievement as follows:
 - a) Participation efforts by to create healthy spirit of competition
 - b) The substance of learning challenges learners to think hard
 - c) Complete all tasks assigned by the teacher
 - d) Attempting to find a way out of the early problems encountered.⁴⁸
- 6) Creative with indicators of learning achievement as follows:
 - a) Creating learning situations that encourage creativity of learners.
 - b) Give tasks that challenge the emergence of the creativity of learners
(project tasks, scientific papers, etc.)
 - c) It produces a new work, both authentic and new.⁴⁹
- 7) Independent with indicators of learning achievement as follows:
 - a) in replicated not expect help to others
 - b) Completion of tasks that must be done independently
 - c) Present the results of the execution of the assigned tasks
 - d) Motivate learners to foster self-esteem.⁵⁰
- 8) Democratic with the indicators of learning achievement as follows:
 - a) Dialogue and interactive learning

⁴⁶ Ibid pg. 65

⁴⁷ Ibid pg 66

⁴⁸ Ibid pg. 66

⁴⁹ Ibid pg. 67

⁵⁰ Ibid pg. 67

- b) The involvement of all learners is active during the lesson
 - c) Respect the opinion of each learner.
- 9) Curiosity with indicators of learning achievement as follows:
- a) Application of exploration and elaboration in learning
 - b) Utilizing tools of learning (print and electronic) that shaping curiosities
 - c) Growing desire to do research
 - d) Broad-minded
- 10) The spirit of nationalism with indicators of learning achievement as follows:
- a) Working with friends of different ethnic/ethnic groups
 - b) Linking learning materials to events that foster a sense of nationalism and patriotism.
- 11) Love the homeland with the indicator of learning achievement as follows:
- a) Sing songs of marche.
 - b) Discussions about natural wealth, nation's culture and nature's performances and deviant behavior
 - c) Grow a sense of loving the product in the country in learning
 - d) Using the media and learning tools of the country's products
- 12) Achievements orientation with indicators of learning achievement as follows:
- a) Provide opportunities for learners to display ideas, talents and creations

- b) Praise to learners who have completed the task well, put forward a brilliant idea or produce a work.⁵¹

13) Friendly/communicative with indicators of learning achievement as follows.

- a) Classroom settings make it easier for learners to communicate
- b) Group discussion to solve a problem
- c) Guidance to learners in need
- d) Ask and answer questions with polite

14) Love Peace with the indicators of learning achievement as follows:

- a) Not teasing each other and vilifying others
- b) Help each other for help and help
- c) Create a peaceful atmosphere in the school environment

15) Fondness of reading with indicator of learning achievement as follows:

- a) Assignment reading textbooks and looking for references
- b) Learners prefer to buy books on appeal with others.⁵²

16) Environment awareness with indicators of learning achievement as follows:

- a) Environmental care
- b) Cleanliness of the classroom is maintained
- c) Provide organic and un-organic waste bins
- d) Efficient in the use of practice materials
- e) Handling of waste of chemic from practice

⁵¹ Ibid pg. 68

⁵² Ibid pg. 69

17) Social Care with indicators of learning achievement as follows:

- a) Respond to friends who have difficulty
- b) Respond to the environment
- c) Respond to the environment.⁵³

18) Responsibility with indicators of learning achievement as follows:

- a) Always perform the task in accordance with the rules/agreements
- b) Responsible for all actions taken

9. Stages of Character Education

There are five steps that can be taken character education. First, design and formulate the character that cool. Learned to students. Second, prepare the resources and environment that supports character education program through the integration of subjects with Indicator character will be studied, a management character class, and prepare school environment in accordance with the character you want to be taught. Third, ask for commitment together (principals, teachers, employees, and guardians) to jointly implement the character education program and watch over it. Fourth, carrying out character education continuously and consistently. Fifth, do evaluate the program that is already running. If in the process there are deviations and violations of the norm and ethics, the school and the parents hold accountable based on Refresh early commitments agreed upon.⁵⁴

⁵³ Ibid pg. 69

⁵⁴ Agus Zaenal Fitri, op.cit, pg. 52

10. Character Education in Islam

Islam is a system of beliefs and provisions of God that regulate all life and basic livelihood of human being in various relationships, both relationship with God and human relationships with humans, as well as humans with nature, Islam originated from *Al-Quran* and *Sunnah Rasulullah*, God, for happiness in the world and the hereafter, and the mercy of the whole world. Ansari provides a schematic that includes: *aqidah*, shari'a and morals⁵⁵

a. Aqidah Islamiyah

There are three ways to establish *aqidah*:

- 1) Studying Al-Qu'an by studying its meaning and interpretation;
- 2) Studying the hadith by studying its meaning;
- 3) The consequence of establishing all the duties of worship

b. Sharia

Sharia is related to worship and *muamalah*. Worship regulates the direct relationship between man and God and man. Worship indicates the level of *taqwa* within a Muslim in doing religious rituals instructed and encouraged, both concerning ritual in a special sense, or in a broader sense is a direct communication media and the integral well as means of consultation of attitude for sustainability a a person's gameplay in life.⁵⁶

⁵⁵ Mawardi Lubis, *Evaluasi Pendidikan Nilai Perkembangan Moral Keagamaan Mahasiswa PTAIN*, (Yogyakarta: Pustaka Pelajar 2011) pg.23

⁵⁶ Hamdani dan Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam*, (Bandung: CV Pustaka Setia, 2013) pg. 154-157

c. Akhlak

According to Amin Abu Lawi, morality in the perspective of Islam has a celestial value sourced from the Qur'an. According to him, morals can be interpreted based on the five sharia laws and provisions, namely; obligatory, *sunah*, *mubah*, *makruh*, and haram, because that's the reality of morals. Furthermore, if moral based on the five laws, then the classification is like this; morals such as honest, trustworthy, sincere, and so on; the morality of the *sunnah* is like a *mubah* like playing and joking with friends; *mubah* morals such as not interacting with the community and individual. Unlawful acts such as fornication, drinking khamar, lie, superstition, stealing, and so forth.⁵⁷

Broadly known two types of morals; namely *akhlaq al karimah* (morality praised), *akhlak* which true according to Islamic sharia. And *akhlaq al-madzmumah* (morally disgraceful). Morals not good and not true according to the law Islam. Good morality is born of good qualities, and bad morals are born of bad qualities. While the intended. While the meaning of *akhlaq al madzmumah* is the act of or words of unjust, and attitudes and deeds that are inconsistent with the Shari'ah of Allah, whether they are commands or prohibitions and are inconsistent with common sense and sound fitrah⁵⁸

⁵⁷ Ulil Amri Syafri, *Pendidikan Berbasis Al-Quran* (Bandung: PT Remaja Rosdakarya, 2012) pg 74

⁵⁸ Ibid pg.74-75

Character education applied by the government has a relationship with the basic values of Islamic religious teachings that must be lived and practiced with the whole heart of ridlo Allah SWT. Character education can also be called moral education. Implementation of morals in Islam is summed up in the personal character of Rasulullah SAW. In the person of the Messenger of Allah, nurture the noble and glorious moral values ⁵⁹. As the word of Allah in the *Al-Qur'an* Surah *Al Ahzab* verse 21 as follows:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ
اللَّهَ كَثِيرًا

Meanings: You are the best nation produced [as an example] for mankind. You enjoin what is right and forbid what is wrong and believe in Allah, If only the People of the Scripture had believed, it would have been better for them. Among them are believers, but most of them are defiantly disobedient.

Exemplary be one of the classic things for the success of a character education goal. Character education pedestal. The foundation of character education is on the teacher's shoulder. Consistency in teaching character education is not merely through something that is said through classroom learning, but it appears in the teacher, in his or her own life outside the classroom. The teacher's character determines the color of the student's personality (though not always). Modeling as discussed is the best method of moral education. Exemplary always demanding the consistent and sustainable manner either in deed or noble character.

⁵⁹ Abdul Majid dan Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2012) pg. 36-39

Because once gave an example the bad it will be tarnished all noble minds that have been built.⁶⁰

B. Overview of Social Science Learning

1. Social Science Learning

Learning is the interaction of learners with educators and learning resources that can occur acquisition process of science and knowledge, as well as the formation of attitudes and beliefs on learners. In other words learning is a process to help learners to learn well.⁶¹

Social Sciences is an integration of various branches of social sciences such as: sociology, history, geography, economics, politics, law and culture. Social science is formulated on the basis of reality and a social phenomenon that embodies an interdisciplinary approach of aspects and branches of the social sciences (sociology, history, geography, economics, politics, law and culture).⁶²

Social Science examines social issues with the elements of the study in the context of events, facts, concepts, and generalization. The theme studied in the social science phenomena that occur in society both past, present and future tendency. At Junior High School/*Madrasah Tsanawiyah*, subjects include historical, sociological and economic geography materials. Through social science subjects, learners are

⁶⁰ Khatib Ahmad Santhut, *Menumbuhkan Sikap Sosial, Moral dan Spiritual Anak dalam Keluarga Muslim* (Yogyakarta; Mitra Pustaka, 1998) pg. 85

⁶¹ Sofan Amri, *Pembangunan dan model pembelajaran dalam kurikulum 2013*, (Jakarta: prestadi Pustakaya, 2013) pg.247

⁶² Triantoro, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta: Prestasi Pustaka Publisher, 2007) pg. 124

expected to become citizens of a democratic and responsible Indonesia, as well as peace-loving citizens of the world.⁶³

In the learning process should be taught in an integrated manner. This is as stated in *Permendiknas* number 22 of 2006 on Content Standards that the subject matter of Science and Social Science in primary school/*madrasah ibtidaiyah* is "Integrated Science" and "Integrated IPS". Similarly, the substance of IPS and IPS subjects in junior high school/*Madrasah Tsanawiyah* is also a "Integrated IPA" and "Integrated IPS". The use of an integrated approach to IPS learning has also been emphasized in the implementation of the 2013 curriculum.⁶⁴

2. Purpose of Social Science Subject

The primary objective of the study is to help learners of social studies as citizens in making rational decisions based on the information for public interest/public of a democratic society and diverse cultures of the world are interdependent. The purpose of social science learning is to support citizens' competence in terms of knowledge, intellectual processes, and democratic character, which students need to be actively involved in public life. By establishing citizens' civic competence commands as the primary objective.⁶⁵

⁶³ Wahidmurni, *Metodelogi Pembelajaran IPS* (Yogyakarta: Ar-Ruzz Media, 2017) pg.

⁶⁴ Wahidmurni, loc.cit pg 25

⁶⁵ Wahidmurni, loc.cit pg18

C. Character Education Review in Learning

The integration of character education in the learning process is carried out from the planning, implementation and evaluation of learning in all subjects. Contextual learning principles contextual teaching and learning that can be adopted in making learning designing, learning activities and assessment in the syllabus, lesson plans, and teaching materials), implementing the learning process and evaluation .⁶⁶

1. Learning Planning

Eko Putro Widoyoko in his book explain learning is one form of the program, due to good teaching requires planning and in the implementation joining right people, both teachers and students have the correlation between the learning of the learning activities the other, that is to achieve the competence of the field of study which ultimately to support the achievement of the competence of graduates, as well as directly in organization. In order for learning to work effectively and efficiently, it is essential to be made a learning program. A learning program that can be called as a lesson plan (RPP) is a guide for teachers or teachers in implementing learning.⁶⁷

To develop moral education for children and adolescents, it is necessary to modify the moral elements with the cultural factors in which the child lives. The moral learning program should be tailored to the characteristics of the student, in relation to the four elements of moral

⁶⁶ Heri Gunawan, op.cit pg. 25.

⁶⁷ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009) pg 7

reasoning, feelings, and moral behavior, as well as existential beliefs/faith⁶⁸

Classification variables such learning explain by Reigeluth and Degeng be used as guidelines for teachers and designers of learning in formulating other steps h design of moral learning. The steps are as follows.

- a. Analysis of objectives and characteristics of moral learning materials
- b. Analysis of learning resources (constraints)
- c. Analysis of student characteristics
- d. Setting learning goals and content of moral learning
- e. Establish a strategy for organizing the content of moral learning
- f. Establish a strategy for managing the content of moral learning
- g. Establish a strategy of delivering the content of moral learning
- h. Blocking Reception moral learning management strategies
- i. Develop procedures for measuring the results of moral learning.⁶⁹

In the curriculum of 2013 character/moral education becomes the goal of core competency 1 that is related to spiritual attitude and Core 2 Competence related to social attitude. Social science lesson materials should be selected and disaggregated that support the achievement of KI-1 and KI-2. The material developed in the achievement of KI-1, can be done in a way to appreciate the teachings of religion in human thinking and behavior as social beings as well as being religious. Teachers must also

⁶⁸ Asri Budiningsih, *Pembelajaran Moral Berpijak Pada karakteristik Siswa dan Budayanya*, (Jakarta: PT.Rineka Cipta, 2004), pg.10.

⁶⁹ Ibid, pg. 11

provide understanding and appreciation of religious teachings that are needed in studying. Science and religion must always be balanced in the understanding, so that people who have knowledge are expected to have a good religion as well.⁷⁰

2. Implementation of Study

Implementation of the empowerment is the implementation of the lesson plan includes preliminary activities, core, and closing activities. Each stage of activity has different goals, time allocations, and activities.⁷¹

a. Preliminary activities

Preliminary activity is the initial activity to begin the implementation of learning program. At essentially the preliminary activities aimed at preparing students to be mentally and physically ready to follow the learning process.⁷²

Some activities that can be done by teachers in preparing learners to be mentally/psychologically and physically ready to follow the learning process through preliminary activities as evidenced in the Standard Process is to:

- 1) Provide motivation to learn students contextually according to the benefits of teaching material applications in everyday life, by

⁷⁰ Iwan Setiawan, dkk, *Buku Guru Ilmu Pengetahuan Sosial SMP/Mts Kelas VII* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitkabang, Kemendikbud, cetakan ke 4, 2017 edisi revisi) pg.5.

⁷¹ Wahidmurni, op.cit, hlm 171

⁷² Ibid

providing examples of local, national and multidimensional comparison.

- 2) Asking questions that relate previous knowledge to the material to be studied,
- 3) Describes the learning objectives or basic competencies to be achieved and
- 4) Delivering material coverage and explanation of activity description according to syllabus.

In addition, some activities that are usually done by school/*madrasah* teachers such as: (1) say greetings, (2) read short letters, (3) singing or light exercise and so forth also plays an important role in preparing physically and mentally students in following learning process.⁷³

b. Core activities

The core activities are conducted to achieve competence or a series of indicators of achievement of competence that formulation of indicators of achievement of the competencies formulated by teachers in lesson plan. In the Basic and Intermediate Basic Education Standards in Curriculum 2013 stated that the achievement of domain / learning attitudes, knowledge and skills attitudes follows the following:⁷⁴

⁷³ Ibid, pg.174

⁷⁴ Ibid, pg.176

1) Attitude

In accordance with the characteristics of attitude, then one of the chosen alternative is the affection process from receiving, running, appreciating, living, to practice. All learning activities are oriented to the stages of competence that encourage students to perform these activities.

2) Knowledge

Knowledge is owned through activities of knowing, understanding, applying, analyzing, evaluating, and creating. Characteristics of learning activities in this knowledge domain have differences and similarities to learning activities within the skill domain.

3) Skills

Skills are obtained through observing, asking, trying, analysis, cheating, and creating. All subjects (topics and subtopics) of skill-derived subjects should encourage students to observe the process until creation.

Based on the above statement it is clear that in order to achieve learning objectives covering the sphere of attitudes, knowledge, and skills of students are required to actively engage with the use of faculty to gain knowledge through activities to know, understand, apply, analyze, evaluate, to create. The acquisition of knowledge is done by observing, questioning, reasoning, provides and create skills and effects of learning

activities undertaken by students will impact on the values of attitudes such as accept, doing and appreciate, to practice from a learned in community life.

c. Closing activity

Closing activity in the learning process is an activity done at the end of the meeting in the discussion of a competence (in terms of time can occur learning time split, marked change of competence/theme/ subtheme to be studied), in addition to activities undertaken at the end of each session (time) learning.

In closing activities, teachers with students, both individuals and groups do reflections to evaluate:

- 1) The whole set of learning activities and the results obtained to further jointly discover the benefits that have already taken place.
- 2) Provide feedback on learning processes and outcomes
- 3) Conducting follow-up activities in the form of assigning tasks both individual and group tasks;
- 4) Inform the lesson plan for the next meeting.

