

**THE INTERNALIZATION OF RELIGIOUS CHARACTER  
VALUES, DISCIPLINE, AND SOCIAL CARE ON SOCIAL  
STUDIES LEARNING IN MTS WALISONGO BANTUR  
MALANG**

**THESIS**



**Written by:**

**Dania Roichana**

**NIM. 16130124**

**DEPARTMENT OF SOCIAL SCIENCE EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM  
MALANG**

**2021**

**THE INTERNALIZATION OF RELIGIOUS CHARACTER  
VALUES, DISCIPLINE, AND SOCIAL CARE ON SOCIAL  
STUDIES LEARNING IN MTS WALISONGO BANTUR  
MALANG**

**THESIS**

*To Compile a Thesis on Strata One Program (S-1) Department of Social  
Science Education Faculty of Tarbiyah and Teacher Training Islamic State  
University of Maulana Malik Ibrahim Malang*



**Written by:**

**Dania Roichana**

**NIM. 16130124**

**DEPARTMENT OF SOCIAL SCIENCE EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM  
MALANG**

**MARCH, 2021**

**APPROVAL SHEET**

**THE INTERNALIZATION OF RELIGIUS CHARACTER VALUES,  
DICPLINE, AND SOCIAL CARE ON SOCIAL STUDIES LEARNING IN  
MTS WALISONGO BANTUR MALANG**

**THESIS**

Written by:

**DANIA ROICHANA**

**NIM. 16130124**

**Has been approved in March 2021**

**Advisor**



**Dr. Ni'matuz Zuhroh, M. Si**

**NIP. 197312122006042001**

**Acknowledge by,**

**The Head of Social Science  
Education Department**



**Dr. Alfiana Yuli Efiyanti, MA**

**NIP.197107012006042001**





## LEGIMATION SHEET

**THE INTERNALIZATION OF RELIGIUS CHARACTER VALUES,  
DICPLINE, AND SOCIAL CARE ON SOCIAL STUDIES LEARNING IN  
MTS WALISONGO BANTUR MALANG**

### THESIS

Written by:  
Dania Roichana (16130124)

Has been defended and approved by the board examiners on 05 April 2021 as the requirement for the degree of *Sarjana Pendidikan (S.Pd)*

The Board of Examiner	Signature
<b>Chair Examiner,</b> Saiful Amin, M. Pd NIP. 198709222015031005	: 
<b>Secretary,</b> Dr. Ni'matuz Zuhroh, M. Si NIP. 197312122006042001	: 
<b>Advisor,</b> Dr. Ni'matuz Zuhroh, M. Si NIP. 197312122006042001	: 
<b>Main Examiner,</b> Dr. Alfiana Yuli Efiyanti, MA NIP.197107012006042001	: 

Approved by,

Dean of Tarbiyah and Teacher Training Faculty  
State Islamic University of Maulana Malik Ibrahim Malang



## **DEDICATION**

Thanks to Allah SWT who always gives the best to me until now, I dedicate this  
work to the people I care about:

Big thanks for Mr. Abdullah and Mrs. Alfiyah who always accompanied me with  
prayers and supported me until now, big love for you mom and dad.

For my brother M. Iqbal Amal, Zidan Abdullah and my little sister Nadziva Aulia  
who always supports, cherishes and accompanies your sister.

For the one and only man Ahmad Faidhullah Akbar who always support in any  
situation.

Lastly for myself, thank you for fighting so far, you are doing a great job.

## MOTTO

بأنفسهم ما يغيروا حتى يقوم ما يغير لا الله إن

“sesungguhnya Allah tidak mengubah keadaan suatu kaum sebelum mereka mengubah keadaan diri mereka sendiri” (Al-Qur’an, Ar-Ra’d [13] : 11)

Dr. Ni'matuz Zuhroh, M. Si  
Lecturer of Tarbiyah and Teacher Training Faculty  
State Islamic University of Maulana Malik Ibrahim Malang

---

**ADVISOR OFFICIAL NOTE**

Matter : Thesis of Dania Roichana

Appendixes : 4 (Four) Exemplars

Dear,

Dean of Tarbiyah and Teacher Training Faculty  
State Islamic University of Maulana Malik Ibrahim Malang

*Assalamualaikum Wr. Wb.*

After carrying out several times for guidance, both in term of content, language, and writing techniques, and after reading the following thesis:

Name : Dania Roichana

NIM : 16130124

Department : Social Science Education

Title : The Internalization Of Religious Character Values, Discipline, And Social Care On Social Studies Learning In Mts Walisongo Bantur Malang

As the advisor, I considered that this thesis is qualified to be proposed in the examination.

*Walaikumsalam Wr. Wb.*

Malang, 15 February 2021

Advisor



**Dr. Ni'matuz Zuhroh, M. Si**  
**NIP. 197312122006042001**

## **CERTIFICATE OF THESIS AUTHORSHIP**

I declare that in this thesis there is no work that has been submitted to obtain a bachelor's degree at a college, and to the best of my knowledge, there are also no works or opinions that have been written or published by other people, unless written in this manuscript and mentioned in the list of references.

Malang, 15 February 2021



**Dania Roichana**

**NIM. 16130124**



## FOREWORD



Praise the author's pray to the presence of Allah SWT for all his gifts so that this thesis can completed. Our blessings and greetings may always be bestowed upon the Prophet Muhammad, his family, friends, and followers who have brought the instructions of truth, to all mankind, which we hope for their intercession in the hereafter.

This thesis is one of the tasks that must be taken by students, as one of the final assignments of study at Islamic State University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, Department of Social Sciences Education.

This thesis was compiled with the knowledge that is limited and far from perfection, so that without help and guidance from various parties, it is difficult for writers to complete it. Therefore, with all humility and gratitude, the authors thank:

1. Prof. Dr. Abdul Haris, M.Ag as the Rector of State Islamic University of Maulana Malik Ibrahim Malang.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training faculty, State Islamic University of Maulana Malik Ibrahim Malang.
3. Dr. Alfiana Yuli Efiyanti, MA as the Head of Social Science Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang.

4. Dr. Ni'matuz Zuhroh, M. Si as the Thesis Advisor who has guided and directed me in completing the preparation of this thesis.
5. Lecturers of the Department of Social Sciences Education, Faculty of Tarbiyah and Teacher Training, who have provided knowledge to writers since they were in college.
6. All of the teacher and staff MTs Bantur Malang who gave support as well as accompanying and guiding me in the processing of finishing this thesis.
7. My friends are Pikir Keri Group (Sutil, Najih, Doel, Alvi and Putri), my family in Gatotkaca (PMII Rayon "Kawah" Chondrodimuko) as always give support and in the Department of Social Sciences Education, especially my friends at the International Class Program of Social Science Education 2016 (Emak, Snow, Zuu, Faris and Amri) and other departments who have given me enthusiasm for studying.
8. All parties who have helped the completion of this thesis writing.

May Allah SWT, bestow His mercy and gifts on us all. The author is fully aware that in this world nothing is perfect. Likewise with the writing of this thesis, which did not escape the shortcomings and mistakes. The authors present this work to all readers, with the hope of constructive suggestions and criticism for improvement. Hopefully, this work is useful. Amen

Malang, 15 February 2021

Author

## TRANSLITERATION GUIDANCE

### A. General

The transliteration guidance which is used by the Sharia Faculty of The State Islamic University of Maulana Malik Ibrahim Malang is the EYD (*Ejaan Yang Disempurnakan*). This usage is based on the Consensus Directive (SKB) from Religious” Ministry, Education Ministry and Culture Ministry of the Republic of Indonesia, dated 22 January 1987, No. 158/1987 and 0543.b/U/1987, which is also found in the Arabic Transliteration Guide book, INIS Fellow 1992.