D. Evaluation of Character Education

1. Definition of Evaluation

Understanding the evaluation of the learning program is defined as a systematic process that is on-going for announce, describe, interpret and present information about the draft implementing learning programs that

have been prepared by the teacher to be able to be used as a basis to make decisions, suckle policies and develop programs for further learning.⁷⁵

The Government through the Minister of National Education and Culture set the Regulation of the Minister of Education and Culture of Indonesia No. 104 of 2014 on the assessment of learning outcomes by educators in primary and secondary education that contains guidelines for learning outcomes by educators. In the guidelines, it is stated that the scope of assessment of learning outcomes by educators includes attitude (spiritual and social) competence, knowledge and skills. The summary presented in the table⁷⁶

Table 2.2

Level	Attitude	Knowledge	Skill	
			Abstract	Concrete
1.	Receive	Remembering	Observing	perception
2.	Respond to the value	Understand	Ask	Readiness (set)
3.	Appreciate value	Apply	Collect information/try	Imitate (<i>guided/respons e</i>)
4.	Live value	Analyze	Communicati- ng- right	Familiarize the movement (<i>mechanism</i>)
5.	Doing value	Evaluate	Communicati- ng-right	Proficient (<i>complex or over) response</i>)
6.		Create		Being a natural movement (<i>adaptation</i>)
7.				Being an

⁷⁵ Eko Putro Widoyoko, loc.cit pg.10

⁷⁶ Ibid pg. 53-54

				original action (<i>origination</i>)
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2. Objectives, techniques and instruments character assessment

a. Assessment goals in character education

The step that an educator must take in assessing is to determine what the goal of the assessment is. Target assessment is very important to know in order to facilitate educators in preparing assessment instruments. Syaiful Bahri Djamarah mentioned that the principal of the character assessment are⁷⁷: In terms of behavior, that is facets concerning attitudes, simpatico skills of learners due to the process of teaching

b. Character Assessment Techniques and Instruments

Educators conduct character assessment / competence attitude through several techniques as below.

- 1) Observation is a technique of continuous assessment by using the senses, either directly or indirectly by using observation guidelines that contain a numbers of behavioral indicators.
- 2) Self-assessment is an assessment technique by means asking learners to express the advantages and disadvantages himself in the context of achieving the competency. Instrument used in the form of self-assessment sheet.

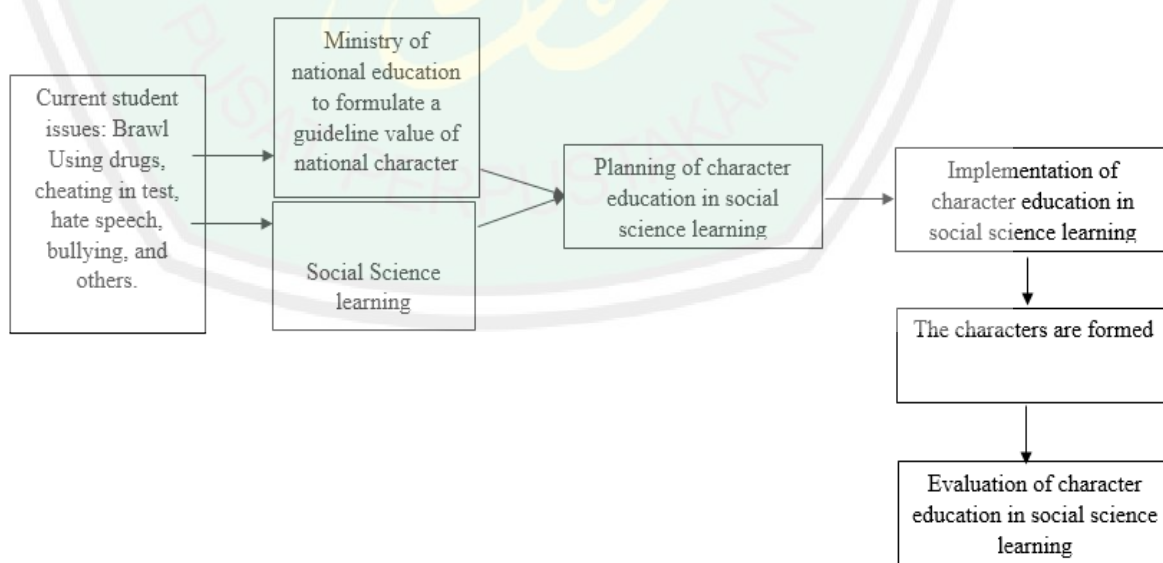
⁷⁷ Sayiful Bahri Djamarah, Guru dan anak didik dalam interaksi edukatif suatu pendekatan teoritis psikologis, (Jakarta: PT Reneka Cipta, 2005) pg 248

- 3) Ratings between learners/ratings among peers (peer evaluation) are valuation techniques by asking learners to interlink with achieving competency. Instrument used in the form of assessment sheet among learners.
- 4) The journal is a record of educators in and a classroom containing information relating to attitudes and behaviors.

Instruments used for self-assessment observation, and assessment among student is a checklist or rating scale (rubric rating scale), whereas in journals in the form of learner notes.

E. Research Roadmap

The implementation of character education in social science learning in this research is illustrated in the form of a chart:



CHAPTER III

METHODE OF RESEARCH

A. Approach and Research Design

This research is a qualitative research and the method used is descriptive method. Bogdan and Taylor say qualitative research is a research procedure that produces descriptive data in the form of written or oral words of people and behavior that can be observed.⁷⁸

Whitney explained in Moh Nazir book's descriptive research is a fact finding and an appropriate interpretation. Descriptive research studies the problems in society, as well as the prevailing procedures in society and particular situations, including about relationships, activities, attitudes, views of a phenomenon.⁷⁹

Moh Nazir said descriptive method is a method in researching the status of human groups, an object, a condition or a thought or a class of events to come⁸⁰. By using research method, the researcher aim to can describe, summarize various condition, various situation or various phenomenon related reality that actually become object of research in order to study more deeply and get the desired data.

By using research method, the researcher aim to can describe, summarize various condition, various situation or various phenomenon

pg. 92 ⁷⁸Nurul Zuriah, *Metode Penelitian Sosial dan Pendidikan*, (Jakarta: Bumi Aksara, 2007)

⁷⁹Moh. Nazir, *Metode Penelitian*, (Bogor: Ghalia Indonesia, 2011) pg. 55

⁸⁰*Ibid*, pg. 54

related reality that actually become object of research in order to research more deeply and get the desired data.

B. Attendance of the Researcher

In qualitative research, the researcher himself or with others does the main data collection. The position of researchers in qualitative research is quite complicated. He is also a planner, implementer, data collector, analysis, data interpreter and eventually he became a reporter of his research⁸¹. It can be said the presence of researchers in the field is absolutely necessary.

In this research, the researcher was present at the research location, the researcher collected data through the interview activity with the vice principal of curriculum, social science subjects, students, and the vice principal of the student affair. This is done to obtain data that support the researcher. In addition to interviews with research subjects, researchers also conducted a direct observation of school conditions and learning process, and do documentation that can be used to support the facts that occurred at the location of the research.

C. Setting of the Research

Selection of research sites into consideration of researchers because the school is eligible to be a research site in accordance with the title raised by researchers. It is also possible to carry out research in the school, the researchers can obtain valid and in depth data through data

⁸¹ J.R. Raco, *Metode Penelitian Kualitatif jenis, karakteristik, dan keunggulannya*, (Jakarta: PT Grasindo, 2010) pg. 49.

collection methods determined by researchers. However good the location, but if it is difficult to obtain valid and in depth data then the research will not run and be in vain.

This research was conducted in Wahid Hasyim Junior High School Malang, located on Mayjen Haryono street block 10 No.165 Dinoyo, Sub-districts Lowokwaru Malang city, its location adjacent to Kindergarten and Elementary Islamic School. The research was conducted from January to April 2018.

D. Data and Data Sources

In this case Arikutno divides the data into the first three major groups of persons or sources of data that have competence to the problem under research, the second place or place and tools used in research, or performance and activities that are in it and the third is paper or data sourced from documents.⁸²

In this study the authors use more data sources in the form of person or respondents as informants. Informants are people who are used to provide information about the disease and background conditions research.⁸³ To determine the informants related to this research using certain techniques and objectives (purposive sampling).

⁸² Imron Rosidi, *Sukses Menulis Karya Ilmiah*, (Sidogiri: Pustaka Sidogiri, 2008), pg. 22.

⁸³ Lexy J. Meleong, *Metodelogi Penelitian Kualitatif*, (Bandung: PT. Reamaja Rosdakarya), pg. 90

Informants in this study are divided into:

1. Key Informant

Key informants people who really understand the problem under research. The meaning of the key informant in this research is the researcher himself.

2. Supporting informants

Supporting informants are those who are not involved but have an understanding of the information required. In this research the supporting informants are social studies subject teachers, vice principals of the curriculum, some 7th grade student Wahid Hasyim junior high school, vice principal of student affairs.

In addition to supporting informants also use the author source of data in the form of place or paper to support data sourced from person or informant. After obtaining data from informant researcher perform member check or matching data obtained from some source so that data more valid and more objective.

Data consists of two types, namely primary data and secondary data. Primary data is a secondary source in the form of words and actions, the primary data is an interview with some informants and the implementation of learning. While secondary data is additional data sources such as documents and other secondary data in the form of learning tools such as lesson plan (RPP).

While the data source obtained through selected based on research focus. Such as observation of notes, drawings and related to the research discussed.

E. Data Collection Technique

Data collection techniques is the most important step in the research, because the main purpose of the research is to obtain data. Without knowing the data collection techniques that meet the established data standards.⁸⁴

Collection techniques that meet the established data standards. Furthermore, when viewed in terms of ways or techniques of collection, the technique of data collection can be done by interview, observation and documentation.⁸⁵ In this study using data collection techniques as follows:

1. Interview

Interview is techniques of research which done by way of dialogue either directly (face to face) or through certain media channel between interviewer with interviewee as data source.⁸⁶ In this case the researchers conducted interviews with several informants namely the vice principal of the curriculum, teacher of social science, and students, and the vice principal of student affairs field with details as follows:

The researcher conducted an interview with the vice principal of the curriculum field with the theme of the interview:

⁸⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012) pg. 308

⁸⁵ Ibid, pg 309

⁸⁶ M.Subana dan Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005) pg. 263

- a. Character building
- b. Character education planning
- c. Implementation of Character Education
- d. Character education evaluation

The researcher interviewed the social studies teacher with the theme of interview:

- a. Character education in learning, especially social studies subjects
- b. Planning character education in social studies
- c. Implementation of character education in IPS learning
- d. Evaluation of character education in social studies

Researchers conducted interviews with students with the theme of interview:

- a. Character learned
- b. Feedback on character education
- c. Student response related to social science learning process
- d. Student response to teacher

The researcher conducted an interview with the vice principal of student affairs field with the theme:

- a. Character education programmed for students in Wahid Hasyim Junior High School Malang.
- b. School activities outside of learning that support character education

- c. The planning and implementation of character education in Wahid Hasyim Junior High School Malang.
 - d. Evaluation of the implementation of character education in schools
2. Observation

Observation is a technique of data collection by observing directly or not about the things observed and recorded on the observation tool. The things observed are usually behavioral symptoms, living things, or inanimate objects.⁸⁷ Observation has more meaning than just data collection techniques. But in this context. Observation is focused as an effort to collect data and information from primary data sources by optimizing the observations of researchers. This technique also involves listening activities, reading, kissing and touching ⁸⁸

This method is carried out by researchers to collect data related to the problems studied, such as the process of character education in teaching and learning activities and student interaction with other students, students with teachers/school staff, and students with the surrounding environment. And as a first step to know the subject of research before plunging directly to the location, preparation by researchers in a sequential and systematic, so that the power and time can be used effectively and efficiently.

⁸⁷Ibid pg. 270.

⁸⁸ Rully Indrawan an Poppy Yaniawati, *Metodelogi penelitian(Kuantitatif, Kualitatif dan Campuran Manajemen, Pembangunan dan Pendidikan)* (Bandung: PT. Refika Aditama, 2014), pg 34.

3. Documentation

Data collection techniques through documentation study is defined as an attempt to obtain data and information in the form of written notes/stored images related to the problem under research. Documents are facts and data stored in various materials in the form of reports, regulations, diaries, biographies, symbols, artifacts, photographs, sketches and other stored.⁸⁹

Documentation is used to obtain supportive data in the form of learning tools prepared by teachers before the new school year begins and after being validated by the principal, learning tools in the form of lesson plan (RPP).

F. Data Analysis

Bogdan said the data analysis is

The process of searching and compiling systematically the data obtained from interviews, field notes, and other materials, so that it is easy to understand, and findings can be informed to others. Data analysis is done by organizing the data, spelling it into units, synthesizing, organizing into patterns, choosing what is important and what to learn, and making conclusions that can be told to others⁹⁰

Data analysis techniques are done by organizing the data and elaborate into units, synthesize, organize into a pattern of choosing which is important and learn it then make conclusions that can be understood by others. Data analysis techniques in this research are: (1) Analysis before in the field, (2) Analysis during the field Miles and Huberman models

⁸⁹Ibid, pg. 139.

⁹⁰Sugiyono, *op.cit*, pg.334.

include Data Reduction, Data Display (Data Presentation) and Drawing Conclusion/Verification.⁹¹

1. Analysis before in the field

This analysis is conducted on preliminary study data or secondary data, which will be used to determine the focus of this research is still temporary, and will develop after the researchers entered and during the field

a. Analyzes during the Field Miles and Huberman:

1) Data Reduction

The data obtained from the field amount is quite a lot, for that it needs to be searched carefully and detailed. Reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns and removing unnecessary ones. To provide a clear picture and make it easier for researchers to collect and then, and look for it when necessary.

2) Data Display (presenting Data)

Once reduced, then the next step is to display data. Presentation of data is done in the form of brief descriptions, charts, relationships between categories, and the like. So it will make it easier to understand what's going on, to plan next based on what has been understood.

3) Conclusion Drawing/Verification

Conclusion and verification. Conclusion and verification. The preliminary conclusions raised are temporary and will change if no strong evidence is found to support the collection and subsequent stages. But the conclusions raised in the early stages are supported by valid evidence and consistency of validity.

⁹¹*Ibid*, pg.336.

G. Research Procedure

The research procedure conducted by researchers is to perform several stages as follows:

1. Pre Field Phase

Prepare research proposal. This research proposal is used as a basis or reference researcher conduct research. So before plunging into the field, researchers have understood the problems in theory, so that researchers really ready when doing research.

2. Implementation Phase Research

a. Data Collection

At this stage the researcher does the following:

- 1) Interview with the vice principal of the curriculum field
- 2) Interview with Social Science subject teacher.
- 3) Interview with 7th grade students of Wahid Hasyim Junior High School Malang.
- 4) Interview with the vice principal of student affairs

b. Identify the data that has been collected through interviews and observations identified to facilitate the researchers perform data analysis in accordance with the purpose of the study.

c. Final Stage of Research

- 1) Present the data in the form of description
- 2) Analyze the data according to the research focus.

CHAPTER IV

EXPOSURE TO DATA AND RESEARCH RESULTS

A. Exposure to Data

1. Exposure of Research Subject Data

Wahid Hasyim Malang is an Islamic Junior High School education institution that has been established since 1966. Wahid Hasyim Junior High School of Malang is under the auspices of the Wahid Hasyim educational foundation in Malang which was developed in coordination of National Education Department and educational institution of *Al-Ma'arif* foundation. The location of the school is located at MT. Haryono Street no.165 Lowokwaru, Malang.

Despite being around housing and some distance from the main road, environmental conditions are conducive to learning. The relative calmness of motor vehicle traffic makes the learning gait work comfortably.

Wahid Hasyim junior high school of Malang is a school that aims to prepare or produce quality graduates and has the basics of Islamic, intellectual, and good character so as to have good competence in society. This is in line with the vision and mission of Wahid Hasyim Junior High School of Malang.

Here is the vision of Wahid Hasyim Junior High School of Malang.⁹² Vision: Achievement, cultured, and science based science and social based on Faith and *Taqwa*. With the following indicators:

- a. Excellent in curriculum development
- b. Superior in the learning process
- c. Superior in graduation/output
- d. Superior in human resources and educational personnel
- e. Excellent in educational facilities and infrastructure
- f. Excellent in school management
- g. Superior in educational cost raising
- h. Excellent in standard of assessment and academic/un-academic achievement

Furthermore Wahid Hasyim Junior High School of Malang has a mission:

- a. Improving human resources professionally.
- b. Complete infrastructure facilities adequately.
- c. Implementing contextual learning / active, innovative, creative and self-learning (PAKEM) learning optimally.
- d. Improve the practice of Islamic teachings, good culture of the nation so as to behave *akhlaqul karimah* in every sphere of family, school and community activities.

⁹² Documentation of the school profile of the junior high school administration unit of Wahid hasyim malang

- e. Organize school based on management by optimizing the involvement of community participation.
- f. Increasing the mastery of technology and information adequately for the citizens of the school in accordance with the demands of the times.
- g. Improve guidance services and develop the potential of students in academic and un-academic so that can develop optimally.