### B. Consonants

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	‘
ث	Ts	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Dz	م	M
ر	R	ن	N
ز	Z	و	W

س	S	ه	H
ش	Sy	ء	‘
ص	Sh	ي	Y
ض	Dl		

### C. Diphthongs Vocal

In every written Arabic text in the latin form, its vowels *fathah* is written with “a”, *kasrah* with “i”, and *dlommah* with “u”, whereas elongated vowels are written as such:

Elongated (a) vowel = â	example قال becomes <i>qâla</i>
Elongated (i) vowel = î	example قيل becomes <i>qîla</i>
Elongated (u) vowel = û	example دون becomes <i>dûna</i>

Specially for the pronouncing of *ya’ nisbat* (in association), it cannot represent by “i”, unless it is written as “iy” so as to represent the *ya’ nisbat* at the end. The same goes for sound of a difting, *wawu* and *ya’* after *fathah* it is written as “aw” da “ay”. Study the following example:

Diftong (aw) = و	example قول becomes <i>qawlun</i>
Diftong (ay) = ي	example خير becomes <i>khayrun</i>

### D. Ta’ Marbûthah (ة)

*Ta’ marbûthah* is transliterated as “t” if it is in the middle of word, but if it is *Ta’ marbûthah* in the end of word, it transliterated as “h”. For example:

الرسالة المدرسة will be *al-risalat li al-mudarrisah*, or in the standing among two words that in the form *mudlaf and mudlafilayh*, is transliterated as “t” which is enjoined with the previous word, for example في رحمة الله *fii rahmatillah*.

#### **E. Auxiliary Verb and Lafadh al-Jalalah**

Auxiliary verb “al” (لا) writte with lowercase form, except if it located at the beginning of word, while “al” in *lafadh al-jalalah* wich located in the middle of two words or being or become *idhafah*, it removes from writing.

Study the following:

1. Al-Imâm al Bukhâriy said...
2. Al- Bukhâriy explains, in the prologue of his book...
3. *MasyâAllâhkânawamâ lam yasya” lam yakun.*
4. *Billâhi ,,azzawajalla.*

## LIST OF TABLE

<b>Table 1. 1 The Equation, the difference and originality research .....</b>	<b>9</b>
<b>Table 2. 1 Character Education Value Description.....</b>	<b>28</b>
<b>Table 3. 1 Interview Informants.....</b>	<b>48</b>
<b>Table 4. 1 Teacher and Employee Data.....</b>	<b>117</b>
<b>Table 4. 2 The Number Of Students.....</b>	<b>62</b>
<b>Table 4. 3 Facilities and Infrastructure at MTs Walisongo .....</b>	<b>62</b>

## LIST OF PICTURE

<b>Picture 2. 1 Framework of thinking .....</b>	<b>41</b>
<b>Picture 4. 1 MTs Wali Songo Organizational Structure.....</b>	<b>116</b>
<b>Picture 4. 2 RPP Documentation Social studies subjects class VII .....</b>	<b>66</b>
<b>Picture 4. 3 RPP Documentation Social studies subjects class VII .....</b>	<b>67</b>
<b>Picture 4. 4 RPP Documentation Social studies subjects class VII .....</b>	<b>68</b>
<b>Picture 4. 5 RPP Documentation Social studies subjects class VII .....</b>	<b>69</b>
<b>Picture 4. 6 Attitude Assessment Sheet .....</b>	<b>79</b>

## ATTACHMENT

<b>ATTACHMENT 1 Research Permit Letter</b> .....	103
<b>ATTACHMENT 2 Letter of Having Conducted Research</b> .....	104
<b>ATTACHMENT 3 Interview Transcripts</b> .....	105
<b>ATTACHMENT 4 Interview Documentation</b> .....	108
<b>ATTACHMENT 5 RPP Documentation</b> .....	110
<b>ATTACHMENT 6 Consultation Sheet</b> .....	120



## TABLE OF CONTENTS

APPROVAL SHEET .....	iii
LEGIMATION SHEET .....	iv
DEDICATION .....	v
MOTTO .....	vi
ADVISOR OFFICIAL NOTE .....	vii
CERTIFICATE OF THESIS AUTHORSHIP .....	viii
FOREWORD .....	ix
TRANSLITERATION GUIDANCE .....	xi
LIST OF TABLE .....	xiv
LIST OF PICTURE .....	xv
ATTACHMENT .....	xvi
TABLE OF CONTENTS.....	xvii
ABSTRAK.....	xx
CHAPTER I.....	1
INTRODUCTION .....	1
<b>A. Research Context</b> .....	1
<b>B. Problem of The Research</b> .....	4
<b>C. Objectives of The Research</b> .....	4
<b>D. Benefits of The Research</b> .....	5
<b>E. Originality Of The Research</b> .....	6
<b>F. Operational Definition</b> .....	10
<b>G. Systematic Discussion</b> .....	11
CHAPTER II.....	13
THEORY PERSPECTIVE .....	13
<b>A. Theoretical Basic</b> .....	13
1. Internalization .....	13
2. Character Education Values.....	17

3. Learning Social Science Education.....	38
<b>B. Framework of thinking</b> .....	41
CHAPTER III .....	43
RESEARCH METHOD.....	43
<b>A. Type of Research</b> .....	43
<b>B. The Presence of Researcher</b> .....	44
<b>C. Research Location</b> .....	45
<b>D. Data and Data Source</b> .....	45
<b>E. Data Collection Techniques</b> .....	46
<b>F. Data Analysis</b> .....	49
<b>G. Checking of Data Validity</b> .....	51
<b>H. Research Procedures</b> .....	56
CHAPTER IV .....	58
DATA EXPOSURE AND RESEARCH RESULT .....	58
<b>A. Data Exposure</b> .....	58
1. Description of The Research Object .....	58
2. History of MTs Walisongo .....	58
3. Vision, Mission, and Purpose of MTs Walisongo .....	59
4. Organization Structure .....	60
5. Condition of Teacher and Employees .....	61
6. Condition of Student .....	61
7. Facilities and Infrastructure of MTs Walisongo .....	62
<b>B. Research Result</b> .....	63
1. How's Teacher Planning in Internalizing the Value of Religious Character Education, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantul Malang .....	63
2. How's the Implementation of Teachers in Internalizing the Value of Religious Character, Discipline and Social Care at Mts Walisongo Bantul Malang .....	71
3. How's Teacher Assessment Form in Internalizing the Value of Religious Character, Discipline and Social Care In Teaching Social Studies at Mts Walisongo Bantul Malang .....	78
CHAPTER V .....	81
DISCUSSION.....	81

<b>A. How's Teacher Planning in Internalizing the Value of Religious Character Education, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantur Malang .....</b>	<b>81</b>
<b>B. How's the Implementation of Teachers in Internalizing the Value of Religious Character, Discipline and Social Care at Mts Walisongo Bantur Malang 86</b>	
<b>C. How's Teacher Assessment Form in Internalizing the Value of Religious Character, Discipline and Social Care In Teaching Social Studies at Mts Walisongo Bantur Malang .....</b>	<b>90</b>
CHAPTER VI.....	92
CLOSING .....	92
<b>A. Conclusion .....</b>	<b>92</b>
<b>B. Suggestion .....</b>	<b>93</b>
REFERENCES .....	94
ATTACHMENT .....	98
<b>ATTACHMENT 1 Research Permit Letter .....</b>	<b>98</b>
<b>ATTACHMENT 2 Letter of Having Conducted Research.....</b>	<b>99</b>
<b>ATTACHMENT 3 Interview Transcripts .....</b>	<b>100</b>
<b>ATTACHMENT 4 Interview Documentation.....</b>	<b>103</b>
<b>ATTACHMENT 5 RPP Documentation.....</b>	<b>105</b>
<b>ATTACHMENT 6 Consultation Sheet .....</b>	<b>115</b>
<b>ATTACHMENT 7 Organizational Structure .....</b>	<b>116</b>
<b>ATTACHMENT 8 Teacher and Employee Data .....</b>	<b>117</b>
<b>STUDENT BIODATA .....</b>	<b>118</b>

## ABSTRAK

**Roichana, Dania. 2021. *Internalisasi Nilai Karakter Religius, Disiplin dan Peduli Sosial Dalam Pembelajaran Ilmu Pengetahuan Sosial di MTs Walisongo Bantur Kabupaten Malang*. Skripsi, Jurusan Pendidikan Ilmu Pendidikan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. Hj. Ni'matuz Zuhroh, M. Si.**

---

**Kata Kunci: Internalisasi, Religius, Disiplin dan Peduli Sosial, Pembelajaran IPS**

Tujuan utama pendidikan karakter adalah memfasilitasi penguatan dan pengembangan nilai-nilai tertentu sehingga terwujud dalam perilaku anak, baik ketika proses sekolah maupun setelah proses sekolah. Nilai karakter religius, disiplin dan peduli sosial diinternalisasikan dalam pembelajaran IPS di MTs Walisongo yang diintegrasikan melalui pelaksanaan pembelajaran di kelas karena nilai tersebut patut dimiliki oleh peserta didik untuk pengembangan jati dirinya.

Penelitian dilaksanakan dengan tujuan untuk mendeskripsikan: (1) Bagaimana perencanaan guru dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran IPS di MTs Walisongo Bantur Kabupaten Malang. (2) Bagaimana pelaksanaan guru dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran IPS di MTs Walisongo Bantur Kabupaten Malang. (3) Bagaimana bentuk penilaian guru dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran IPS di MTs Walisongo Bantur Kabupaten Malang.

Penelitian ini menggunakan metode penelitian kualitatif dengan jenis pendekatan deskriptif. Teknik pengumpulan data dengan cara, yaitu: observasi, wawancara, dokumentasi. Teknik analisis data menggunakan reduksi data, tampilan data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: (1) Dalam perencanaan menginternalisasi nilai karakter religius, disiplin dan peduli sosial adalah guru membuat RPP dan kegiatan pembelajaran yang disesuaikan dengan program yang ada di sekolah. (2) Dalam pelaksanaan menginternalisasi nilai karakter religius, disiplin dan peduli sosial adalah melalui kegiatan yang ada dalam pembelajaran pendahuluan, kegiatan inti dan kegiatan penutup. (3) Bentuk penilaian guru menginternalisasi nilai karakter religius, disiplin dan peduli sosial adalah melalui tes tulis, tes lisan dan kegiatan didalam pembelajaran.

## ABSTRACT

**Roichana, Dania. 2021. *The Internalization of Religious Character Values, Discipline, and Social Care in Social Studies Learning at MTs Walisongo Bantur, Malang Regency*. Thesis, Department of Social Science Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Supervisor: Dr. Hj. Ni'matuz Zuhroh, M. Si.**

---

**Keywords: Internalization, Religious, Discipline, Social Care, Social Studies Learning**

The main purpose of character education is to facilitate the reinforcement and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process. The religious character values, discipline, and social care are internalized in social studies learning at MTs Walisongo which is integrated through the implementation of classroom learning because these values should be possessed by students for the development of their identity.

The research was carried out with the aim of describing: (1) How is teachers planning in internalizing the religious character values, discipline and social care in social studies learning at MTs Walisongo Bantur, Malang Regency. (2) How is the implementation of the teachers in internalizing the religious character values, discipline and social care in social studies learning at MTs walisongo Bantur, Malang Regency. (3) How is the form of teacher assessment in internalizing the religious character values, discipline and social care in social studies learning at MTs Walisongo Bantur, Malang Regency.

This research uses a qualitative research method with a descriptive approach. Data collection techniques by: observation, interviews, and documentation. Data analysis techniques used data reduction, data display, and drawing conclusions.

The results of this research indicate that: (1) In the internalization planning of the religious character values, discipline, and social care, the teacher makes lesson plans and learning activities are tailored to the existing programs at school. (2) In the implementation of the internalization of the religious character values, discipline, and social care through activities in the preliminary learning, core activities and closing activities. (3) The form of teacher assessment of the internalization of the religious character values, discipline, and social care is through written tests, oral tests, and learning activities.

## مجرده

رويحنا ,دانيا .٢٠١١. استيعاب قيمة الطابع الديني والانضباط والرعاية الاجتماعية في تعلم العلوم الاجتماعية في مدرسة الثانوية ولي صوغو بنتور منطقة مالانغ . البحث، قسم التربية الاجتماعية، كلية تربية و التعليم، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ . مشرف البحث :الدكتور الحاجة نعمة زوهرة، م.ساي.

الكلمات الرئيسية: استيعاب ,ديني ,الانضباط والرعاية الاجتماعية ,التعلم العلوم الاجتماعية .

الغرض الأول من تعليم الشخصية هو تسهيل تعزيز وتنمية قيم معينة بحيث تتحقق في سلوك الطفل ، سواء خلال العملية المدرسية أو بعد العملية المدرسية . يتم استيعاب قيمة الطابع الديني والانضباط والرعاية الاجتماعية في التعلم العلوم الاجتماعية في مدرسة الثانوية ولي صوغو التي تتكامل من خلال تنفيذ التعلم في الفصول الدراسية لأن القيمة تستحق من قبل المتعلم لتطوير هويته.

وقد أجريت البحوث بهدف وصف: ١) (كيف تخطيط المعلمين في استيعاب قيمة الطابع الديني والانضباط والرعاية الاجتماعية في التعلم العلوم الاجتماعية في مدرسة الثانوية ولي صوغو بنتور منطقة مالانغ ريجنسي) . ٢) كيف يتم تنفيذ المعلمين في استيعاب قيمة الطابع الديني والانضباط والرعاية النطاق في التعلم العلوم الاجتماعية في مدرسة الثانوية ولي صوغو بنتور منطقة مالانغ ريجنسي) . ٣) (كيف هو شكل تقييم المعلمين في استيعاب قيمة الطابع الديني والانضباط والرعاية الاجتماعية في التعلم في مدرسة الثانوية ولي صوغو بنتور منطقة مالانغ ريجنسي).

يستخدم هذا البحث طريقة البحث النوعي مع نوع المنهج الوصفي . تقنيات جمع البيانات بطريقة ما، وهي: المراقبة، المقابلة، التوثيق . تستخدم تقنيات تحليل البيانات تقليل البيانات وعرض البيانات واستخلاص النتائج.

وتبين نتائج هذه الدراسة أن: ١) (في التخطيط لإضفاء الطابع الديني، والانضباط والرعاية الاجتماعية على الصعيد الداخلي، يقوم المعلمون بعمل برامج تربية الأطفال وأنشطة التعلم المصممة خصيصاً للبرامج القائمة في المدارس) . ٢) (في تنفيذ استيعاب قيمة الطابع الديني، يكون الانضباط والرعاية الاجتماعية من خلال الأنشطة القائمة في التعليم الأولي والأنشطة الأساسية والأنشطة الختامية) . ٣) (شكل تقييم المعلمين يُستوعب قيمة الطابع الديني والانضباط والرعاية الاجتماعية من خلال اختبارات الكتابة والاختبارات الشفوية والأنشطة في مجال التعلم.