Wahid Hasyim Junior High School Malang has several character education development programs that aim to shape the character and behavior of learners. Character development programs include: 1) loving God and the Apostle, 2) loving oneself, loving parents and teachers, 3) loving the homeland and nation, 4) loving others, 5) loving excellence, 6) loving science, and 7) loves nature and environment.⁹³

The research data was collected at Wahid Hasyim Junior High School of Malang at January until April 2018. The data were obtained through observation, interviews, and documentation. The interview result was obtained from the vice principal of curriculum, one teacher of social science subject, five students of 7th C grade, and the vice principal of student affairs. The interview was conducted to know the process of implementation of character education values in social science learning at Wahid Hasyim junior high school of Malang. Then the result of observation was obtained from observation activity done by the researcher

⁹³ Documentation of school brochures

at the time of learning activity of teaching social studies learning subjects on grade VII which amounted to 25 student, the researcher observed the learning activity starting from the preliminary activity, the core activity and the closing activity as stated in the implementation of lesson plan which has been composed by social studies science subject teachers. Documentation data in the form of environment photo of Wahid Hasyim Malang Junior High School, and sample of the lesson plan which become additional in research.

Before the researcher presented the result of research in social science learning in the classroom, the researcher will first describe character education contained in Wahid Hasyim junior high school Malang. Because character education in learning can't be separated from the education of existing characters in the school environment.

Implementation of character education in Wahid Hasyim Junior High School of Malang started from the beginning when students entered into the school environment since entering the gate. Data obtained from the process of observation interviewing and documentation. Interview conducted to know the process of implementation of education values implemented at Wahid Hasyim junior high school of Malang from the point of view of educators.

Sources of data in the process of this interview are Mr. Isman as vice principal of curriculum, Mr. Viki as vice principal of student affairs and Mr. Imam Syafi'i as social studies teacher who teaches in 7th Grade.

From the observation that the school has a good commitment to instilling the values of character education. It can be seen from the vision and mission of the school, good school facilities and school conditions are friendly, healthy, and clean. School facilities such as classrooms, places of worship, libraries, student health efforts, field scout studio are also good. In every corner of the school wall, there are charts containing positive sentences so that every citizen of the school is able to read, live and do good deeds, such as smile and greetings (3s), Dispose of garbage in the place, respect the teacher, discipline arrive on time, and so forth. These will support the implementation process of character education in schools. With the availability of such facilities students are expected to feel comfortable in following teaching and learning activities and follow extracurricular activities to develop interest and talent. Because in these activities the character values will be implemented to the students. Here is the implementation of character values in Wahid Hasyim Junior High of Malang obtained by observation and interview data.

Based on observations made by researchers, character education conducted by Wahid Hasyim junior high school of Malang in daily activities such as shake hands with teachers when entering school, reading the holy verses of *Al-Quran* before starting learning, praying *dhuha* at first break, pray *duhur* congregation on the wife second and so forth.⁹⁴

Similar to the vice principals of curriculum statement when the researcher conducted an interview he delivered related character education in Wahid Hasyim junior high school Malang he said:

⁹⁴ The results of observations of researchers on January 22nd, 2018

Pendidikan karakter itu sama dengan pendidikan akhlak, dimana harus dibina setiap hari agar siswa jadi terbiasa. Misalnya datang ke sekolah tidak terlambat karena ada tata tertib jam 7 harus masuk, terus kemudian membaca doa sebelum mengawali kegiatan belajar karena kegiatan belajar itu kan kegiatan yang baik, jadi kita bilang sama anak-anak kalau melakukan hal baik ya diawali dengan doa. Kemudian juga membudayakan menghormati orang yang lebih tua nek dirumah kan ada ibu, bapak nah disekolah kita ganti dengan guru dan tenaga kependidikan sekali pun itu pak kebun mbak. Kemudian juga membiasakan untuk mengucapkan “Assalamualaikum” jika akan masuk kelas atau ke dalam ruangan dan lain sebagainya itu sudah masuk dalam pembiasaan sehari-hari di sekolah ini termasuk juga menumbuhkan keragaman, yah biasa mbak namanya anak-anak kadang suka manggil temanya sak penake dewe, contohnya keceng, gendut, dan sebagainya dan masih banyak lagi pendidikan karakter yang secara langsung otomatis masuk dalam kegiatan pembelajaran termasuk juga dalam kegiatan kesiswaan yang ada di sini.⁹⁵

The same thing was also conveyed by Mr. Viki as the vice principal of student affairs, he said:

Pendidikan karakter di SMP Wahid Hasyim mulai fokus karakter, pembiasaan karakter sosial dan akademik, seperti karakter religius diadakanya sholat duha berjamaah, khotmil Quran, membaca asmaul husna, dan segi kerapian kita anjurkan memakai seragam sekolah sesuai dengan ketentuan hari, hormat orang tua dan guru seperti yang sampean lihat mbak anak-anak disini ndak bawa hp sekolah menyediakan hp di ruang TU untuk keperluan siswa seperti antar jemput dari situ kita bisa melihat bahasa yang digunakan siswa saat berkomunikasi dengan orang tua kadang-kadang saya mendengar ada siswa yang kurang sopan dalam berbicara seperti “bu aku wes moleh ndang susulen aku saiki” nah yang seperti itu langsung kita tegur biasanya kita beri tahu kalau ngomong dengan orang tua yang sopan contoh nya pakai salam “Assalamualaiku, bu ini saya sudah waktunya pulang tolong ibu jemput di sekolah, kemudian diakhiri salam lagi”, diharapkan nantinya siswa akan terbiasa menggunakan bahasa yang baik dan berperilaku sesuai dengan budi pekerti.⁹⁶

⁹⁵ Interview with Isman as the vice principal of curriculum of Wahid Hasyim junior high school Malang on January 23rd, 2018

⁹⁶ Interview with Viki as the vice principal of student affair of Wahid Hasyim junior high school Malang on April 2nd 2018

From the exposure of Mr. Isman and Mr Viki can be concluded that character education in Wahid Hasyim junior high school of Malang is running well, based on interview researchers analyze the values that exist: religious values are indicated by habitual praying when learning, praying *dhuha* and praying *duhur* congregation, reading *Al-Quran* before learning begins, then the value of discipline is shown by the school order that requires students to arrive on time, then the value of love is shown with the attitude and words that make others happy when mingling between teachers with students and students with students, the value of tolerance is shown by appreciating differences in physical form and attitude that differ from each other.

Character education activities are not only done in the classroom, but also done outside the hours of lessons, it is expressed by Mr Viki as the vice principal of students affairs said:

Tidak cuma dikelas saja dalam artian melalui kegiatan pembelajaran yang dilaksanakan oleh guru-guru, setelah apel pagi kadang kita melakukan siraman rohani atau mauidoh khasanah yang di isi oleh narasumber yang mengisnpirasi, sengaja kami pilih acak narasumbernya tentunya dengan kompetensi yang bervariasi agar siswa memiliki ketertarikan sehingga nantinya ada perubahan-perubahan sikap yang baik. Selain itu jika ada lomba-lomba seperti al-banjari, pencak silat, olah raga, pramuka kita dorong siswa supaya mau ikut serta, awalnya mereka sudah minder dulu, perlahan kita beri pengertian untuk mencoba dulu masalah kalah menang namanya perlombaan, yang penting kita dorong siswa supaya berani dulu. Jika mendapat kemenangan itu bonus.⁹⁷

⁹⁷ Interview with Viki as the vice principals of student affairs of Wahid Hasyim junior high school Malang on April 2nd, 2018

From the above statement, the researchers came to the conclusion that character education has a wide scope and can integrate with various activities on the unit of education. Just how teachers as educators are able to cultivate the values are able to reach and in the hearts of students in the same disclosed Mr.Viki that a process that is important to invite and motivate students that they are able to do something. Here the researcher finds the value of the hard work character that is instilled that is the earnest behavior in doing the job as well as possible.

From the results of field observations also pointed out the culture in Wahid Hasyim junior high school of Malang related to environmental awareness already running well. Wahid Hayim Junior High School is one of the participants of the Green School held by the Education Office of Malang city, no wonder if the atmosphere of green and beautiful when entering the school environment, researchers also found Saturday activity clean, clean of Saturday is a mutual work of every class member in cleaning the class and school environment including in the outside school environment.

In addition there are different waste bins for each type of garbage i.e. organic waste, and un-organic waste with the aim of later students are able to sort out the type of waste and recycling waste such as bottles used, which is used as a craft by art clubs. So it is expected with the existence of

such activities students are more environmentally conserving and minimize littering.⁹⁸

Some opinions of students who researchers interviewed, researchers found that schools have implemented character education. One of the students named Yohanes from 7th C grade student said:

Sudah sekali. Hukumannya ketat mbak disini kalo datengnya telat disuruh disuruh nulis Yasin, terus hari ini harus langsung selesai dan dikumpulkan.⁹⁹

Faiz Fadillah who is also 7th C grade student revealed:

Ehm iya sudah, sekolahnya ketat kalau bajunya ga rapi langsung dikasih tulisan saya tidak rapi gitu, terus kalo telat nulis Yasin ditunggu sama gurunya ditunggu pernah ada yang sampai malem baru pulang juga.¹⁰⁰

This is justified by Mr. Viki as the vice principal of Student affair:

Memang kami terapkan kedisiplinan yang tinggi, pembiasaan perilaku seperti ini biar siswa itu takut kalau mau melanggar mikir-mikir lagi, dan sanksi yang kami berikan juga tidak main-main, kita suruh hafalan juz'amma, dan menulisnya benar-benar kami pantau sampai malam juga, biar dia kerasa temen-temenya sudah pada pulang dia masih di sekolah nulis, dengan harapan ada efek jera dan kembali menaati aturan.¹⁰¹

Based on the results of the above statement can be seen that the application of disciplinary values has been implemented in schools by using sanctions for those who violate, this is done as a habituation to slowly grow the value of discipline in students who fostered by the school.

⁹⁸ The results of observations of researchers at Wahid Hasyim junior high school of Malang on January 24th 2018

⁹⁹ Interview with 7thC grade student Wahid Hasyim junior high school of Malang on April 2nd 2018

¹⁰⁰ Interview with 7thC grade student Wahid Hasyim junior high school of Malang on April 2nd 2018

¹⁰¹ Interview with Viki as vice principal of student affairs of Wahid Hasyim junior high school Malang on April 2nd 2018

B. The Implementation of Character Education in Social Science Learning for 7th Grade Junior High School Wahid Hasyim Malang

Concerning the implementation of character education in social science learning in 7th C grade at Wahid Hasyim junior high school Malang, the researcher uses data of research result consisting of interview result, observation and documentation. Interview conducted to know the process of implementation of character education values in Wahid Hasyim junior high school of Malang. Then the observation results obtained from observing activities undertaken by the researcher at the time of learning to teach subjects Social Studies in class, the researchers observed the learning activities starting from the preliminary activities, core activities and closing as contained in the implementation plan of learning which has been prepared by teachers of social studies subject. Documentation data in the form of environment photo of Wahid Hasyim Junior High School Malang, and sample of the lesson plan which become additional in research.

The Implementation of character education in social science learning in 7th C grade of Wahid Hasyim junior high school Malang, researchers describe based on the focus of research that has been described in the previous chapter that is through character education planning in social science learning, then the implementation of character education in social science learning, and character education evaluation in social science learning.

1. Planning character education in social science learning of 7th C grade

Wahid Hasyim junior high school Malang

Social science learning planning is done before teachers do teaching and learning activities, in this learning planning teachers create learning activities that lead to the values of character education. The lesson plan (RPP) is structured with guidelines for the development of character education formulated by the Ministry of National Education. Related to this Mr. Isman as vice principal of the curriculum said:

Dari bapak dan ibu guru membuat perencanaan yang diwujudkan dalam bentuk RPP, nantinya RPP ini dijadikan pedoman dan acuan dalam menyampaikan mata pelajaran yang jadi bidangnya, yang tentunya dalam hal ini didalam dintegrasikan dengan nilai-nilai pendidikan karakter, sehingga pendidikan karakter dapat dimuat ke berbagai mata pelajaran¹⁰²

In line with the statement of Mr. Imam Syafi'i as a teacher of social science subject said:

Secara langsung sudah gabung sendiri kok, karena memang pemerintah mensosialisasikan program pendidikan karakter. RPP itu kan udah jadi planning dan ada formatnya dari atas, jadi kita guru hanya tinggal mengembangkan saja, mengembangkan sesuai dengan karakter yang ingin dicapai dalam pembelajaran. Dan memang guru dituntut untuk mampu menyampaikan karena proses pembelajaran tidak berjalan lancar tanpa adanya pendidikan karakter.¹⁰³

Learning planning becomes the key factor of success in the learning process, preparing the material to be submitted, choosing strategy and learning model and also integrating character education values in

¹⁰² Interview with Isman as the vice principals of curriculum of Wahid Hasyim Junior High School Malang on February 8th 2018

¹⁰³ Interview with Imam Syafi'i as teacher of social studies subject at Wahid Hasyim junior High school Malang on January 23th 2018

learning. The development of character education values in accordance with that issued by the Ministry of National Education, i.e. in the integrated character education planning of the subjects are included in the implementation of the lesson plan (RPP) for the developed value. Researchers observed the example of lesson plan compiled by social studies teacher. For sub-theme location of the region and its influence to the natural state of Indonesia.

Based on data analysis in the form of lesson plan that the researcher got, showed that the lesson plan compiled by teacher of social science has character values of education and can be implemented in learning activities, the lesson plan (RPP) realized in three terms of activity that is preliminary activity, core activity and closing activity with the translation of character education values in each activity.¹⁰⁴

2. Implementation of character education in social science learning of 7th C grade Wahid Hasyim junior high school Malang

Implementation of learning is the realization from the lesson plan (RPP) which has been prepared by social science teachers so that the lesson plan be used as a reference in its implementation in the classroom. Implementation of learning consists of preliminary activities, core activities, and closing activities.

¹⁰⁴ The result of the document observation Plan of Learning (RPP) class VII Wahid Hasyim Junior High School of Malang

a. Preliminary activities

Preliminary activities are preliminary activities before the start of learning. In the preliminary activities the teacher prays, guides the students to pray and the teacher prepares the class for the readiness of the lesson, checks the attendance list of students, and motivates the spirit of learning the material to be discussed, and the teachers and students jointly sing the national anthem Indonesia Raya song and Guru Hymn.

In this predecessor activity the researcher analyzes the values of character education with the findings as follows:

- 1) When teachers enter the class on time instill discipline value
- 2) The teacher greeted kindly while entering the classroom to instill a friendly and caring value.
- 3) Pray together before learning begins to instill a religious value
- 4) Checking the presence of students to instill discipline value and social care.
- 5) Pray for students who are absent due to illness or other obstacles to instill religious values and social care.
- 6) Ensure students enter the class on time to instill discipline value
- 7) Reprimand a late student politely to instil discipline, good manners and social care
- 8) Teachers appreciate class cleanliness and explain the benefits of clean living for health and the environment

- 9) Give perception about lessons to be learned to stimulate the value of curiosity and fondness of reading
- 10) Then sang Indonesia Raya song to shaping spirit of nationalism and love of the homeland.

From the planning of character education in social science learning in 7th C grade at Wahid Hasyim junior high school of Malang which has been done in accordance with the guidance issued by the Ministry of National Education and developed by the teacher of social studies subjects and prepared through the implementation plan of learning (RPP). It's just that when viewed in the observations of researchers in the preparation of the lesson plan not all values included only a few. This can be caused by several things such as time constraints and adjusting to activities carried out in the process of preliminary activities. Not entirely the written values in the lesson plan, as said by Mr. Imam Syafi'i.

Ya ndak semua secara keseluruhan harus ditulis dalam RPP, kan sudah tertulis dalam kompetensi inti itu ada KI 1 tentang sikap spiritual, KI 2 sikap sosial bisa sampean lihat disitu (sambil menunjukan RPP) guru itu kan menjadi contoh menjadi tauladan sudah semestinya melakukan hal-hal baik, bisa dimulai dari datang ke kelas tepat waktu pas jam pelajaran berganti langsung menuju kelas, kan nanti anak-anak mikir kalau mau keluar sungkan pak Imam sudah datang, terus sebelum pelajaran dimulai saya biasa suruh anak-anak bersama menyanyikan Indonesia Raya setopik kan dengan IPS, nah ini bisa dilakukan supaya anak-anak ingat negara dan tumbuh rasa nasionalisme yang tinggi.¹⁰⁵

From this it can be seen there are some preliminary activities not included in the lesson plan but the activity arises because the initiative of

¹⁰⁵ Interview with Imam Syafi'i as Teacher of social studies subject Wahid Hasyim Junior high school of Malang

the teacher developed from the core competencies and implemented in the preliminary activities. Here the teacher applying by example comes to class on time to show discipline value and sing Indonesia Raya songs before the learning is done to instill the value is spirit of nationalism and love the homeland.

This statement is reinforced by Rangga Bagus Eka 7th C grade students:

Pak Imam biasanya masuk kelas tepat waktu. Iya kak saya senang kalau suruh menyanyi Indonesia Raya supa kita cinta sama Indonesia terus menerus sepanjang hari¹⁰⁶

In line with that expressed by Amelia Putri Ramadhani 7th C grade student:

Datang pas ganti pelajaran langsung kak. Trus menyanyi senang sekali karena dengan menyanyi kita menghargai pahlawan dan cinta Indonesia¹⁰⁷

It was also confirmed by Nayla Hayu:

Bapaknya langsung masuk kak ke kelas pas bel ganti jam. Sebelum pelajaran menyanyi dan saya merasa senang karena bisa menunjukkan rasa cinta tanah air¹⁰⁸

Then Bunga Salsabila 7th C grade student also confirmed the same thing:

Ya pernah telat kak tapi tidak setiap hari, trus kita biasanya menyanyi bersama pertama Indonesia Raya lalu lagu himne guru. Di IPS kan sama pelajaran mencintai Indonesia¹⁰⁹

¹⁰⁶ Interview with 7th C grade students of Wahid Hasyim junior high school Malang on January 23rd 2018

¹⁰⁷ Interview with 7th C grade students of Wahid Hasyim Junior High School Malang on January 23rd 2018

¹⁰⁸ Interview with 7th C grade students of Wahid Hasyim Junior High School of Malang on January 23rd 2018

From the above statement above, the researcher concludes the values of discipline character and the sense of nationals conducted by teachers of social studies have been implemented in every learning, and the students also feel the impact of the implantation of character values of discipline and love of the country.

a. Core activities

Wahid Hasyim junior high school of Malang using curriculum 2013 (K13). From the example obtained by researchers from teachers of social science at 7th C grade is studying the sub-theme are the location of the region and its influence for the natural state of Indonesia. In this sub-theme, there were two meetings, at the first meeting on geographic material, and at the second meeting examined the material benefits and negative impacts of Indonesia's astronomical location. With details of activities like the following

1st Meeting

- 1) The teacher asks students to observe the map of Indonesia
- 2) In order for teacher and student interaction is held question and answer to make the classroom become active and hone student ability
- 3) Students are formed into groups
- 4) Students observe the location of astronomical Indonesia on the map and perform the analysis

¹⁰⁹ Interview with 7th C grade students of Wahid Hasyim Junior High School Malang on 23rd January 2018

- 5) Students perform brainstorming activities
- 6) Teacher asks group representatives to prepare presentation of group work in front of class

Through the core activities at the first meeting the researchers observed the character values implemented in the learning as follows:¹¹⁰

2nd Meeting

At this second meeting, the students will study material about the advantages and negative impacts of Indonesia astronomical location with details of the following activities;

- a) The teacher asks students to observe maps, atlases and pictures of the natural beauty of Indonesia
- b) The teacher explains the material
- c) In order to occur interaction between teachers and students held question and answer so that the classroom atmosphere becomes active and hone student skills
- d) While looking at maps, atlases, and pictures of Indonesia's natural beauty and the environment, students are allowed to read books or other references related to the material under study
- e) Students conduct brainstorming based on findings of observations
- f) The student representing the group presents the results of the discussion in front of the class.

¹¹⁰ The result of observation on 1st meeting on January, 23rd 2018

Through the core activities at the first meeting the researchers observed the values implemented in the learning as follows:¹¹¹

b. Closing Activity

This activity is filled with the conclusions of the material being studied, the teacher with the students concludes the learning outcomes, assessments and reflection about the learning done related to the strategy and model of learning, assignment and classroom atmosphere.

In addition, the teacher also reflects on the findings of students in studying the sub-themes of the location of the area and its effect on the natural state of Indonesia, the teacher invites students to think about what attitude should be done as a citizen, and what attitude is important done by students when finding new things and getting something valuable or new when the learning process takes place. From here the teacher instilled the value of the love of the homeland after knowing the natural beauty of Indonesia and instilled a religious attitude that is grateful for the gift of God Almighty who has created humans and the environment. And be thankful to God Almighty for the knowledge given.

Then the teacher informs the students to learn the material further for the next meeting, of which teachers want to instill character values are fondness of reading and curiosity by reading material that will be studied at the next study, by searching for references from various sources, books or the internet. Furthermore, the teacher closes the lesson by praying together and

¹¹¹ The result of observation on 2nd meeting on February, 14th 2018

greeting from here the teacher is shaping the religious value when the beginning of the beginning preceded by greetings and prayers, then the closing activity was done the same thing.

Judging from the implementation of character education in social science learning in 7th C grade at Wahid Hasyim junior high school Malang is still not optimal because it only applies fourteen character values of eighteen character values contained in the guidelines for the development of character education formulated by the Ministry of National Education, the implementation character education in the lessons by developing values of religious, tolerance, discipline, hard work, independence, democracy, curiosity, love of the homeland, achievement orientation, friendship or communication, fondness of reading, environmental awareness, social care, and responsibility.

3. Evaluation of character education in social science learning of 7th C grade Wahid Hasyim junior high school Malang

Researchers conducted an interview with Mr. Isman regarding the evaluation / assessment attitude, he said:

Dalam penilaian sikap kita menggunakan pengamatan, digunakan juga jurnal, susah susah gampang memang untuk melakukan penilaian. Anak anak kita itu sebenarnya baik-baik tapi kadang saja ada pengaruh yang kurang baik, nah disini kita menilai masa iya anak itu ga ada baiknya sama sekali, guru mencoba nilai karakter yang ada lebih banyak mana baiknya atau tidak baknya kita bisa liat dari jurnal itu. Kemudian ada lagi penilaian teman sebaya, jadi si anak ini rata-rata temanya menilai dia bagaimana, jadi kita mengamati itu otomatis ya tidak secara tekstual yang kita menulis

semua yang ada dalam penilaian, kita lakukan pengamatan untuk itu.¹¹²

Based on the exposure of the speakers above the evaluation / assessment of attitudes made by the teacher is by direct observation of personal students, teachers are required to be able to know each student in person so that in assessing the teacher can assess students appropriately according to attitudes possessed by students, peer assessment, so fellow students judge each other's students.

Related evaluation teachers of social science subjects say:

Ada beberapa macam penilaian yang digunakan untuk menilai sikap yakni dengan menggunakan pengamatan dengan lembar observasi, ada juga penilaian teman sejawat, lalu ada juga penilaian diri dengan kuisioner. Dari sini guru bisa mengetahui bagaimana keseharian siswa dalam pergaulan bersama temannya. Lalu juga ada jurnal catatan guru tentang karakter peserta didik.¹¹³

Based on interviews, the assessment was done in several ways i.e. by observation technique (with observation sheet/observation sheet), self-assessment (with self-assessment sheet/questionnaire), peer assessment sheet, and journal teacher notes Observation assessment conducted by subject teachers.

The researcher continued his interview with Mr. Imam Syafi'i he said:

Guru sebenarnya itu gampang melihat anak itu sebenarnya dari pintarnya, dari sikapnya aja. Kalau dalam penilaian yang ada di raport itu pakai skala 4,00 dengan kategori SB (sangat baik), 3,00 dengan kategori 3,00 (baik), 2,00 (cukup) 1,00 (kurang) untuk

¹¹² Interview with Isman as the vice principal of curriculum at Wahid Hasyim Junior High School of Malang Malang on 8th February 2018

¹¹³ Interviewing with Imam Syafi'i as social science teacher of wahid hasyim juniorhigh school Malang, on January 23th 2018

menilai sikap. Menilainya pengamatan bisa secara tidak langsung bisa secara otomatis bisa, secara setiap hari kan selalu bertemu, berkomunikasi, jadi ketahuan gini, kesehariannya gini-gini.¹¹⁴

His statement above researcher have a meaning to conduct attitude assessments conducted every day and on the learning process, to conduct assessment used assessment scale. This requires continuous observation of the teacher to the students to know each student, and the teacher is required to be able to understand individuals of students well in order to assess the students' attitudes correctly.

C. Result of Research

Based on the above data exposure obtained through research, the researchers describe the results of research as follows:

1. Character Education Planning in Social Studies Lesson for 7th C Grade Wahid Hasyim Junior High School of Malang

The Learning Implementation Plan (RPP) is based on the guidelines set by the Ministry of National Education (*Kemendiknas*) covering the development of cognitive, affective, and psychomotor aspects. In the realm of character the teacher plans the learning activities that lead to the formation of the character of the student according to the character to be achieved in the learning.

The lesson plan is prepared based on the syllabus that has been developed by the school. The lesson plan is basically chosen to develop basic competencies. Therefore, lesson planning can provide guidance for teachers in

¹¹⁴ Interview with Imam Syafi'i as social science teacher of Wahid Hasyim Junior High School of Malang on January 23th 2018

creating character-oriented learning. Teachers need to modify the RPP in accordance with the core competence (KI), which includes religious attitudes in KI-1 and competencies that include social attitudes on KI-2 so that learning activities are learning activities that develop character. Modification of inductor achievement should also be done, this is related to the achievement of learners in this case. Based on the lesson plan that researchers get from the subject teachers, the achievement indicator has not been entirely contained in the lesson plan and there are only a few and not always fixed only the lesson plan teachers also do the initiative of character development program do development in designing the internalization of character values.

2. Implementation of Character Education in Social Science Learning for 7th Grade Wahid Hasyim Junior High School of Malang

At the time of execution of learning teachers can use activities that support the application of character education. It can implemented through habituation pray before and after learning, using the method of discussion, assignment (individual and group), Question and Answers method, presentations (individual or group) and others, which are adapted to the circumstances and conditions as well as the mater I am studied. Character education is done through habituation with teachers giving exemplary, advice, and motivation.

In addition to those listed in lesson plan the teachers implement character education through unwritten habituation by singing the national anthem of Indonesia Raya together before the lesson begins.

Based on the results of observation and analysis of the character values implemented in the learning, among other.

Table 4.1

The Implementation of Character Education in Social Science Learning

No.	Character education	Implementation
1.	Religious	<ul style="list-style-type: none"> a. Praying before and after learning, b. Saying greeting at the beginning and end of learning. c. Invite students to be grateful for the beauty of Nature owned by Indonesia. d. Inviting students to be grateful for the knowledge gained while studying
2.	Tolerance	<ul style="list-style-type: none"> a. Appreciate the difference with friends who disagree with personal opinions. b. Students form groups mixing between men and women without discrimination
3.	Discipline	<ul style="list-style-type: none"> a. Teachers come to class on time b. Students collect individual assignments and group assignments at exactly the appointed time.
4.	Hard work	<ul style="list-style-type: none"> a. Students are serious while studying and completing the tasks assigned by the teacher.
5.	Independence	<ul style="list-style-type: none"> a. Students in doing individual tasks are not easily dependent on other friends
6.	Democracy	<ul style="list-style-type: none"> a. Learning is done interactively all active students during learning b. The teacher gives the students the opportunity to express their ideas. c. Involve students in drawing conclusions at the end of the lesson.
7.	Curiosity	<ul style="list-style-type: none"> a. The teacher invites students to seek information related to the material learned to explore the level of student knowledge.

8.	Love of the homeland	<ul style="list-style-type: none"> a. Teachers together with students sang the national anthem of Indonesia Raya at the beginning of the lesson. b. Analyze the atlas, map of Indonesia c. Discussing images of Indonesia's natural beauty such as mountains, sea, rivers, caves, etc. with the aim of students having a high appreciation of Indonesia's physical, socio-cultural, and economic environments
9.	Achievment Orientation	<ul style="list-style-type: none"> a. Teachers give appreciation and appreciation to students and between students who are able to complete the task both individuals and groups b. Giving awards for students who are able to express opinions related to learning materials
10.	Friendship/communication	<ul style="list-style-type: none"> a. Smiles, greetings between students and students and teachers with students in the classroom b. Speaking, socializing and cooperating with students during group learning and assignment. c. Conduct group discussions to solve problems, d. Ask and answer questions with polite e. The teacher guides the students who still do not understand the lesson.
11.	Fondness of Reading	<ul style="list-style-type: none"> a. Invite students to read related materials learned at the beginning of the lesson. b. Teachers motivate students to love reading and convey the benefits of reading like getting new knowledge and illustrating that the book is the window of the world

12.	Enviromental awarness	<ul style="list-style-type: none"> a. The teacher commented on the cleanliness of the classroom at the beginning of the lesson. b. The teacher asks each student to throw the garbage in the desk drawer in the appropriate type of trash can. Organic and un organic waste
13.	Social care	<ul style="list-style-type: none"> a. Pray for friends who are sick.
14.	Responsibility	<ul style="list-style-type: none"> a. Students perform the tasks assigned by the teacher b. Group representatives present the results of individual and group assignments in front of the class c. Carry out daily class pickets on a regular basis.

Researchers observed not all values of the characters tried to shaping by the teacher at the time of learning activities run smoothly, there are still some students who do not do activities designed by the teacher, when the teacher say no greeting no answer greetings, at the time of learning activities with formed a discussion group that did not participate and only silent did not issue opinions during the discussion, when the teacher invited to sing Indonesia Raya songs there are students who do not sing along only stand and silence, but the number of students like this only a few do not reach half of the number students in the classroom, the existence of events like this teacher do reprimand to the student . In addition, not all values of character education can be implemented in social science learning because of the limited time available.

3. Evaluation of Character Education in Social Science Learning for 7th C Grade Wahid Hasyim Junior High School Malang

Evaluation in Character Education is done by using attitude assessments used by teachers of social science subject, such attitude assessment techniques include observation, journal, peer assessment, and self-assessment. In the assessment of attitudes here teachers tend to use observation or observation assessment due to time effectiveness. In the attitude of this learner the teacher uses the attitude scoring scale with the numbers where the numbers 4.00 for the category is very good, the number 3.00 for the good category, the number 2.00 for enough category enough, the number 1.00 for the less category.

Evaluation of character education in the learning is conducted by the teacher by observing the behavior of students in the classroom, whether the behavior of students and teachers. A character that the target teacher cannot be directly assessed at a time, but must be observed and identified continuously in the daily life of students in the classroom and at school.

In the implementation plan of learning prepared by the teacher there is an attachment of attitude assessment instrument that is divided into the assessment of spiritual attitudes and assessment of social attitudes. In the assessment instrument of spiritual attitudes and social attitudes there is a grid that becomes the point of assessment of the indicators of both spiritual and social attitudes.

CHAPTER V

DISCUSSION OF RESEARCH RESULTS

A. Answering Research Problems

In this research having three research objectives namely the first describes the character education planning in social science learning of 7th C grade at Wahid Hasyim Junior High School Malang, the second describes the implementation of character education in social science learning in 7th C grade, and the third to describe the evaluation of character education in social science learning of 7th C grade at Wahid Hasyim junior high school Malang. After this research is done based on the research objectives have been obtained results that have been described in the previous chapter.

Character education in learning is done by introducing values and provide awareness to the learners the importance of these values and implemented values into everyday behavior through learning. Basically, learning activities, but aims to make the students master the competencies that have been targeted, it is also designed to make the students to know and be aware of the values of character and make behavior.

Researchers found that in implementing character education in social studies learning, social studies teacher started at the stage of planning with make the lesson plan (RPP), then in the process of implementing character education is implemented in accordance learning activities contained in the lesson plan, as well as carrying out evaluations linked attitude assessment of learners.

1. Planning of character education in social science learning in 7th C grade Wahid Hasyim junior high school Malang

The integration of character education in the learning process is carried out from the planning, implementation, and evaluation stages of learning in all subjects. Among the principles that can be adopted in making learning plans (designing learning activities and assessment in the syllabus, lesson plans and teaching materials) carry out the process of learning and evaluation.¹¹⁵

In designing an integrated social studies learning character education, teachers develop the values of character education curriculum that has been there in 2013. Implementing of the character education in learning refers to the types of activities that includes the following elements: objectives, target activities, implementation of activities, delivery mechanism, time, and supporting facilities that lead to the values of the nation's character which has been formulated by the national curriculum center of development and cultural education and the character of the nation of the Ministry of National Education which has 18 values of characters include: Religious, honest, tolerance, discipline, hard work, creativity, independent, democratic, curiosity, the sense of nationalism, patriotism, the achievement orientation, friendly/communicative, love peace, fondness of reading, and social care, environmental awareness, and responsibility

¹¹⁵ Heri Gunawan, op.cit pg. 224

Related education in teacher learning can streamline the planting of character values using active learning such as cooperative learning, problem-based learning, work-based learning and teaching model may be used for character education, in addition to the teachers need to be selective about the books teach the right and in line with the values of the nation's character.

When learning activities are designed based learning activities described above, learners will slowly begin to realize the importance of values and implementing a character in daily life. As Al-Ghazali emphasizes that in educating the child requires training and habituation even with the element of coercion in order for the child to avoid misleading misadventure, so slowly good attitudes will form and become part of the child's personality.¹¹⁶

2. Implementation of character education in social science learning in 7th C grade Wahid Hasyim junior high school Malang

Learning activities from the introductory stage, core activities and closing activities are determined and implemented so that participants practice the values of the targeted characters. Teachers need to make learning arrangements this relates to when and where activities are carried out, how long, whether individually or in groups, each of these arrangements will have implications on the values of the characters that are formed. Timing in the completion of tasks such as little time for short

¹¹⁶ Agus Zaenal fitri, o.p.cit pg. 20.

tasks. The role of the teacher as a facilitator, motivator, and feedback giver in internalizing character values.