## CHAPTER I

### INTRODUCTION

#### A. Research Context

Character education is the foundation for a nation, so it is very important to instilled in children from an early age. The characterless behavior indicates the erosion of character values and the importance of character values for students to be internalized in everyday life to have emotional intelligence because emotions are very influential in acting.

The main purpose of character education is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process or after graduating from school.<sup>1</sup> This is closely related to the function of instilling character values so that the curriculum can create students to have a high sense of humanity.

Al-Qur'an is one of the moral guidelines listed in Q.S Al-Luqman verses 13-14, namely:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ (13)  
 وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصَالَهُ فِي عَامَيْنِ أَنِ اشْكُرْ لِي  
 وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ (14)

Meaning: And (remember) when Luqman said to his son when he was exhorting him "Oh my dear son! Ascribe no partners unto Allah. To ascribe partners (unto Him) is a tremendous wrong.(13) And we have enjoined upon man concerning his partner- his mother beareth him in weakness upon weakness, and his weaning is in two years-

---

<sup>1</sup> Kusuma Dharma, dkk. *Pendiikan Karakter : Kajian Teori dan Praktek di Sekolah*. (Bandung : PT Remaja Rosdakarya, 2013) page. 9

give thanks unto me and unto thy parents. Unto me is the journeying.(14)

The above verse describes moral greatness. This verse describes the command to form good character by obeying both parents and acting and behaving well with fellow humans. The role of parents, society, and the environment is an important factor in character building. The family becomes the first environment for children to introduce character education. The family environment learns the basics of good behavior and is important for the next life in society. Seeing the condition of junior high school / MTs-level children who are pre-adolescent and have stepped on adolescence who are experiencing development from childhood to the period of personality formation accompanied by a sense of wanting to separate themselves from their parents and trusting their peers more.<sup>2</sup>

The essence of social science is to understand human interaction patterns correctly, namely by interdependence with one another. The values of character education in social science subjects as reported by the Ministry of National Education are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, love peace, love to read, care about the environment, care about social, and responsibility.<sup>3</sup> In connection with these values, the researcher chooses religious, disciplined, and social care character

---

<sup>2</sup> Syamsul Yusuf, *Psikologi Perkembangan Anak dan Remaja*, (Bandung : PT Remaja Rosdakarya, 2008) page 31-35

<sup>3</sup> Kementerian Pendidikan Nasional. *Buku Induk Pembangunan Karakter*. (Jakarta: Kementerian Pendidikan Nasional, 2010)



values because these character values should be owned to build a social spirit that exists in students.

An efforts to form and develop character in the world of education can be through planned teaching and learning activities with learning tools such as learning strategies, and learning media that are integrated with character development plans made by schools through the principal. In addition to the binding regulation learning tools, it will also encourage all school elements to apply character building made by school institutions, in addition to learning, efforts to shape and develop the character of students should be done outside of classroom learning activities. The formation of character outside the class is more in the form of applicative moral values in behavior.

Some of the efforts made by MTs Walisongo Bantul to instill character values by creating an environment that reflects the culture of the character through the vision-mission of the school, as well as giving slogans school environment, and beberpa ekstrakurikuler that leads students to implicate the values of character education beyond learning social science education. With the program of reading the Qur'an before entering class, praying dhuha in congregation and praying dhuhur in congregation that trains religious values, discipline and social care. MTs Walisongo is also a member of the Mambaul Hikam Islamic Boarding School for its students. Researchers are interested in researching the internalization of religious character values, discipline and social care in social studies learning, as teachers apply character values in learning.

Thus, it is hoped that the integration of character education in social science

learning needs to be realized and linked to the context of everyday life. And the learning of character values is not only at the cognitive level but touches on internalization and real practice in the real life of everyday students in society. Therefore, the author intends to examine the **"Internalization of Religious Character Values, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantur Malang "**

### **B. Problem of The Research**

1. How's teacher planning in internalizing the value of religious character education, discipline and social care in social studies learning at MTs Walisongo Bantur Malang?
2. How's the implementation of teachers in internalizing the value of religious character, discipline and social care at Mts Walisongo Bantur Malang?
3. How's teacher assessment form in internalizing the value of religious character, discipline, and social care in teaching social studies at Mts Walisongo Bantur Malang?

### **C. Objectives of The Research**

1. To describe teacher planning in internalizing the values of a religious character, discipline, and social care in social studies learning at MTs Walisongo Bantur Malang.
2. To describe the implementation of teachers in internalizing the values of a religious character, discipline, and social care in social studies learning at MTs Walisongo Bantur Malang.
3. To describe the form of teacher assessment in internalizing the values of a

religious character, discipline, and social care in social studies learning at MTs Walisongo Bantur Malang.

#### **D. Benefits of The Research**

From the research results, the authors hope that they can contribute benefits both in theory and practice:

1. For researchers
  - a. As information material in developing special thoughts in character education.
  - b. become additional knowledge and insights that can be used as a reference in carrying out their duties as a social science teacher at school.

2. For intellectual development

In addition to information on thoughts and interviews of a scientific nature. What is expected for the community in general, as well as being a reference or consideration for future researchers.

3. For social science teachers
  - a. Can be used as an aid to maximize the development of character values in social science learning.
  - b. To increase motivation and quality of teacher service, as well as to be more focused and serious in carrying out the role of the teacher as a character shaper for students

4. For school

It is hoped that it can be a positive contribution regarding the

application of character values in social science learning, especially in schools that want to develop themselves into character education-based schools so that this research becomes one of the media to socialize how to internalize educational values in social science learning.

### **E. Originality Of The Research**

Researchers conducted studies on several previous researchers to see the location of the similarities and differences in studies in the research to be carried out, in addition to avoiding repetition or similarities to media, methods, or data studies that had been found by previous researchers as a comparison. explain as follows:

First, the thesis conducted by Dularip This research was a qualitative descriptive approach. Data collection techniques through observation, interviews, and documentation. The results showed that, (1) Internalization of Entrepreneurship Education at SMK Negeri 3 Malang, including First, the National Curriculum and the Curriculum Collaborative School (Independent of Curriculum), Second, Practical Priorities of the Theoretical, Third. Based Learning Motivation. (2) Evaluation of Entrepreneurship Education at SMK Negeri 3 Malang: First, the academic evaluation to measure the ability of students in terms of mastery of the material and other skills, the Second. Institutional Evaluation, in the context of how the school can provide the facilities and infrastructure that support the learning process of students. (3) The obstacles in the internalization of Entrepreneurship Education and how the solution at SMK Negeri 3 Malang. First, Absence of Appreciation from the

Government. Second, the number of orders Intrusive Learning Process.<sup>4</sup>

Second, the thesis conducted by Ellydia Nur Cahya This research uses descriptive qualitative methodology. However, the data is get by interviewing, observing, and documenting. Furthermore, the data analysis is done by redacting the data, presenting the data, and concluding. This research shows that: 1) the process of character values internalization of honesty and responsibility in integrated social science education for VII class in MTs Ahmad Yani Jabung can be known by planning named the planning of learning application (RPP), the application of the planning, and evaluation on learning as an assessment on the learning program. The level of internalization that has been achieved is the self-assessment level. 2) The implication steps of applying character values internalization of honesty and responsibility in learning are the students understand the subject and study hard, the students are honest in doing the examination, the students submitting assignments on time, and they have a good attitude in interacting to their teacher.<sup>5</sup>

Third, the thesis was conducted by Adam Zainurribhi Arifin. The researcher used a qualitative research approach. In the process of data collection, the researcher used several methods, namely observation, interviews, documentation. As for data analysis, the researcher used the descriptive qualitative analysis technique. The research results showed that (1) In the internalization of character values of social studies learning is through 3 stages,

---

<sup>4</sup> Dularip, *Internalisasi Pendidikan Enterpreneurship di SMK Negeri 3 Malang*, Skripsi, UIN Malang, 2017.