Implementation of learning done by participants together and / or without teachers to achieve learning objectives. The learning activities that help learners internalize the values of the characters are learning activities that focus on students (student-centered), student-centered learning will automatically help students acquire the character values. For example, brainstorming and presentation activities by learners like those found in the lesson plan of 7th grade Wahid Hasyim junior high school Malang which will bring up the value of tolerance characters when expressing their respective opinions.

Based on the results of research that has been done, researchers analyzed there are fourteen values of characters that are implemented in the social science learning of 7th C grade Wahid Hasyim junior high school Malang. The value will be set forth in the table value of character pitch, shape its implementation in social science learning of 7th C grade Wahid Hasyim junior high school Malang based indicator character education attainment in learning as can be translated Sri Nurwanti in his book.

Table 5.1

Character value and its implementation refers to the indicator of learning achievement

No.	Character value	Implementation	Indicator achievement in learning
1.	Religious	a. Praying before and after learning, b. Saying greeting at the beginning and end of learning. c. Invite students to be grateful for the beauty of Nature owned by Indonesia. d. Inviting students to be grateful for the knowledge gained while studying	<ul style="list-style-type: none"> • Prayer activities before and after learning • Linking learning materials with the power of God Almighty.
2.	Tolerance	a. Appreciate the difference with friends who disagree with personal opinions. b. Students form groups mixing between men and women without discrimination.	<ul style="list-style-type: none"> • Respect for differences of opinion • Working together in groups with friends of different gender, • and do not impose the will or opinion of others
3.	Discipline	a. Teachers come to class on time b. Students collect individual assignments and group assignments at exactly the appointed time.	<ul style="list-style-type: none"> • Behavior present on time • Follow all learning activities and complete tasks

			on time
4.	Hard work	a. Students are serious while studying and completing the tasks assigned by the teacher.	<ul style="list-style-type: none"> • The spirit in competing, • complete the tasks assigned by the teacher, and address the problems faced in the assignment / learning
5.	Independent	a. Students in doing individual tasks are not easily dependent on other friends	<ul style="list-style-type: none"> • completion of tasks done independently • presenting the results of the execution of the tasks assigned
6.	Democratic	a. Learning is done interactively all active students during learning b. The teacher gives the students the opportunity to express their ideas. c. Involve students in drawing conclusions at the end of the lesson	<ul style="list-style-type: none"> • interactive learning activities and engage all learners actively during the lesson
7.	Curiosity	a. The teacher invites students to seek information related to the material learned to explore the level of student knowledge.	<ul style="list-style-type: none"> • cultivate student curiosity, and apply exploration and elaboration in learning
8.	Love of the homeland	a. Teachers together with students sang the national anthem of Indonesia Raya at the beginning of the lesson. b. Analyze the atlas, map of Indonesia c. Discussing images of Indonesia's natural beauty such as mountains, sea,	<ul style="list-style-type: none"> • singing songs of struggle • discussing the richness of nature, culture, nation, and natural events, then • using the media and

		rivers, caves, etc. with the aim of students having a high appreciation of Indonesia's physical, socio-cultural, and economic environments	learning tools of domestic products
9.	Achievement orientation	<ol style="list-style-type: none"> Teachers give appreciation and appreciation to students and between students who are able to complete the task both individuals and groups Giving awards for students who are able to express opinions related to learning materials 	<ul style="list-style-type: none"> activities provide opportunities for learners to display ideas, talents and creations, and give praise to learners who have completed the task well propose a brilliant idea and produce a work,
10.	Friendly / communicative	<ol style="list-style-type: none"> Smiles, greetings between students and students and teachers with students in the classroom Speaking, socializing and cooperating with students during group learning and assignment. Conduct group discussions to solve problems, Ask and answer questions with polite The teacher guides the students who still do not understand the lesson. 	<ul style="list-style-type: none"> setting the classroom atmosphere that enables learners to interact, group discussions to solve a problem as well as to guide the learners in need
11.	Fondness of reading	<ol style="list-style-type: none"> Invite students to read related materials learned at the beginning of the lesson. Teachers motivate students to love reading and convey the benefits of reading like getting new knowledge and illustrating that the book is 	<ul style="list-style-type: none"> assignment to read textbooks and look for references

		the window of the world	
12.	Environmental awareness	a. The teacher commented on the cleanliness of the classroom at the beginning of the lesson. b. The teacher asks each student to throw the garbage in the desk drawer in the appropriate type of trash can. Organic and un-organic waste	<ul style="list-style-type: none"> • cleanliness of the classroom environment, • as well as providing an organic and un organic trash can
13.	Social care	a. Pray for friends who are sick.	<ul style="list-style-type: none"> • namely responsiveness to friends who have difficulty, responsive to environmental circumstances, • the same weight bears, the same light portable
14.	Responsibility	a. Students perform the tasks assigned by the teacher b. Group representatives present the results of individual and group assignments in front of the class c. Carry out daily class pickets on a regular basis.	<ul style="list-style-type: none"> • Always perform the task in accordance with the rules / agreements and responsible for all the results of actions taken.

Of the fourteen characters present in the table, the researcher feels that the performance is less symmetrical than the reading character, whereas from the observation of the researchers each learner has a textbook of social science subjects curriculum 2013, but not fully read when learning, from the teachers themselves have been trying to invite learners to

find information related to the material being studied through the book. This is continuously allowed to make learners lazy to read, teachers should be more clever created teaching materials that lead to the shaping character of like reading.

3. Evaluation of character education in social science learning in 7th C grade

Wahid Hasyim junior high school Malang

Evaluation in character education is done using attitude assessment in measuring attitude change is not as easy as measuring cognitive domain. In the attitude assessment takes a long time to find out, because at this research is the subject of research is a teenage student who is still sitting on the bench of 7th C grade Junior High School/*Madrasah Tsanawiyah* as is known adolescence is a transition from childhood to adulthood, at this time learners begin to seek identity through the social environment. This requires the direction of parents and teachers not to fall into deviant behavior.

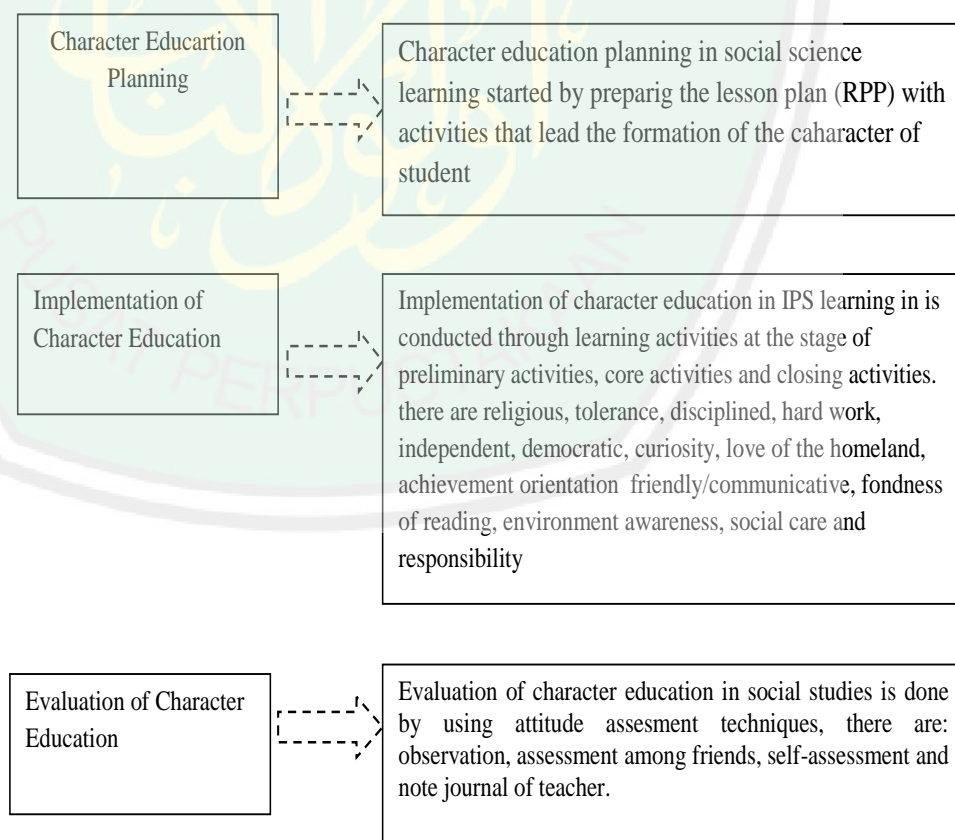
Assessment of attitude is done in several ways, namely: assessment of observation, peer assessment, self-assessment, and journal notes teachers. In character education there are levels of attitude assessment include receiving value, responding value, appreciating value, living value and practicing value. Teachers must be keen to observe to what extent the attitudes of learners, by continuing to monitor and motivate them to reach the level of applying value.

The target of character education is the behavior of learners, again teachers are required to be observant in performing their duties as

educators. In relation to the lesson plan obtained by researchers about the location of the region and its influence for the natural state of Indonesia, in the realm of character education students are not required to know the causes of knowing geographical location and its influence for Indonesia, but how his attitude to the situation. With so slowly will appear the attitudes of the inside of the subject and the teacher can direct it, so that value is embedded in the learners and able to apply it in life.

Figure 5.1

Implementation of Character Education on Social Science Learning For Seventh Grade
Junior High School Wahid Hasyim Malang



B. Interpreting Research Findings

1. Research findings

The thing done in implementing the values of character education in Wahid Hasyim junior high school of Malang consists of three stages, among others: planning, implementation and evaluation. At the planning stage of planning the lesson plan, the teacher enables the activities to support the character education in the learning process, in the implementation phase of the character education students are invited to do the learning activities that have been arranged in the lesson plan, will inculcate the value of the character in accordance with the value of the character to be achieved in learning, the last stage of this evaluation teachers observe the behavior of learners, whether there is a change or not for the implementation of education after the learning of social science.

Lickona explains there are three components in building character education, i.e. moral knowing (knowledge about moral) moral feeling (feeling of morality) and moral action/doing moral (immoral deeds).¹¹⁷

Researchers conducted an analysis of the concept of character education owned by Thomas Lickona. At the stage of moral knowing learners are at the stage of thinking and understanding the values of character education, at the stage of moral feeling learners will begin to feel emotionally related values of characters that have been understood

¹¹⁷ Juma abdu wamanungso, op.cit. pg. 85

and able to distinguish between good character and bad character and maintain character of good behavior, at the moral stage of action/doing is a combination of moral knowing and moral feeling that embodied good deeds in everyday life, therefore it essentially involves aspects of knowledge (cognitive), feeling (affective), and action (psychomotor).

2. Implications

The implications of this research could theoretically be described at the implementation stage of character education should be scaled back, the optimization is also needed on the evaluation activities at the meeting end of the semester related to the processes of implementation values of character education in order to improve planning learning activities at the school to the next.

During this implementation of character education in subjects has not fully occurred in each subject, it is necessary cooperation between subject teachers to participate in shaping the values of national character in the learners themselves. So that learners are not only limited to accept the character values as a good deed but able to apply it in everyday life.

3. Limitations of Research

Although this research has been attempted as best as it should but cannot be separated from the weaknesses and limitations. The research has not been able to fully reveal about character education in social studies learning in Wahid Hasyim junior high school of Malang this research does not examine all elements of school from principals, teacher and student in

detail a one by one In this study subjects studied are limited to vice principals of curriculum, social studies teacher who teach of 7th grade, the student of 7th C grade, and the principal of student affair at Wahid Hasyim junior High School of Malang.



CHAPTER VI

CONCLUSION

A. Conclusion

1. Planning of character education of grade 7th C Wahid Hasyim junior high school Malang in learning do before learning implemented. The planning stage teachers make lesson plan (RPP) with designing activities leading learning on formation character participants educate. The Lesson plan is compiled based on curriculum unit used in the Wahid Hasyim junior high school Malang is curriculum 2013 (K13). The learning activities on plan of character education referring to aim of learning, the goals activities, mechanism of implementation, time and supporters of facilities such as media, a sources learning that leads on values character nation that has formulated by Ministry National Education a number of 18 values, among others: religious, honest, tolerance, work hard, creativity, independent, democratic, curiosity, sense of nationalism, patriotism, achievement orientation, friendship, or communication, love of peace, fondness of reading, environmental awareness, social care, responsibility.
2. The implementation of character education in social science learning of grade 7th C of Wahid Hasyim junior high school Malang is done moment learning activities take place and guided to the RPP that has been arranged by teacher of social science subject, in its implementation, the values of character education which is implemented in social science learning exist 14 values from 18 values character education. Values of character

education implemented in activities start on introduction, core activities, closing activities. Based the result observation values that are implemented in social science learning of 7th C grade Wahid Hasyim junior high school Malang, among others: religious, tolerance, discipline, hard work, hard work, independence, democracy, curiosity, patriotism, achievement orientation, friendship or communicative, fondness of reading, environmental awareness, social care, and responsibility.

3. Evaluation on character education in social science learning of grade 7th C Wahid Hasyim junior high school Malang conducted with assessment, inside assessment this used some technique assessment attitudes, among other: observation, self-assessment, peer-assessment, and journals teacher notes. However, inside the implementation of teachers tend to be use observation to behavior participants educate, with observing on periodically, teachers can more effective in rate attitudes and do following continue.

B. Suggestion

1. Teachers commitment to implement values education character in learning need at the level with do innovation in activities leading to aim formation nation character.
2. School expected seek enhancement understanding character education for, educators, manpower education and work same with parents participants educate character education.

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APPENDIX

Appendix 1st

Interview Transcript



TRANSKRIP WAWANCARA

Telah direduksi

Wawancara Waka Kurikulum

Informan : Isman, S.Pd

Jabatan : waka kurikulum SMP Wahid Hasyim Malang

Tempat : Ruang Guru SMP Wahid Hasyim Malang

1. Menurut bapak apa yang dimaksud dengan pendidikan karakter ?

Jawab: Pendidikan karakter adalah pendidikan akhlak yang diberikan sekolah kepada peserta didik dalam membentuk sikap, perkataan dan perilaku yang baik.

2. Apakah di SMP Wahid Hasyim Malang ini sudah menerapkan pendidikan karakter ?

Jawab: tentu sudah.

3. Bagaimana pendidikan karakter yang ada di SMP Wahid Hasyim Malang ?

Jawab: Pendidikan karakter yang ada di SMP Wahid Hasyim Malang ini merupakan keterpaduan antara nilai-nilai dan norma yang ada dimasyarakat dengan nilai-nilai yang ada dalam islam.

4. Bagaimana perencanaan pendidikan karakter yang dilakukan di SMP Wahid Malang yang dilaksanakan dalam pembelajaran ?

Jawab: Perencanaan pendidikan karakter yang dilakukan dalam pembelajaran dengan menyisipkan nilai-nilai karakter dalam RPP. Dalam menyusun RPP

saya melakukan koordinasi dengan guru mata pelajaran pada saat tahun ajaran baru. RPP disusun dengan mengarahkan pembentukan karakter peserta didik sesuai dengan karakter pedoman nilai-nilai karakter yang dikeluarkan kemendiknas yang berjumlah 18 nilai karakter bangsa. Setelah RPP disusun kemudian divalidasi oleh kepala sekolah dan bisa guru gunakan saat kegiatan pembelajaran di dalam kelas.

5. Apakah semua mata pelajaran yang ada di SMP Wahid Hasyim Malang sudah mengintegrasikan nilai-nilai karakter ?

Jawab: saya kira sudah jika dilihat dari RPP yang disusun oleh guru. Setiap mata pelajaran memiliki fokus pengembangan karakter tersendiri.

6. Bagaimana pelaksanaan pendidikan karakter dalam pembelajaran ?

Jawab: pelaksanaan pendidikan karakter dalam pembelajaran dilakukan oleh masing-masing guru mata pelajaran sesuai dengan nilai-nilai karakter yang ditargetkan.

7. Bagaimana pelaksanaan pendidikan karakter khususnya dalam pembelajaran IPS ?

Jawab: IPS memiliki nilai-nilai karakter sosial yang ada di lingkungan masyarakat. Materi yang dipelajari juga dekat dengan kehidupan sehari-hari peserta didik. semisal kerja sama, cinta tanah air, nasionalisme, peduli sosial dan masih banyak lagi.

8. Bagaimana tanggapan bapak terkait pelaksanaan pendidikan karakter, apakah peserta didik sudah mampu menerapkan nilai-nilai karakter ?

Jawab: 90% sudah menerapkan, dilihat dari pengamatan saya peserta didik di sini sudah memiliki sikap dan perilaku baik.

9. Bagaimana melakukan evaluasi pendidikan karakter dalam pembelajaran?

Jawab; Evaluasi yang dilakukan bisa dengan mengamati sikap dan perilaku peserta didik dari waktu ke waktu. Guru juga memiliki jurnal catatan untuk mencatat sikap dari setiap peserta didik yang ada di dalam kelas, dari sini guru mengevaluasi apakah karakter yang ditargetkan sudah tercapai apa belum.

10. Apabila karakter tersebut belum memenuhi target yang ditentukan tindakan apa yang dilakukan ?

Jawab; tindakan lanjutan yang dilakukan bisa melalui pendekatan secara pribadi, dalam artian kontak antara guru dengan satu siswa. Dari sini dilakukan komunikasi, dan guru harus mengamati dan menelaah hal-hal yang menjadi penghambatnya.

Wawancara Guru

Informan : Drs. Imam Syafi'i

Jabatan : Guru SMP Wahid Hasyim Malang

Tempat : Ruang Kelas VII C

1. Apa yang dimaksud dengan pendidikan karakter dalam pembelajaran IPS?

Jawab : pendidikan karakter merupakan pendidikan budi pekerti yang ditanamkan kepada siswa pada saat kegiatan belajar mengajar belarlangsung.

2. Bagaimana merencanakan pendidikan karakter dalam pembelajaran IPS ?

Jawab : pendidikan karakter dalam pembelajaran IPS menggunakan RPP.

Yang merupakan pedoman rencana mengajar bagi guru dengan mengembangkan nilai-nilai karakter yang ingin dicapai dalam pembelajaran.

3. Bagaimana menyusun RPP mata pelajaran IPS yang berkaitan dengan pendidikan karakter ?

Jawab: dalam menyusun RPP IPS berbasis nilai-nilai karakter dengan cara menggunakan aktivitas-aktivitas dalam pembelajaran yang mendukung nilai karakter terbentuk seperti. Menyanyikan lagu kebangsaan saat awal pembelajaran, memeriksa keadaan kelas, mendoakan teman yang sakit, pembelajaran berbasis kelompok dll.

4. Apakah semua hal telah direncanakan dalam RPP dapat tercapai secara maksimal ?

Jawab: belum maksimal, hal ini bisa dikarenakan jumlah jam pelajaran yang terbatas sehingga tidak semua nilai karakter dapat tercapai.

5. Bagaimana pelaksanaan pendidikan karakter dalam pembelajaran IPS ?

Jawab: pelaksanaannya melalui kegiatan pembelajaran diawali dengan kegiatan pembukaan, kegiatan inti pembelajaran, kemudian kegiatan penutup. Pada seluruh tahap pembelajaran kita maksimalkan agar nilai-nilai karakter bisa tercapai, dan bukan hanya nilai akademik saja.

6. Adakah metode khusus dalam menerapkan pendidikan karakter ?

Jawab: metode khusus tidak ada. Guru menggunakan berbagai metode pembelajaran yang menyesuaikan dengan materi ajar. Dan atau bisa juga dengan memberikan teladan yang baik bagi siswa.

7. Bagaimana proses pembelajaran karakter yang mampu membentuk sikap peserta didik ?

Jawab: dengan melibatkan peran aktif siswa saat pembelajaran berlangsung. Semisal dalam kegiatan berpendapat siswa diberi kebebasan menyuarakan pendapatnya.

8. Apakah seluruh siswa mampu mengikuti proses pelaksanaan pendidikan karakter dalam pembelajaran ?

Jawab: tidak semuanya. Seperti yang diketahui tidak semua berasal dari latar belakang yang berbeda. Disini saya tidak menyalahkan latar belakang tersebut. Terkadang guru tanpa disadari juga belum sepenuhnya menguasai karakter peserta didik. dan yang lebih fatal lagi terkadang masyarakat memandang bahwa guru adalah manusia dengan peridkat baik, dan sedangkan siswa tidak. Maka dari perlu adanya upaya dari guru untuk terus memahami siswanya.

9. Bagaimana evaluasi pendidikan karakter dalam pembelajaran IPS ?

Jawab: evaluasi yang digunakan dalam menilai karakter melalui penilaian sikap dari sini guru mengamati bagaimana perilaku siswa saat pembelajaran dan mencatatanya dalam jurnal. Adalagi dengan penilaian antar teman jadi masing-masing teman menilai teman lainnya. Lalu

penilaian diri disini siswa dituntut untuk mampu memahami sikap yang ada pada dirinya

10. Bagaimana perincian penilaian pada sikap ?

Jawab; seperti yang digunakan dalam rapot, angka 4,00 untuk kategori sangat baik, 3,00 untuk kategori baik, 2,00 untuk kategori cukup, dan 1,00 untuk kategori kurang.

Wawancara Siswa Kelas VII C

Informan : Rangga Bagus Eka, Amelia Putri Ramadhani, Nayla Hayu, dan Bunga salsabila

Tempat : Kelas VII C

1. Apakah adik mengerti apa itu karakter ?

Jawab:

- a. Rangga : karakter adalah sifat
- b. Amelia : karakter adalah perilaku
- c. Nayla : karakter merupakan sifat pada manusia
- d. Bunga : karakter adalah sifat baik dan buruk pada diri manusia

2. Menurut adik apakah penting seorang pelajar memiliki karakter yang baik ?

Jawab:

- a. Rangga : penting sekali agar bisa berbuat baik
- b. Amelia : sangat penting belajar karakter bagi pelajar karena bisa menentukan mana yang baik dan yang buruk.

- c. Nayla : karakter baik sangat penting bagi pelajar karena kita hidup untuk tolong menolong
- d. Bunga : karakter yang baik bagi seorang pelajar harus terus dipelajari dan dilakukan dalam kehidupan sehari-hari

3. Karena karakter itu penting, jadi selama dalam belajar IPS ini apakah ada karakter yang bisa dipelajari ?

Jawab:

- a. Rangga : ada dengan IPS kita bisa semakin cinta tanah air
- b. Amelia : dengan belajar IPS kita memiliki rasa nasionalisme yang tinggi
- c. Nayla : dengan belajar IPS kita menjadi manusia yang saling toleransi antar agama dan memiliki sikap patriotisme
- d. Bunga : dengan belajar IPS kita bisa memiliki sikap dan sifat cinta tanah air, menghargai jasa pahlawan, dan menghargai perbedaan suku bangsa.

4. Apakah adik sudah melaksanakan sesuai dengan yang kalian pelajari dalam IPS ?

Jawab:

- a. Bagus : sudah dengan menyanyikan lagu Indonesia raya pada saat awal pelajaran. Dan mengikuti upacara bendera
- b. Amelia: sudah dengan melakukan belajar dengan baik sebagai pelajar. Dengan hafal lagu kebangsaan Indonesia raya
- c. Nayla : sudah dengan giat belajar, dan mengikuti upacara bendera

d. Bunga : sudah dengan mengheningkan cipta untuk jasa pahlawan saat upacara dan mencintai tanah air dan hafal lagu-lagu perjuangan.

5. Bagaimana mengajarkan nilai-nilai karakter ?

Jawab;

- a. Bagus : dengan mengajak menyanyikan lagu perjuangan dan Indonesia raya
- b. Amelia : dengan menyanyikan lagu kebangsaan dan Himne guru
- c. Nayla : dengan bernyanyi bersama lagu Indonesia Raya
- d. Bunga : dengan cara menyanyikan lagu Indonesia Raya dan lagu-lagu perjuangan.

6. Apakah guru kalian selalu datang tepat waktu dan menjaga kebersihan kelas ?

Jawab:

- a. Bagus : Pak imam selalu datang tepat waktu dan menyakan tentang siapa yang piket hari ini.
- b. Amelia : pak imam datang tepat waktu, dan memeriksa pakaian dan kerapihan kelas.
- c. Nayla : saat bel berganti jam pelajaran biasanya pak Imam segera datang, dan mengecek kebersihan kelas terutama sampah-sampah
- d. Bunga : datang tepat waktu, dan memeriksa kebersihan kelas dan kerapian.

7. Bagaimana tanggapan kalian mengenai nilai karakter yang kalian peroleh saat pembelajaran IPS?

Jawab;

- a. Bagus : sangat banyak.
- b. Amelia: dari IPS kita bisa belajar banyak hal baru
- c. Nayla : IPS mengajarkan kita tentang banyak hal
- d. Bunga : dari belajar IPS kita bisa memiliki berbagai karakter baik yang dibutuhkan oleh pelajar

Wawancara Waka Kesiswaan

Informan : Viki, S.Pd

Jabatan : waka kesiswaan

Tempat : Ruang TU

1. Menurut bapak apakah pendidikan karakter di sekolah penting untuk dilaksanakan ?

Jawab: Penting, karena sekolah memiliki kewajiban dalam rangka mencerdaskan kehidupan bangsa dan membentuk sikap peserta didik tentunya

2. Bagaimana pendidikan karakter yang ada di SMP Wahid Hasyim Malang

Jawab: pendidikan karakter di SMP Wahid Hasyim Malang ini adalah pengembangan dari karakter islami dan karakter sosial yang keduanya dipadukan dalam rangka mencetak peserta didik yang beriman dan bertaqwa dan memiliki nilai-nilai sosial masyarakat dalam kehidupannya.

3. Bagaimana sekolah merancang pendidikan karakter ?

Jawab: dalam menyusun program pendidikan karakter sekolah melakukan identifikasi sesuai dengan kebutuhan peserta didik dan melihat pada perkembangan zaman yang ada. Program akan terus menerus diperbaharui untuk memaksimalkan pendidikan karakter yang menjadi visi dan misi SMP Wahid Hasyim Malang

4. Kegiatan apa saja yang mendukung pendidikan karakter di SMP Wahid Hasyim Malang ?

Jawab: di SMP ini banyak sekali program yang dilaksanakan untuk membentuk mental dan karakter siswa. Sekolah ini merupakan sekolah menggunakan system full day jadi kita akan lebih jeli mengontrol apa yang dilakukan oleh siswa selama berada di sekolah, mulai dari kegiatan ibadah seperti sholat duha dan duhur berjamaah, membaca al-qur'an, kegiatan ekstrakurikuler, dan pembentukan tata tertib

5. Sejauh mana tingkat keberhasilan sekolah dalam upaya pembentukan karakter peserta didik ?

Jawab: saya kira hampir 95% sudah, hal ini terus kami perbaiki dari tahun ke tahun seperti fasilitas pendukung nya. Seperti peningkatan pelayanan perpustakaan untuk menjadikan siswa memiliki rasa gemar membaca. Peningkatan tata tertib untuk meningkatkan kedisiplinan siswa seperti hukuman apabila datang terlambat dengan menulis surat Yaa Syin, kemudian larangan untuk membawa gadget, tetapi sekolah tetap menyediakan pinjaman untuk keperluan siswa seperti antar jemput, kita sediakan HP di ruang TU dari

situ kita bisa melihat tata cara komunikasi siswa dengan orang tua, dari bahasa yang digunakan santun atau tidak. Dari beberapa hal ini kita bisa lihat apakah program yang sudah benar berjalan atau dapat dikatakan berhasil.



Appendix 2nd

Observation Sheet



PEDOMAN OBSERVASI

1. Mengamati keadaan sekolah meliputi:
 - a. Kondisi geografis
 - b. Lingkungan sekolah
 - c. Fasilitas Sekolah
2. Mengamati kegiatan belajar mengajar mata pelajaran ilmu pengetahuan sosial (IPS) di kelas VII C SMP Wahid Hasyim Malang meliputi:
 - a. Proses pelaksanaan pembelajaran
 - 1) Pendahuluan
 - 2) Kegiatan Inti
 - 3) Penutup
3. Mengamati karakter peserta didik

HASIL OBSERVASI

1. Mengamati keadaan sekolah meliputi:
 - a. Kondisi geografis: kondisi geografis di SMP Wahid Hasyim berada di daerah lingkungan sekolah mulai dari TK, SD, dan SMP yang dekat dengan Rumah Sakit Universitas Islam Malang. Akses jalan dan kendaraan bisa ditempuh menggunakan angkot. Suasana dalam perjalanan menuju sekolah sedikit macet karena terletak di jalan utama dinoyo.
 - b. Lingkungan sekolah: lingkungan sekolah yang bersih terdapat tempat sampah di ruang kelas. Di setiap sudut sekolah terdapat slogan-slogan kata mutiara dan nasehat seperti senyum, sapa,

salam, jagalah kebersihan lingkungan, menghormati guru, datanglah tepat waktu, lingkungan sekolah terasa hijau dan bersih dengan adanya tanaman dan kebersihan lingkungan karena SMP Wahid Malang merupakan anggota dari *Green School* kota Malang.

- c. Fasilitas sekolah: fasilitas di SMP Wahid Hasyim Malang memiliki lapangan yang biasa digunakan untuk upacara, apel, olah raga, terdapat pula masjid untuk acara keagamaan, adanya perpustakaan, usaha kesehatan sekolah (UKS) dan ruang untuk kegiatan kesiswaan seperti pramuka, OSIS, dan karya ilmiah.

- 2. Mengamati kegiatan belajar mengajar di SMP Wahid Hasyim Malang yang meliputi:

- a. Proses pelaksanaan pembelajaran

- 1) Pendahuluan

Sebelum melaksanakan pembelajaran guru mengucapkan salam terlebih dahulu kemudian guru menanyakan kabar siswa, membimbing siswa untuk membaca Al qur'an karena pelajaran dimulai pada jam pertama, kemudian mengabsen siswa, berdoa bersama teman yang sakit, memberi motivasi agar siap mengikuti pelajaran, menyanyikan lagu kebangsaan Indonesia Raya dan Himne Guru, guru bertanya siapa siswa yang piket kemudian memuji kebersihan kelas pada hari itu dan menjelaskan manfaat kebersihan dalam islam dan kesehatan,

selanjutnya mengulas pelajaran yang sudah lalu kemudian menuliskan materi yang akan diajarkan secara garis besarnya, dan meminta siswa untuk membacanya di buku teks IPS.

Pelaksanaan pendidikan karakter

Kegiatan	Nilai karakter
Guru mengucapkan salam	a. Bersahabat/komunikatif b. Religius
Guru menanyakan kabar siswa dan memotivasi siswa	a. Bersahabat/komunikatif b. Peduli sosial
Membaca Al-qur'an	a. Religius
Mendoakan siswa yang tidak masuk karena sakit	a. Peduli sosial
Menyanyikan lagu kebangsaan Indonesia Raya	a. Cinta tanah air
Menjaga kebersihan kelas	c. Peduli lingkungan

2) Kegiatan inti

Pada kegiatan ini pada subtema letak wilayah dan pengaruhnya bagi keadaan alam Indonesia. Terjadi 2x pertemuan dengan materi letak geografis Indonesia, dan keuntungan dan dampak negative dari letak astronomis Indonesia.

- a) Guru mengajak siswa mengamati peta Indonesia.
- b) Agar terjadi interaksi guru dan siswa diadakan Tanya jawab untuk membuat suasana kelas menjadi aktif serta mengasah kemampuan siswa

- c) Siswa dibentuk menjadi 5 kelompok
- d) Siswa mengamati letak astronomis Indonesia pada peta dan melakukan analisis
- e) Siswa melakukan kegiatan curah pendapat,
- f) Guru meminta perwakilan kelompok untuk mempersiapkan presentasi hasil kerja kelompok di depan kelas

Melalui kegiatan ini diatas guru menanamkan nilai-nilai karakter rasa ingin tahu, gemar membaca, bersahabat/komunikatif, kerja keras, kerja sama, demokratis, menghargai prestasi disiplin, mandiri dan bertanggung jawab.

Pelaksanaan pendidikan karakter

Kegiatan	Nilai karakter
Siswa mengamati peta Indonesia	a. Rasa ingin tahu b. Gemar membaca
Interaksi Tanya jawab antara guru dengan siswa (guru membebaskan siswa untuk mengeluarkan pendapat terkait materi yang sedang dipelajari)	a. Demokratis b. Rasa ingin tahu c. Bersahabat/ komunikatif
Siswa membentuk kelompok untuk menyelesaikan tugas dari guru	a. Disiplin b. Bersahabat komunikatif
Siswa laki-laki dan perempuan berbaur bersama dalam kelompok	a. Toleransi
Setiap siswa dari perwakilan kelompok melakukan curah pendapat terkait hasl diskusi	a. Toleransi b. Demokratis

Guru dan memberikan <i>reward</i> berupa tepuk tangan kepada siswa yang mengemukakan pendapat	a. Menghargai Prestasi
Siswa mengumpulkan tugas hasil diskusi saat waktu selesai	a. Disiplin
Perwakilan kelompok maju untuk mempresentasikan hasil diskusi	a. Bertanggung jawab b. Disiplin c. Komunikatif

Pertemuan 2

- a) Guru meminta siswa mengamati peta, atlas dan gambar tentang keindahan alam Indonesia
- b) Guru menjelaskan materi tersebut
- c) Agar terjadi interaksi antara guru dan siswa diadakan Tanya jawab sehingga suasana kelas menjadi aktif dan mengasah kemampuan siswa
- d) Selain mengamati peta, atlas dan gambar keindahan alam Indonesia, guru mempersilahkan siswa untuk membaca buku teks atau referensi lain yang berkaitan dengan materi yang dipelajari
- e) Siswa melakukan curah pendapat berdasarkan temuan hasil belajar,
- f) Siswa mempresentasikan hasil kerja didepan kelas.