<sup>5</sup> Ellydia Nur Cahya, *Internalisasi Nilai Karakter Kejujuran dan Tanggung Jawab dalam Pembelajaran IPS Terpadu Kelas VII Di MTs Ahmad Yani Jabung*, Skripsi, UIN Malang, 2018.

Transformation Stage, Value Transaction Stage, Internalization Trans stage. (2) The values that are internalized in social studies in Wonorejo Public Junior High School are Religious, Tolerance, Discipline, Hard Work, Creative, Democracy, Want to Know, Friendly / Communicative, Reading, Environmental Care, Social Care, Responsibility. (3) Factors that support the achievement of the internalization of character values in Social Studies in Wonorejo Public Junior High School are 2 factors, internal and external factors, internal support is from the school itself, and external support is from the surrounding environment or community.<sup>6</sup>

Fourth, the thesis was conducted by Alviyan Nur Fuad. The research that researchers do this includes research with a qualitative approach to this type of case study research. Method of making and acquiring data that researchers are done using interviews, observation, and documentation. The results of the study can be explained as follows: the role of the social studies teacher in forming honest character, discipline, and responsibility of grade VII students in learning is as a motivator, corrector and mentor, initiator, facilitator, evaluator, demonstrator, organizer, and information. Whereas the role of the social studies teacher in forming honest, disciplined, and responsible characters of students in class VII outside of learning is as a mentor, evaluator, demonstrator, and corrector. The constraints of social studies teachers in forming honest, disciplined, and responsible characters are 1. The teacher cannot always monitor

---

<sup>6</sup> Adam Zainurribhi Arifin, *Internalisasi Nilia-Nilai Karakter dalam Pembelajaran IPS di MTs Negeri Wonorejo*, Skripsi, UIN Malang 2018.

the behavior of students because the teacher's task is not only teaching but also carrying out other tasks, 2. Non-optimal evaluation, 3 environmental conditions not always support applying maximum character formation.<sup>7</sup>

Fifth, the thesis was conducted by Abdullah Aqil Nasrullah. This research uses a descriptive qualitative research approach and uses source triangulation methods and methods in checking the validity of the data. The results of this study are 1) The values embedded in Taekwondo athletes include: religion, honest, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendship / communicative, love peace, love to read, care socially, care about the environment and responsibility. 2) In the Taekwondo training activities at Koguryo Club Manahan Surakarta there are several stages of internalization of children's character education including the stage of value transformation, the stage of value transactions and the stage of value internalization.<sup>8</sup>

**Table 1. 1The Equation, the difference and originality research**

No.	Name of researcher, title	Equation	Difference	Originally research
1.	Dularip, <i>Internalisasi Pendidikan Entrepreneurship di SMK Negeri 3 Malang</i> . Thesis, UIN Malang, 2017.	The research method is descriptive qualitative.	The research object is a student of SMK Negeri 3 Malang.	

<sup>7</sup> Alviyan Nur Fuad, *Peran Guru Ips Dalam Membentuk Karakter Siswa Studi Kasus di Kelas VII Smp Islam Sabilurrosyad Gasek Karangbesuki Suku Malang*, Skirpsi, Uin Malang, 2018

<sup>8</sup> Abdullah Aqil Nasrullah, *Internalisasi Pendidikan Karakter Islami Pada Atlet Taekwondo di Club Koguryo Manahan Surakarta*, Skripsi, IAIN Surakarta, 2019.

2.	Ellydia Nur Cahya, <i>Internalisasi Nilai Karakter Kejujuran dan Tanggungjawab dalam Pembelajaran IPS Terpadu Kelas VII Di MTs Ahmad Yani Jabung</i> . Thesis, UIN Malang, 2018	Discuss the value of character education	the character value of honesty and responsibility in social studies learning	This research is focused on the internalization of character values to form religious, disciplined and social care characters in students through ips learning conducted at MTS Walisongo Bantur Malang.
3.	Adam Zainurribhi Arifin, <i>Internalisasi Nilia-Nilai Karakter dalam Pembelajaran IPS di MTs Negeri Wonorejo</i> . Thesis, UIN Malang, 2018	In this research, there are several similarities in using the value of character education.	In this research, there are differences, namely the place of research and several methods in the study	
4.	Alviyan Nur Fuad, <i>Peran Guru Ips Dalam Membentuk Karakter Siswa (Studi Kasus di Kelas VII Smp Islam Sabilurrosyad Gasek Karang Besuki Sukun Malang</i> . Thesis, UIN Malang, 2018	Discuss the character building of students	In this research, the role of the teacher is prioritized in shaping the character of students	
5.	Abdullah Aqil Nasrullah, <i>Internalisasi Pendidikan Karakter Islami Pada Atlet Taekwondo di Club Koguryo Manahan Surakarta</i> . Thesis, IAIN Surakarta, 2019.	In this research, there are several similarities in using the value of character education	This research is that the object of research is the taekwondo athletes at the Koguryo Manahan Club, Surakarta	

## F. Operational Definition

### 1. Internalization character values

It is the teacher's effort to instill character values through learning tools such as Rpp, instructional media, and learning strategies that are applied in the



classroom so that they have values and character as themselves. Applying these values in his life as himself, as a member of society, and as the color of the country.

## **2. Social studies learning**

Is the teacher's effort to provide and develop the potential of students to be sensitive to social problems in society, to have a positive mental attitude towards the imbalance that occurs, and to be skilled in overcoming every problem of daily life, both that befell him and the community around him.

## **G. Systematic Discussion**

### **CHAPTER I INTRODUCTION**

This chapter is about the background of the research, the problem of the research, objectives of the research, benefits of the research, originality of the research, operational definitions, and systematic discussion.

### **CHAPTER II LITERATURE REVIEW**

It contains a theoretical review of the study, containing a literature review discussing the relevant theoretical foundations and related to the title of the thesis taken.

### **CHAPTER III RESEARCH METHOD**

This chapter contains the parsing of the types of research taken, presence of researchers, research sites, data source, data collection technique, data analysis, and research procedures.

### **CHAPTER IV DATA EXPOSURE AND RESEARCH RESULTS**

This chapter is about data exposure and research result that obtained by using methods and procedures describe in chapter 3 which include: background of research object include profile, research object condition, facilities and infrastructures, teachers condition, students condition, vision, and mission.

#### **CHAPTER V DISCUSSION**

It contains the discussion against the findings of the researchers that had been featured in chapter 4.

#### **CHAPTER VI CLOSING**

This chapter is closing that consists of conclusions and suggestions.

## CHAPTER II

### THEORY PERSPECTIVE

#### A. Theoretical Basic

##### 1. Internalization

In the large Indonesian dictionary, internalization is defined as appreciation, deepening, a profound mastery that takes place through guidance, guidance, and so on.<sup>9</sup> Internalization is defined as the merging or unification of attitudes, standards of behavior, opinions, in personality.<sup>10</sup>

The theory of Reber as quoted by Mulyana defines:

*“Internalization as the unification of values in a person or the language of psychology it is an adjustment of one's beliefs, values, attitudes, practices, and standard rules.”<sup>11</sup>*

Meanwhile, according to Ahmad Tafsir:

*Internalization is an attempt to include knowing and doing from the external area to the internal area.<sup>12</sup>*

Fuad ihsan defines:

*Internalization as an effort made to include the values of the mental state so that it belongs to him.<sup>13</sup>*

The meaning of some experts has the same meaning. Thus the authors conclude that internalization is a process of instilling values from a person so that these values are reflected in their daily attitudes and behavior.