Melalui kegiatan ini guru menanamkan karakter rasa ingin tahu, gemar membaca, cinta tanah air,

bersahabat/komunikatif, mandiri, toleransi dan bertanggung jawab.

Pelaksanaan Pendidikan karakter

Kegiatan	Nilai karakter
Mengamati Peta Indonesia dan gambar keindahan Alam Indonesia	a. Rasa ingin tahu b. Cinta tanah air
Guru menjelaskan materi dengan bahasa yang mudah dipahami	a. Komunikatif
Interaksi siswa dengan kegiatan Tanya jawab	a. Rasa ingin tahu b. Demokratis c. Komunikatif
Guru meminta siswa mencari materi keindahan alam Indonesia dengan membaca buku	a. Gemar membaca b. Rasa ingin tahu
Siswa melakukan curah pendapat tentang temuannya	a. Demokratis
Setiap siswa mendengarkan pendapat temanya yang berbeda-beda	a. toleransi
Guru dan siswa memberi apresiasi tepuk tangan bagi siswa yang mengeluarkan pendapat	a. menghargai prestasi
Siswa yang menjadi perwakilan kelompok mempresentasikan hasil diskusi	a. Bertanggung jawab b. Disiplin

3) Penutup

Kegiatan ini diisi dengan kesimpulan materi yang dipelajari, guru bersama siswa menyimpulkan hasil pembelajaran, penilaian, dan refleksi pembelajaran dimana

siswa menyimpulkan materi yang sudah dipelajari. guru menginformasikan kepada siswa untuk mempelajari materi selanjutnya untuk pertemuan selanjutnya. Kemudian guru mengakhiri pembelajaran dengan salam.

Pelaksanaan pendidikan karakter

Kegiatan	Nilai karakter
Guru bersama siswa menyimpulkan hasil pembelajaran	a. Demokratis
Guru meminta setiap siswa membuat hasil rangkuman	a. mandiri
Guru memberikan refleksi terkait pembelajaran dan mengajak siswa untuk bersyukur kepada Allah atas keindahan alam yang ada di Indonesia	a. Religius b. Cinta tanah air
Guru mengakhiri pembelajaran dengan mengucapkan salam	a. religius

3. Mengamati karakter siswa

Dilingkungan sekolah siswa bersikap sopan santun kepada setiap warga sekolah. Terciptanya komunitas sekolah yang bersahabat seperti setiap bertemu guru siswa menyapa dan mengucapkan salam. Siswa datang ke sekolah tepat waktu, dan menaati setiap tata tertib sekolah. Dalam pembelajaran di kelas semua siswa saling berbaur dan bekerja sama dalam kelompok tidak memilih-milih teman, siswa dengan seksama memperhatikan materi yang sedang diterangkan guru. Dan melaksanakan tugas yang diberikan

Appendix 3rd
Documentation sheet



PEDOMAN DOKUMENTASI

	Jenis Dokumen	Sumber	ada	tidak	keterangan
1.	Profil Sekolah				
2.	Visi dan misi sekolah	TU			
3.	Pengembangan karakter di sekolah	brosur			
4.	RPP (Rencana Pelaksanaan Pembelajaran) mata pelajaran IPS	Guru			
5.	Jurnal pengamatan sikap	Guru			Ada pada lempiran RPP

Appendix 4th

Lesson Plan (RPP)



RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Wahid Hasyim Malang
Mata Pelajaran : Ilmu Pengetahuan Sosial
Kelas/Semester : VII/Satu
Tema I : Keadaan dan aktifitas Penduduk Indonesia
Sub Tema A : Letak wilayah dan Pengaruhnya bagi keadaan alam Indonesia.
Alokasi Waktu : 2 x pertemuan (4 X 40 menit)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Menghargai karunia Tuhan YME yang telah menciptakan manusia dan lingkungannya	1.1.1. Berdoa sebelum dan sesudah kegiatan pembelajaran 1.1.2 Bersyukur terhadap Tuhan Yang Maha Esa atas karunianya.
2.	2.3 Menunjukkan perilaku santun, peduli, dan menghargai perbedaan pendapat dalam interaksi sosial dengan lingkungan dan teman sebaya	2.3.1. Menghargai dan menghormati sesama 2.3.2. Menjaga kebersihan lingkungan kelas 2.3.3. Memelihara hubungan baik dengan teman sekelas
3.	3.1 Memahami aspek keruangan dan konektivitas antar ruang dan waktu dalam lingkup regional serta perubahan dan keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan, dan politik)	3.1.1. Mendeskripsikan dengan benar letak astronomis Indonesia. 3.1.2. mendeskripsikan dengan benar letak geografis Indonesia 3.1.3. Mendeskripsikan keuntungan letak astronomis Indonesia. 3.1.4. Mendeskripsikan keuntungan secara ekonomis, sosial, budaya dari letak geografis Indonesia

4.	4.1 menyajikan hasil pengamatan tentang hasil-hasil kebudayaan dan fikiran masyarakat Indonesia pada masa pra aksara, masa hindhu budha dan masa Islam dalam aspek geografis, ekonomis, budaya dan politik yang masih hidup dalam masyarakat sekarang.	4.1.1. Memaparkan hasil analisis tentang letak astronomis, geografis dan keuntungan dari segi ekonomis, sosial, budaya bagi Indonesia. 4.1.2. Menyajikan rancangan kegiatan dengan Tema” Contoh-contoh dampak negatif dan positif dari letak astronomis dan geografis Indonesia”
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. berdoa pada awal dan akhir kegiatan pembelajaran dengan sungguh-sungguh;
2. Bersyukur terhadap Tuhan Yang Maha Esa atas karunianya.
3. menghargai dan menghormati sesama;
4. Menjaga kebersihan lingkungan kelas
5. Memelihara hubungan baik dengan teman sekelas
6. mengidentifikasi letak astronomis Indonesia
7. Mengidentifikasi letak geografis Indonesia.
8. Mendeskripsikan keuntungan letak astronomis Indonesia.
9. . Mendeskripsikan keuntungan secara ekonomis, sosial, budaya dari letak geografis Indonesia

D. Materi Pembelajaran

Letak wilayah dan Pengaruhnya bagi keadaan alam Indonesia.

E. Metode Pembelajaran

1. Metode Saintifik
2. Pembelajaran Kooperatif

F. Sumber Belajar

- a. Iwan Setiawan, Suciati, Ahmad Mushlih, dan Dedi. 2013. Ilmu Pengetahuan Sosial SMP/MTs. Kelas VII. Jakarta: Kemendikbud RI, halaman 4 s.d. 12.
- b. Gambar- gambar keadaan alam Indonesia
- c. Lingkungan sekitar.

G. Media Pembelajaran

1. Media:
 - a. Peta Indonesia
 - b. Atlas Indonesia
 - c. Ensiklopedia Geografi
2. Alat dan bahan
 - a. Laptop
 - b. LCD

H. Langkah-langkah Pembelajaran

I. PERTEMUAN I (2X40 menit)

a. Pendahuluan (10 menit)

a. Salam, doa, dan memeriksa kehadiran peserta didik.

b. Apersepsi:

- Guru menyampaikan pengantar tentang letak wilayah dan pengaruhnya bagi keadaan alam Indonesia. Pada dasarnya Indonesia ditinjau dari segi letaknya terbagi 2 yaitu letak astronomis dan letak geografis. Dimana letak tersebut memiliki keuntungan baik dari segi letak astronomis maupun letak geografisnya, yang nantinya juga akan berdampak positif dan negatif bagi bangsa Indonesia.
- Guru menyampaikan tujuan pembelajaran.

b. Inti (60 menit)

a. Mengamati

Peserta didik mengamati peta Indonesia tentang:

- 1) Letak astronomis negara Indonesia
- 2) Letak geografis negara Indonesia

b. Menanya

Peserta didik menanyakan atau mempertanyakan tentang ;

1. letak astronomis Indonesia
2. letak geografis Indonesia
3. Keuntungan letak astronomis bagi bangsa Indonesia.
4. Keuntungan letak geografis bagi bangsa Indonesia
5. Pengaruh negatif letak astronomis dan geografis bagi Indonesia

Berdasarkan sejumlah pertanyaan yang teridentifikasi, peserta didik menentukan / memilih sejumlah pertanyaan pokok/ penting sebagai landasan untuk merumuskan jawaban sementara. Pada saat yang sama guru mengarahkan pada pertanyaan-pertanyaan ke pencapaian kompetensi dasar.

c. Mengumpulkan data/informasi

- 1) Peserta didik membaca buku teks pelajaran halaman 4 s.d. 12/ buku/ referensi lain yang relevan tentang letak wilayah dan pengaruhnya bagi keadaan alam Indonesia.
- 2) Peserta didik mengamati peta Indonesia dan menjawab pertanyaan tentang letak astronomis dan letak geografis Indonesia.

d. Mengasosiasi

- 1) Peserta didik melakukan kegiatan curah pendapat untuk menganalisis tentang letak astronomis dan letak geografis serta keuntungannya dari segi ekonomis, sosial, budaya bagi bangsa Indonesia.

H. Langkah-langkah Pembelajaran

I. PERTEMUAN I (2X40 menit)

a. Pendahuluan (10 menit)

a. Salam, doa, dan memeriksa kehadiran peserta didik.

b. Apersepsi:

- Guru menyampaikan pengantar tentang letak wilayah dan pengaruhnya bagi keadaan alam Indonesia. Pada dasarnya Indonesia ditinjau dari segi letaknya terbagi 2 yaitu letak astronomis dan letak geografis. Dimana letak tersebut memiliki keuntungan baik dari segi letak astronomis maupun letak geografisnya, yang nantinya juga akan berdampak positif dan negatif bagi bangsa Indonesia.
- Guru menyampaikan tujuan pembelajaran.

b. Inti (60 menit)

a. Mengamati

Peserta didik mengamati peta Indonesia tentang:

- 1) Letak astronomis negara Indonesia
- 2) Letak geografis negara Indonesia

b. Menanya

Peserta didik menanyakan atau mempertanyakan tentang ;

1. letak astronomis Indonesia
2. letak geografis Indonesia
3. Keuntungan letak astronomis bagi bangsa Indonesia.
4. Keuntungan letak geografis bagi bangsa Indonesia
5. Pengaruh negatif letak astronomis dan geografis bagi Indonesia

Berdasarkan sejumlah pertanyaan yang teridentifikasi, peserta didik menentukan / memilih sejumlah pertanyaan pokok/ penting sebagai landasan untuk merumuskan jawaban sementara. Pada saat yang sama guru mengarahkan pada pertanyaan-pertanyaan ke pencapaian kompetensi dasar.

c. Mengumpulkan data/informasi

- 1) Peserta didik membaca buku teks pelajaran halaman 4 s.d. 12/ buku/ referensi lain yang relevan tentang letak wilayah dan pengaruhnya bagi keadaan alam Indonesia.
- 2) Peserta didik mengamati peta Indonesia dan menjawab pertanyaan tentang letak astronomis dan letak geografis Indonesia.

d. Mengasosiasi

- 1) Peserta didik melakukan kegiatan curah pendapat untuk menganalisis tentang letak astronomis dan letak geografis serta keuntungannya dari segi ekonomis, sosial, budaya bagi bangsa Indonesia.

- 2) Peserta didik merumuskan simpulan dari hasil curah pendapat tentang letak astronomis dan letak geografis serta keuntungannya dari segi ekonomis, sosial, budaya bagi bangsa Indonesia.

e. Mengomunikasikan

- 1) Peserta didik mempresentasikan hasil analisis data di depan kelas yang diwakili oleh salah satu anggota kelompok masing-masing, anggota kelompok lain memberikan tanggapan.

c. Penutup (10 menit)

a. Kesimpulan:

Peserta didik bersama guru membuat kesimpulan hasil pembelajaran

b. Evaluasi :

1. Tuliskan contoh keuntungan kota Malang dari segi geografis wilayahnya di bidang pariwisata?

c. Refleksi :

Peserta didik diminta menjawab pertanyaan reflektif misalnya:

- 1) Apakah pembelajaran hari ini menyenangkan?
2) Pengetahuan berharga/baru apa yang kamu peroleh pada pembelajaran kita hari ini? Bagaimana sebaiknya sikap kita kalau memperoleh sesuatu yang berharga/baru.

(Jawaban ditulis di buku catatan peserta didik)

d. Menyampaikan materi yang akan datang.

PERTEMUAN 2 (2x40 MENIT)

Langkah-langkah Pembelajaran Pertemuan ke-II

1. Pendahuluan (10 menit)

- a. Salam, doa, dan memeriksa kehadiran peserta didik.**

b. Apersepsi:

Guru menanyakan kembali tentang letak astronomis dan geografis Indonesia yang telah di bahas pada pertemuan I . Selanjutnya kita kaji tentang keuntungan dan dampak negatifnya dari letak astronomis dan geografis Indonesia.

2. Inti (60 menit)

a. Mengamati

Peserta didik mengamati

1. Peta, atlas dan gambar tentang keindahan alam Indonesia
2. Lingkungan sekitar

b. Menanya

Peserta didik menanyakan atau mempertanyakan tentang

1. Keuntungan dari letak astronomis Indonesia?
2. Dampak negatif dari letak geografis Indonesia segi ekonomi ,sosial , politik dan

budaya

Berdasarkan sejumlah pertanyaan yang teridentifikasi, peserta didik menentukan/memilih sejumlah pertanyaan pokok/penting sebagai landasan untuk merumuskan jawaban sementara. Pada saat yang sama guru mengarahkan pada pertanyaan-pertanyaan ke pencapaian kompetensi dasar.

c. Mengumpulkan data/informasi

1. Peserta didik membaca buku teks pelajaran halaman 4 s.d. 7 buku/ referensi lain yang relevan tentang letak astronomis dan geografis Indonesia.
2. Peserta didik mengamati peta, atlas Indonesia dan gambar.

d. Mengasosiasi

1. Peserta didik melakukan kegiatan curah pendapat untuk menganalisis tentang keuntungan letak astronomis Indonesia dan dampak negatif letak geografis Indonesia ditinjau dari segi ekonomi, sosial, politik dan budaya
2. Peserta didik merumuskan simpulan dari hasil curah pendapat tentang keuntungan letak astronomis Indonesia dan dampak negatif letak geografis ditinjau dari segi ekonomi, sosial, politik dan budaya.

e. Mengomunikasikan

1. Peserta didik mempresentasikan hasil analisis data di depan kelas yang diwakili oleh salah satu anggota kelompok masing-masing, anggota kelompok lain memberikan tanggapan.
2. Peserta didik menyajikan hasil simpulan pada media: majalah dinding kelas/sekolah, majalah sekolah, mengunggahnya di blog masing-masing.

f. Mencipta

Peserta didik diberi tugas kelompok untuk merancang kegiatan dengan tema “ contoh-contoh keuntungan letak astronomis Indonesia dan dampak negatif letak geografis Indonesia di tinjau dari segi ekonomi, sosial, politik dan budaya.

3. Penutup (10 menit)

a. Kesimpulan:

Peserta didik bersama guru membuat kesimpulan hasil pembelajaran

a. Evaluasi :

Tuliskan dampak budaya yang bersifat negatif yang masuk ke Indonesia.

c. Refleksi :

Peserta didik diminta menjawab pertanyaan reflektif misalnya:

1. Apakah pembelajaran hari ini menyenangkan?

2. Pengetahuan berharga/baru apa yang kamu peroleh pada pembelajaran kita hari ini? Bagaimana sebaiknya sikap kita kalau memperoleh sesuatu yang berharga/baru.

(Jawaban ditulis di buku catatan peserta didik)

- d. Menyampaikan materi yang akan datang.

J. Penilaian

Sikap Spiritual

- a. Teknik Penilaian: Observasi
b. Bentuk Instrumen: Lembar observasi
c. Kisi-kisi

No.	Sikap/nilai	Butir Instrumen
1.	Menghargai karunia Tuhan YME yang telah menciptakan manusia dan lingkungannya.	1
2.		
3.		