---

<sup>9</sup> DEPDIBUD, *Kamus Besar Bahasa Indonesia* (Jakarta : Balai Pustaka, 1989) page 336

<sup>10</sup> J.P Chaplin, *Kamus Lengkap Psikologi* (Jakarta : Raja Grafindo persada, 2005) page 256

<sup>11</sup> Rohmat Mulyana, *Mengartikulasikan Pendidikan Nilai* (Bandung : Alfabeta, 2004) page 21

<sup>12</sup> Ahmad Tafsir, *Filsafat Pendidikan Islam, Integrasi Jasmani, Rohani, dan Kalbu Memanusiakan Manusia* (Bandung : PT Remaja Rosda Karya, 2006) page 229

<sup>13</sup> Fuad Ihsan, *Dasar-Dasar Kependidikan* (Jakarta : PT Rineka Cipta, 2011) page 155

There are 3 internalization stages associated with coaching students, namely:

1) Value transformation stage

This stage is a process carried out by educators in informing good and bad values. At this stage, only verbal communication occurs between educators and students.<sup>14</sup> The transformation stage is only carried out by transferring knowledge or transformation from educators to students and it is still in the cognitive realm of students, so this knowledge can be lost if one's strength is not strong.

2) Value transaction stage

At this stage value education is carried out through two-way communication that occurs between educators and students which is reciprocal so that the interaction process occurs.<sup>15</sup> In the transformation stage, communication is still in a one-way form, namely the active teacher. But in this transaction teachers and students, both have an active nature. The pressure from this communication still depicts a physical rather than a mental figure.<sup>16</sup>

3) Trans-internalization stage

The trans-value internalization stage is much deeper than just a

---

<sup>14</sup> Muhaimin, Dkk, *Strategi Belajar Mengajar* (Surabaya : Citra Media, 2007) page 153

<sup>15</sup> *Ibid.* page 153

<sup>16</sup> Hamid Abdul, *Metode Internalisasi Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Di SMP Negeri 17 Kota Palu*, Jurnal Pendidikan Agama Islam Ta'lim Vol.14 No2, 2016. page 197

transaction. At this stage, it is not only done with verbal communication but also mental attitude and personality. Where at this stage personality communication plays an active role.<sup>17</sup> The internalization process occurs when the individual receives influence and is willing to act according to that influence because the attitude is following what he believes and is following what he adheres to.

In describing the internationalization process, it will be described in the process as follows:

- 1) Planning is the process of compiling something that is carried out to achieve predetermined goals. Implementation of planning can be arranged based on needs within a certain period following the wishes of planning, but more importantly, the planning that is made must be carried out easily and on target so that the quality of implementing learning can be carried out so that it can produce optimal lessons.<sup>18</sup>

In this planning process that is compiled and planned in the form of instruments related to learning including syllabus, lesson plans, learning media that are appropriate and relevant in the learning process and are oriented to the curriculum which in this plan is linked to the indicator of character values to be achieved.

- 2) Implementation in the implementation stage of internalization there are three relevant ways used as follows:

---

<sup>17</sup> Muhaimin, *op. cit.* page 153

<sup>18</sup> Abdul Majid, Dian Andayani, *Pendidikan Agama Islam Berbasis Kompetensi* (Jakarta : Remaja Rosdakarya, 2004) page 91

- a) Through lectures in these methods and methods, students are introduced or internalized character values through learning or lectures, whereas the stages described above this method is only in the form of verbal teaching that is delivered only through learning conveyed by the teacher.<sup>19</sup>
  - b) Through habituation as the beginning of the process of habituation education is a way that is still effective in instilling the values that are embedded in him which will then be manifested in his life since he entered adolescence and adulthood. Habits and exercises will form certain attitudes in children, which will gradually become clearer and stronger, which in the end will not be shaken anymore, because they have become part of their personality.<sup>20</sup>
  - c) By role model in playing the role of the process of internalizing the readiness of the teacher to provide real examples of the application of a value so that it is followed and believed to be true, it can be used as a guide for students to behave.<sup>21</sup>
- 3) Evaluation the process of comparing children's behavior with character indicators is carried out through a measurement process. The measurement process can be done through certain tests or not through tests (non-tests). The objectives of the evaluation of character

---

<sup>19</sup> Zakiyah Drajat, *Ilmu Jiwa Agama*, (Jakarta : PT Bulan Bintang, 2005) page 76

<sup>20</sup> *Ibid.* page 77

<sup>21</sup> *Ibid.* page 78

education are as follows:

- a) Knowing the progress of learning outcomes in the form of having some certain character indicators in children within a certain period of time.
- b) Knowing the advantages and disadvantages of learning designs made by teachers.
- c) Knowing the level of effectiveness of the learning process experienced by children, both in the classroom, school, and home settings.<sup>22</sup>

From the description above, it can be understood that the evaluation of character education is not limited to the experiences of children in the class, but also the experiences of children at school and at home. Of course, this is limited to children's learning experiences specifically designed by the teacher. In this case, the design of the lesson plan made by the teacher formulates the learning experience of children at home. This means that evaluation of children's learning at home is not carried out if the teacher does not design learning at home.

## **2. Character Education Values**

### **1) Definition of Character**

The character comes from Greek which means "*signify*" and focused on how to apply the value of goodness in the form of action or behavior.

---

<sup>22</sup> <http://www.jejakpendidikan.com/2017/01/evaluasi-pendidikan-karakter.html>. Accessed on April 20, 2020, at 17.29 WIB.

In English, character means almost the same as nature, behavior, morals, disposition, and character. The boundaries show that character is an identity that is owned by a person or something permanent so that someone or something is different from others. In connection with this, Greek argues that character is defined as a combination of all human nature that is permanent so that it becomes a special sign to distinguish one person from another.<sup>23</sup>

In the Psychology dictionary as quoted by M. Furqon Hidayatullah in his book *Guru Sejati: Membangun Insan Berkarakter Kuat dan Cerdas*, it is stated that:

*“Character is personality in terms of ethical or moral starting points, for example, one's honesty, usually has to do with relative traits permanent”.*<sup>24</sup>

Meanwhile, in terms the character is defined as human nature in general, where humans have many characteristics that depend on their life factors. Character is a psychological, moral, or ethical character that characterizes a person or group of people.

Character is the values of human behavior related to God almighty, self, fellow human beings, environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture. and customs.

From the above understanding, it can be stated that character is the

---

<sup>23</sup> Tuhana Taufiq Andrianto, *Mengemban Karakter Sukses Anak Di Era Cyber* (Yogyakarta : Ar-Ruzz Media, 2011) page 17

<sup>24</sup> M Furqon Hidayatullah, *Guru Sejati : Membangun Insan Berkarakter Kuat dan Cerdas* (Surakarta : Yuma Pustaka, 2010) page 9



quality or mental or moral strength, character, and character of an individual which is a special personality that differentiates it from other individuals.<sup>25</sup>

## 2) Definition of Character Education

There are two things that must be discussed in the theme of character-based education. The first is education. Education according to Article 1 Point 1 of Law 20/2003:

*"Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and country".*<sup>26</sup>

Education is a conscious and systematic effort in developing the potential of students. Biased education is also referred to as an effort by the community and the nation to prepare its young generation for the sustainability of the life of society and the nation to be better in the future. This continuity is marked by the cultural inheritance and character of the nation for the younger generation as well as the process of developing the nation's culture and character to improve the quality of life of the people and the nation in the future. In the process of cultural and national character education, participants actively develop their potential, carry out the process of internalization, and live the values into their personalities in socializing, develop a more prosperous community life,

---

<sup>25</sup> *Ibid.* page 9

<sup>26</sup> Lihat Undang-Undang SISDIKNAS (Sistem Pendidikan Nasional) No. 20 Tahun 2003, pasal terbitan "Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, dst..."

and develop a dignified national life.