Instrumen: lihat *Lampiran 1*

Sikap sosial

- a. Teknik Penilaian: Observasi
b. Bentuk Instrumen: Lembar observasi
c. Kisi-kisi:

No.	Sikap/nilai	Butir Instrumen
1.	Menghargai dan menghormati sesama	3
2.	Menjaga kebersihan lingkungan kelas	1
3.	Memelihara hubungan baik dengan teman sekelas	2

Instrumen: lihat *Lampiran 2*

Pengetahuan

Teknik Penilaian:

- 1) Tes: tulis
2) Non tes: Penugasan kelompok

d. Bentuk Instrumen:

- 1) Soal tes tulis uraian dan pilihan ganda
2) Proyek

e. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Dengan mengamati peta Indonesia dapat menentukan letak	1-2

	astronomis dan letak geografis Indonesia.	
2.	Dengan membaca buku sumber peserta didik dapat mendiskusikan keuntungan letak astronomis dan geografis Indonesia.	3
3.	Dengan membaca buku sumber peserta didik dapat mendiskusikan Pengaruh letak astronomis dan letak geografis bagi bangsa Indonesia.	4

Teknik: Observasi

f. Bentuk Instrumen: Check list

g. Kisi-kisi:

No.	Keterampilan	Butir Instrumen
1.	Memaparkan hasil analisis tentang letak astronomis, geografis dan keuntungan dari segi ekonomis, sosial, budaya bagi Indonesia.	1
2.	Menyajikan rancangan kegiatan dengan Tema "Contoh-contoh dampak negatif dan positif dari letak astronomis dan geografis Indonesia"	2

Instrumen: lihat Lampiran 4

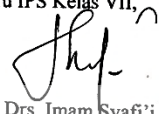
No.	Indikator	Teknik Penilaian	Contoh Instrumen	Instrumen
1.	Melalui kegiatan presentasi, peserta didik dapat memaparkan hasil analisis tentang letak astronomis, geografis dan keuntungan dari segi ekonomis, sosial, budaya bagi Indonesia.	Penugasan kelompok	Paparkan hasil analisis tentang letak astronomis dan geografis serta pengaruhnya bagi bangsa Indonesia.	Lembar penilaian kegiatan presentasi (terlampir pada lampiran-1)
2.	Melalui kegiatan curah pendapat secara kelompok, peserta didik dapat merancang kegiatan dengan tema "Contoh-contoh dampak negatif dan positif dari letak astronomis dan geografis Indonesia"	Penugasan kelompok	Buatlah rancangan kegiatan yang dapat dilakukan oleh warga masyarakat sekitar kita berupa "Cara / upaya menjaga dan melestarikan obyek-obyek wisata"	Lembar penilaian tugas (terlampir pada lampiran-2)

Mengetahui,
Kepala SMP Wahid Hasyim Malang


Dra Hj. Sri Pujiastuti
NIP. : 19590630 1986032005



Malang,
Guru IPS Kelas VII,


Drs. Imam Syafi'i
NRG.071171021001

Lampiran 1: Instrumen Penilaian Sikap Spiritual

No.	Nama Peserta didik	Indikator: Berdoa sebelum dan sesudah kegiatan pembelajaran (1-4)

Kisi-kisi Indikator sikap spiritual: Berdoa sebelum dan sesudah kegiatan pembelajaran

1. Berdoa dengan tidak sungguh-sungguh
2. Kadang-kadang berdoa dengan sungguh-sungguh
3. Sering berdoa dengan sungguh-sungguh
4. Selalu berdoa dengan sungguh-sungguh

Petunjuk Penyelesaian :

Peserta didik memperoleh nilai :

Baik Sekali : apabila memperoleh skor 4
Baik : apabila memperoleh skor 3
Cukup : apabila memperoleh skor 2
Kurang : apabila memperoleh skor 1

Lampiran 2: Instrumen Penilaian Sikap Sosial

	Peserta didik	Indikator						Jumlah Skor
		Menghargai setiap orang yang ada di kelas			Menjaga kebersihan lingkungan kelas (1-4)	Memelihara hubungan baik dengan teman sekelas		
1.		Senyum (1-4)	Sapa (1-4)	Salam (1-4)		Tingkat keramahan (1-4)	Tingkat toleransi (1-4)	
2.								
3.								
4.								
5.								

Kisi-kisi

- 1) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Senyum):

Deskriptor	Skor
Tidak pernah tersenyum	1
Kadang-kadang tersenyum	2
Sering tersenyum	3
Selalu tersenyum	4

- 2) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Sapa):

Deskriptor	Skor
Tidak pernah menyapa	1
Kadang-kadang menyapa	2
Sering menyapa	3
Selalu menyapa	4

- 3) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Salam):

Deskriptor	Skor
Tidak pernah mengucapkan/menjawab salam	1
Kadang-kadang mengucapkan/menjawab salam	2
Sering mengucapkan/menjawab salam	3
Selalu mengucapkan/menjawab salam	4

- 4) Sikap Sosial: menjaga kebersihan lingkungan kelas

Deskriptor	Skor
Tidak pernah menjaga kebersihan lingkungan kelas	1
Kadang-kadang menjaga kebersihan lingkungan kelas	2
Sering menjaga kebersihan lingkungan kelas	3
Selalu menjaga kebersihan lingkungan kelas	4

Lampiran 2: Instrumen Penilaian Sikap Sosial

	Peserta didik	Indikator						Jumlah Skor
		Menghargai setiap orang yang ada di kelas			Menjaga kebersihan lingkungan kelas (1-4)	Memelihara hubungan baik dengan teman sekelas		
1.		Senyum (1-4)	Sapa (1-4)	Salam (1-4)			Tingkat keramahan (1-4)	Tingkat toleransi (1-4)
2.								
3.								
4.								
5.								

Kisi-kisi

- 1) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Senyum):

Deskriptor	Skor
Tidak pernah tersenyum	1
Kadang-kadang tersenyum	2
Sering tersenyum	3
Selalu tersenyum	4

- 2) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Sapa):

Deskriptor	Skor
Tidak pernah menyapa	1
Kadang-kadang menyapa	2
Sering menyapa	3
Selalu menyapa	4

- 3) Sikap Sosial menghargai setiap orang yang ada di kelas (Sub indikator: Salam):

Deskriptor	Skor
Tidak pernah mengucapkan/menjawab salam	1
Kadang-kadang mengucapkan/menjawab salam	2
Sering mengucapkan/menjawab salam	3
Selalu mengucapkan/menjawab salam	4

- 4) Sikap Sosial: menjaga kebersihan lingkungan kelas

Deskriptor	Skor
Tidak pernah menjaga kebersihan lingkungan kelas	1
Kadang-kadang menjaga kebersihan lingkungan kelas	2
Sering menjaga kebersihan lingkungan kelas	3
Selalu menjaga kebersihan lingkungan kelas	4

5) Sikap Sosial: Memelihara hubungan baik dengan teman sekelas (Sub indikator tingkat keramahan)

Deskriptor	Skor
Tidak pernah ramah	1
Kadang-kadang ramah	2
Sering ramah	3
Selalu ramah	4

6) Sikap Sosial: Memelihara hubungan baik dengan teman sekelas (Sub indikator tingkat toleransi)

Deskriptor	Skor
Tidak pernah toleran	1
Kadang-kadang toleran	2
Sering toleran	3
Selalu toleran	4

Petunjuk Penyelesaian :

Peserta didik memperoleh nilai :

- Baik Sekali : apabila memperoleh skor 19 - 24
 Baik : apabila memperoleh skor 13 - 18
 Cukup : apabila memperoleh skor 7 - 12
 Kurang : apabila memperoleh skor 1 - 6

Lampiran 3: Instrumen Penilaian Pengetahuan

- 1) Jelaskan pengertian tentang letak astronomis Indonesia!
- 2) Jelaskan pengertian tentang letak geografis Indonesia!
- 3) Sebutkan letak astronomis Indonesia dengan benar!
- 4) Jelaskan letak geografis Indonesia dengan benar!
- 5) Sebutkan 2 keuntungan Indonesia ditinjau dari letak astronomis!
- 6) Sebutkan 2 keuntungan Indonesia ditinjau dari letak geografis!
- 7) Jelaskan 3 dampak negatif letak geografis Indonesia ditinjau dari segi ekonomi!
- 8) Jelaskan pengaruh negatif letak geografis Indonesia ditinjau dari segi budaya!

Kunci jawaban :

- b. Letak astronomis Indonesia adalah letak suatu tempat berdasarkan garis lintang dan garis bujurnya.
- c. Letak geografis adalah letak suatu negara dipermukaan bumi.
- d. Indonesia terletak antara 6° LU - 11° LS dan 95° BT - 141° BT
- e. Terletak diantara 2 samudra dan 2 benua yaitu samudra Hindia dan samudra Pasifik dan benua asia dan benua australia.
- f. 1. Relatif aman dari bencana alam angin siklon/badai
 2. Indonesia termasuk dalam wilayah tropis sehingga sinar matahari ada sepanjang tahun dan suhu udara tidak ekstrim.

6. Menjadi jalur lalu-lintas pelayaran dan perdagangan dunia
Menjadi jalan bagi masuknya berbagai agama ke Indonesia.
- 7.A. Indonesia rawan terhadap masuknya barang-barang terlarang.
B. Maraknya barang-barang selundupan.
C. Masuknya berbagai macam dari luar yang menjadi saingan produk Indonesia.
8. Adanya pergaulan bebas
Banyak peredaran minuman keras dan obat-obatan terlarang.

Lampiran 4: Lembar Penilaian Kegiatan Presentasi “Keterkaitan antarruang, antarwaktu, dan pengaruhnya terhadap kehidupan manusia”.

No.	Nama Peserta didik	Aspek yang dinilai				Nilai Akhir
		Kelayakan Isi (1-4)	Kelayakan Penyajian (1-4)	Bahasa (1-4)	Kreativitas (1-4)	
1.						
2.						
3.						
4.						
5.						

Keterangan :

1. Kelayakan isi : keakuratan materi dan kemutakhiran
2. Kelayakan penyajian : keterlibatan peserta didik untuk belajar aktif dan disajikan secara kontekstual
3. Bahasa : jelas, mudah dipahami, dan komunikatif
4. Kreativitas : menarik, ide yang berbeda dan inovatif

Petunjuk Penyekoran :

Peserta didik memperoleh nilai :

- Baik Sekali : apabila memperoleh skor 13 - 16
 Baik : apabila memperoleh skor 9 - 12
 Cukup : apabila memperoleh skor 5 - 8
 Kurang : apabila memperoleh skor 1 - 4

Lampiran 5: Lembar penilaian tugas merancang kegiatan dengan tema “Contoh-contoh dampak negatif dan positif dari letak astronomis dan geografis Indonesia”

No.	Nama Peserta didik	Aspek yang dinilai			Ketepatan Waktu (1-4)	Nilai Akhir
		Relevansi (1-4)	Kelengkapan (1-4)	Pembahasan (1-4)		

Keterangan:

Petunjuk Penyelesaian :

Peserta didik memperoleh nilai :

Baik Sekali : apabila memperoleh skor 13 - 16

Baik : apabila memperoleh skor 9 - 12

Cukup : apabila memperoleh skor 5 - 8

Kurang: apabila memperoleh skor 1 - 4

Appendix 5th
Photos of documentation



DOKUMENTASI PENELITIAN



Pembelajaran IPS di kelas VII C



Mengerjakan tugas



Pendidikan karakter cinta tanah air menyanyikan lagu Indonesia Raya



Kegiatan pembelajaran IPS



Wawancara dengan guru IPS



Wawancara dengan waka kurikulum



Wawancara dengan siswa kelas VII C



Wawancara dengan siswa kelas VII C

Appendix 6th

Evidance of skripsi consultation



BUKTI KONSULTASI

MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY of TARBIYAH AND TEACHING TRAINING
 Jalan Gajayana Nomor 50 telephone (0341) 552398
 Website: www.fitk.uin-malang.ac.id faximile (0341) 552398

EVIDANCE OF CONSULTATION

Name : Syera Kartika Setiyani
 Number of Student : 14130045
 Department : Social Science Education
 Advisor : Alfiana Yuli Efianti, MA
 Title of Skripsi : The implementation of Character Education in Social Science Learning for 7th Grade Junior High School Wahid Hasyim Malang

No	Date of Consultation	Consultation Material	Signature
1.	19.1.2018	Pedoman wawancara	
2.	13.4.2018	BAB IV	
3.	24.4.2018	Revisi BAB IV	
4.	27.4.2018	BAB V	
5.	8.5.2018	Revisi BAB V	
6.	11.5.2018	BAB VI	
7.	17.5.2018	Abstrak	
8.	24.5.2018	ACC	


Acknowledged by,
 Head of Department

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

Appendix 7th
Certificat completed research



SURAT KETEREANGAN SELESAI PENELITIAN DARI SEKOLAH



SMP WAHID HASYIM KOTA MALANG

(Terakreditasi-A)

NSS : 202056104014 NPSN : 20533736

Jl. Mayjen Haryono 165 Dinoyo-Malang 65144, Telp (0341) 551751, E-mail : smpwhmlg@yahoo.co.id

Nomor : 70/585/73.307/SMP.WH/IV-2018 Malang, 9 April 2018
Hal : Surat Keterangan Penelitian
Lamp : -

Kepada Yth.
Dekan
Fak. Ilmu Tarbiyah dan Keguruan
UIN Maulana Malik Ibrahim
Di Malang

Assalamu'alaikum, Wr. Wb.


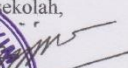
Menindak lanjuti surat dari Fak. Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, dengan nomor : 56/Un.03/I/TL.00.1/01/2018 tertanggal 9 Oktober 2017 tentang Izin Penelitian, maka dengan ini saya selaku Kepala SMP Wahid Hasyim Malang, menerangkan bahwa :

Nama : **SYERA KARTIKA SETIYANI**
NIM : 14130045
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Universitas : UIN Maulana Malik Ibrahim
Judul Penelitian : Implementasi Pendidikan Karakter Dalam Pembelajaran IPS Pada Kelas VII C SMP Wahid Hasyim Malang"

Yang bersangkutan diatas telah melakukan Penelitian di SMP Wahid Hasyim Malang pada tanggal 22 Januari dan 2 April 2018 dalam rangka menyelesaikan tugas akhir.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.
Wassalamu'alaikum. Wr.Wb.

Kepala sekolah,



Dra. **PUJIASTUTI**
NIP. 19630 198603 2005

Appendix 8th
A research permit from the faculty



SURAT IZIN PENELITIAN DARI FAKULTAS

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id , email : fitk@uin_malang.ac.id												
Nomor	: 56 /Un.03.1/TL.00.1/01/2018	17 Januari 2018												
Sifat	: Penting													
Lampiran	: -													
Hal	: Izin Penelitian													
<p>Kepada Yth. Kepala SMP Wahid Hasyim Malang di Malang</p> <p>Assalamu'alaikum Wr. Wb.</p> <p>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:</p> <table border="0"><tr><td>Nama</td><td>: Syera Kartika Setiyani</td></tr><tr><td>NIM</td><td>: 14130045</td></tr><tr><td>Jurusan</td><td>: Pendidikan Ilmu Pengetahuan Sosial (PIPS)</td></tr><tr><td>Semester - Tahun Akademik</td><td>: Genap - 2017/2018</td></tr><tr><td>Judul Skripsi</td><td>: Implementasi Pendidikan Karakter dalam Pembelajaran IPS di SMP Wahid Hasyim Malang</td></tr><tr><td>Lama Penelitian</td><td>: Januari 2018 sampai dengan Maret 2018 (3 bulan)</td></tr></table> <p>diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.</p> <p>Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.</p> <p>Wassalamu'alaikum Wr. Wb.</p> <div style="text-align: right;"> Dekan,  Dr. H. Agus Maimun, M.Pd NIP. 19650817 199803 1 003</div>			Nama	: Syera Kartika Setiyani	NIM	: 14130045	Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)	Semester - Tahun Akademik	: Genap - 2017/2018	Judul Skripsi	: Implementasi Pendidikan Karakter dalam Pembelajaran IPS di SMP Wahid Hasyim Malang	Lama Penelitian	: Januari 2018 sampai dengan Maret 2018 (3 bulan)
Nama	: Syera Kartika Setiyani													
NIM	: 14130045													
Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)													
Semester - Tahun Akademik	: Genap - 2017/2018													
Judul Skripsi	: Implementasi Pendidikan Karakter dalam Pembelajaran IPS di SMP Wahid Hasyim Malang													
Lama Penelitian	: Januari 2018 sampai dengan Maret 2018 (3 bulan)													
<p>Tembusan :</p> <ol style="list-style-type: none">1. Yth. Ketua Jurusan PIPS2. Arsip														

Appendix 9th
Biodata



BIODATA

Name : Syera Kartika Setiyani

NIM : 14130045

Date and Place of Birth : Banyumas, January 7th 1996

Fac. /Study Program : Social Science Education

Entrance Year : 2014

Address : Kedungwuluh Lor RT 03 RW 02 Kecamatan
Patikraja, Kabupaten Banyumas, Jawa Tengah

Contact : Syerakartika07@gmail.com

Malang, 24 May 2018

Author

(Syera Kartika Setiyani)