Second, is character. Education is no longer about values but also the character that is built. Character education is considered to have a strategic function for the progress of the nation. So far there has been no push that can unite the people with no push that can unite the people and the government. It is believed that with national character education this can be built.

Hermawan Kertajaya argues that the characteristics possessed by an object or individual. This characteristic is that it is deeply rooted in the personality of the object and is the engine that drives how a person acts, behaves, speaks, and responds to something. Is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God almighty, oneself, in the environment, and the nationality so that they become human beings.

In this case, it can be said that what becomes the main benchmark in character education are universal moral traits/values that can be extracted from religion. Likewise, an attitude of responsibility, honesty, fairness, compassion, care, able to work together, confident, creative, willing to work hard, never gives up and has good leadership traits, fairness, tolerance, peace-loving, and love of unity. differentiate one group from another.

Character education is related to a series of developmental

socializations. This concept considers the stages of age development, the dominant environment, and the behavioral tendencies of their interactions with the environment. Character education can be done with various approaches and can take the form of various activities that are carried out. Strategies in character education can be carried out through the following attitudes: First, modeling. Second, discipline. Third, habituation. Fourth, creating a conducive atmosphere and the last one is Integration and Internalization.

A person can be said to have character if he has succeeded in absorbing the values and beliefs that society wants and is used as the moral force of his life.<sup>27</sup> Character building requires a relatively long and continuous process. Therefore it requires planting from an early age in children. It is the responsibility of parents to provide the best environment for children's growth. One of them is by providing a good example for their children.

Building character is the basic thing in building and creating quality and quality education. Ibn Qayyim in *Madarijus Salikhin* stated three pillars of good character and bad character. The good character is based on First patience, which drives him to control himself, restrains his anger, does not disturb others, is gentle, isn't rash and hasty. Second self-respect, which keeps him away from despicable and bad things, both in words and in deeds, makes him feel ashamed, which is the base of all

---

<sup>27</sup> M. Furqon Hidayatullah, *op. cit*, page 13

goodness, prevents him from abominations, hunks, lies, backbiting, and playing one against the other. Third The courage that encourages his greatness of soul, noble qualities, willing to sacrifice and give something that he loves most.<sup>28</sup>

Since 14 centuries ago or since the first Al-Qur'an was revealed, Islam has provided the concepts of character education.<sup>29</sup>

Al-Qur'an is one of the moral guidelines stated in Q.S Al-Luqman verses 13-14, namely;

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ (13)

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهَنًا عَلَىٰ وَهْنٍ وَفِصَالُهُ فِي عَامَيْنِ أَنِ اشْكُرْ لِي وَلِوَالِدَيْكَ  
إِلَيَّ الْمَصِيرُ (14)

Meaning: And (remember) when Luqman said to his son when he was exhorting him "Oh my dear son! Ascribe no partners unto Allah. Lo! To ascribe partners (unto Him) is a tremendous wrong.(13) And we have enjoined upon man concerning his partner- his mother beareth him in weakness upon weakness, and his weaning is in two years- give thanks unto me an unto thy parents. Unto me is the journeying.(14)

In verse 13, Allah announces about Luqman's will to his son, namely Luqman bin 'Anqa bin Sadun, and the name of his son Tsaran, so that the child will only worship Allah alone and not associate him with anything. The expression "*la tusyrik billah*" in this verse implies that monotheism is the most important educational material that educators must instill in

<sup>28</sup> Ibnu Qoyyim Al-Jauziyah, *Madarijuz Salihin Terjemah Kathir Sahadi* (Jakarta : Pustaka Al-Kautsar, 2005)

<sup>29</sup> <https://aji-muttaqin/pendidikan-karakter-didalam-al-qur-an/full> (Accessed on December 10, 2020, at 12.01 WIB)

their students because it is a source of divine guidance that will create a sense of security. As Allah says:

*"Those who believe and do not mix their faith with tyranny (shirk), they are the ones who receive security and they are the ones who receive guidance."*

The delivery of educational material in this verse, begins with the use of the word *"Ya bunayya"* (O my son) which is a form of *tashgir (diminutif)* in the sense of compassion and love, not a diminutive form of insult or reduction. That means that education must be based on *aqidah* and effective communication between educators and students that are motivated by compassion and are realized in providing guidance and direction so that students are protected from prohibited acts. Therefore, Al-Ghazali in *"Thya 'Ulumuddin"* states that one of the educators' duties is to love their students as a father loves his child, even more. And always advise and prevent their students so that they are not moral.

Verse 14 also reveals the meaning of human purpose which is summarized in the sentence *"ilayyal mashir"*, which is to return to the ultimate truth where the source of truth itself is Allah it self. Thus it can be said that the goal of human life is total surrender to Allah SWT.

The character values are contained in QS. Luqman verses 13-14 namely:

- a) Character education contained in QS. The above Luqman is a recommendation to make individuals who are grateful, thankful in the sense of not only saying *Alhamdulillah*, but enjoying all

the gifts of Allah to trigger the increase in achievement.

- b) The character value in this verse is to make Tauhid or Aqidah the initial foundation for the child before the child gets to know other scientific disciplines.
- c) Luqman calls his son Ya Bunayya, even though the Arabic language that is usually used is Ya Ibnii, Ya Bunayaa is a very refined language used by parents to their children, the character value contained in this verse is, it should be for educators to speak softly to the protege.
- d) In the above verse, it is also instructed to contemplate the suffering of a mother who carries her child in a state of wahnin 'ala Wahnin, the character value in this verse is the value of a child's devotion to his parents, especially to the mother.
- e) The closing of this verse, Ilayyal Mashiir, will all return to Allah, the character value of it is that whomever we humans are, we will return to Allah, and this gives birth to the values of piety because the only taqwa will make humans different before Allah when they return to their existence.<sup>30</sup>

Elle G. White argued that:

*“Character building is the most important endeavor ever given to humans”.*<sup>31</sup>

This condition also occurred at the time of the Caliph Umar bin

---

<sup>30</sup> <https://aji-muttaqin/pendidikan-karakter-didalam-al-qur-an/full> (Accessed on December 10, 2020, at 12.12 WIB)

<sup>31</sup> M. Furqon Hidayatullah, *Op. Cit*, page 20

Khattab, he did something by building the character of his ummah to advance his country. What Umar did also shows how important it is to build the character of his nation. Therefore, this kind of thing becomes interesting if it is associated with the history of the Wali Songo, especially Sunan Ampel, in spreading Islam through his preaching with a spirit that is said to be successful to form a religious society.

According to Foerster, there are four basic characteristics in character education.

*“First, the interior rules in which each action is measured according to a hierarchy of values. Values become normative guidelines for every action. Second, a coherence that gives courage, makes a person stick to principles, not easily swayed by new situations, or is afraid of risks. Coherence is the basis for building mutual trust. Lack of coherence undermines a person's credibility. Third, autonomy. There, someone internalizes the rules from outside to become personal values. This can be seen through an assessment of personal decisions without being influenced or pressured by other parties. Fourth, constancy and loyalty. Persistence is a person's resistance to covet what is considered good. And loyalty is the basis for respect for the commitment chosen. This allows humans to pass from the stage of individuality to personality.”<sup>32</sup>*

The process of character building in a person is influenced by specific factors that exist within a person. As Francis W. Parker stated,

*“The direction of the goal of education is character development. Character education occurs everywhere and various factors influence the formation of a person's character.”<sup>33</sup>*

According to Lickona, character education includes three main elements, namely:

---

<sup>32</sup> Doni Koesoema A, *Pendidikan Karakter* ([www.asmakmalaiikat.com](http://www.asmakmalaiikat.com), Accessed on 21 April, 20.01 WIB)

<sup>33</sup> Tim Pakar Yayasan Jatidiri Bangsa, *Pendidikan Karakter di Sekolah* (Jakarta : PT Elex Media Komputindo Kelompok Gramedia,2011) page 43

*“Knowing the good, desiring the good, and doing the good.”<sup>34</sup>*

### 3) Character Education Values

The values that can be developed by the Ministry of National Education in character education based on a study of religious values, social norms, regulations/laws, academic ethics, and human rights principles, have identified 18 grouped character values. In detail, the main values that are the aim of character education in this country are as follows:

#### a) Character values related to divinity

Religion is the thoughts, words, and actions of a person who is strived to always be based on divine values or religious teachings.<sup>35</sup> Indonesian society is a religious society. Therefore, the life of individuals, communities, and nations is always based on the teachings of their religions and beliefs. Politically, state life is also based on values that come from religion. Based on these considerations, the values of cultural education and national character must be based on values and principles derived from religion.

#### b) Character values related to personality

The values that exist in characters related to personality are responsibility, discipline, hard work, self-confidence,

---

<sup>34</sup> Suryadi, *Strategi Pembelajaran Pendidikan Karakter* (Bandung : PT Remaja Rosdakarya, 2013) page 6

<sup>35</sup> Heri Gunawan, *Pendidikan karakter, konsep dan Implementasi*, (Bandung: Alfabeta, 2012) page 32-33



entrepreneurial spirit, logical, critical, creative, and innovative thinking and curiosity.

c) Character values related to the environment

Character values related to the environment, namely social and environmental cares are attitudes and actions that always try to prevent damage to the natural environment around them and develop efforts to repair natural damage that has occurred and always want to assist other people and communities in need.<sup>36</sup> Several ways that need to be trained in children to develop empathy and caring attitudes, including:

- (1) Tighten the guidance of children regarding caring and responsibility attitudes.
- (2) Teach and train children to practice good deeds.
- (3) Involve children in community service activities.

d) Character values related to nationality

Nationalist is a way of thinking, behaving, and acting that shows loyalty, concern, and high respect for the nation's language, physical, social, cultural, economic, and political environment.

Based on the four sources of value, some values for character education were identified as follows:

---

<sup>36</sup> *Ibid.* page 34

**Table 2. 1 Character Education Value Description<sup>37</sup>**

No	Value	Description
1	Religious	Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, are tolerant of the implementation of other religious bodies and live in harmony with followers of other religions.
2	Honest	Behavior-based on efforts to make himself a person who can always be trusted in words, actions, and work.
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4	Discipline	Actions that show orderly behavior and comply with various rules and regulations.
5	Hard work	Behavior that shows a genuine effort to overcome various obstacles to learning and assignments, and to complete tasks as well as possible.
6	Creative	Thinking and doing something to produce a new way or result from something that has been owned.
7	Independent	Attitudes and behaviors that are not easy to depend on other people to complete their tasks.

<sup>37</sup> Suyadi, *Strategi pembelajaran pendidikan karakter* (Bandung: Remaja Rosdakarya, 2013) page 8-9

8	Democratic	A way of thinking, behaving and acting that values the rights and obligations of oneself and others.
9	Curiosity	Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard.
10	Spirit of nationality	A way of thinking, acting, and having an insight that places the interests of the nation and the State above the interests of themselves and their groups.
11	Love the Motherland	A way of thinking, behaving, and acting that shows loyalty, concern, and high respect for language, environment, physical, social, cultural, economic, and political nation.
12	Rewarding Achievements	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.
13	Friendly / Communicative	Actions that show enjoyment of talking, associating, and cooperating with others.
14	Love peace	Attitudes, words, and actions Causes other people to feel good about their presence.
15	Like to read	The habit of taking time to read various readings that are good for him.
16	Environmental care	Attitudes and actions that always seek to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred.

17	Social care	Attitudes and actions that always want to assist others and society in need.
18	Responsible	Attitudes and behavior of a person to carry out tasks.

## 1) Religious

### a) Definition of religious

The root word for religion is a religion that comes from a foreign language, namely Religion as a form of a noun that means religion. According to Jalaluddin:

*“Religion has the meaning of believing in a god or power above and worshiped as the creator and preserver of the universe. his attitudes and behavior conform to God's rules as seen in a habitual life”.*<sup>38</sup>

In the teachings of Islam, one's religion can not only be realized through ritual activities but also seen from several other dimensions.

Yusuf Al-Qardhawy states that Islam has dimensions or principles of Islam which are broadly divided into 3, namely:

*“Aqidah, worship or religious practice or syari'at and morals.”*<sup>39</sup>

According to Gay Hendrick and Kate Ludeman in Ary Ginanjar, several religious attitudes appear in a person in carrying out their duties, including:

<sup>38</sup> Jalaluddin, *Psikologi Agama memahami perilaku keagamaan dengan mengaplikasikan prinsip-prinsip psikologi*, (Jakarta: PT Raja Grafindo Persada, 2008) page 25

<sup>39</sup> Yusuf Al-Qaradhawi, *Pengantar Kajian Islam* (Jakarta: Pustaka Al Kausar, 1997) hlm 55

- (a) Honesty, the secret to being successful is always telling the truth. They realize that dishonesty will eventually result in themselves getting caught in protracted trouble.
- (b) Justice, one of the skills of a religious person is being able to be fair to all parties, even when he is pressed.
- (c) Beneficial for others, this is a form of religious attitude that can be seen from a person.
- (d) Highly disciplined, they are very disciplined. Their discipline grows out of passion and awareness, not from compulsion or compulsion.
- (e) A humble, humble attitude is an attitude that is not arrogant to listen to other people's opinions and does not fulfill his will.<sup>40</sup>

#### **b) Religious indicators**

To measure and see that something shows a religious attitude or not, it can be seen from the characteristics of religious attitudes. Several things can be used as indicators of a person's religious attitude, namely:

- (a) Commitment to Allah's commandments and prohibitions.
- (b) Eager to study religious teachings
- (c) Active in religious activities

---

<sup>40</sup> Ary Ginanjar Agustin, *Rahasia Sukses Membangkitkan ESQ power: sebuah Inner Journey melalui ihsan* (Jakarta; ARGA, 2003) hlm 249

- (d) Appreciate religious symbols
- (e) Familiar with the scriptures
- (f) Using a religious approach in making choices
- (g) religion is used as a development source of ideas.<sup>41</sup>

In several indicators, the researcher focused on being active in religious activities and being familiar with the scriptures.

## 2) Discipline

### a) Definition of discipline

Discipline is an action that shows strict behavior and obeying the rules. According to the Big Indonesian Dictionary:

*“Discipline means obedience (compliance) to the rules (order, etc.).”*

The word discipline has meanings including punishing, training, and developing children's self-control. Discipline will help children to develop self-control, and help children recognize wrong behavior and then correct it.

According to Imam Ahmad:

*“Discipline can shape the child's psyche to understand the rules so that he too understands when is the right time to implement the rules and when to put them aside. While the rules themselves exist in the daily life of children. The child's mental condition needs to be regulated so that a child will feel at ease if his life is organized”.*<sup>42</sup>

---

<sup>41</sup> Muhammad Alim, *Pendidikan Agama Islam* (Bandung; PT Remaja Rosdakarya, 2011) page 12

<sup>42</sup> Imam Ahmad Ibnu Nizar, *Membentuk dan meningkatkan disiplin anak sejak dini* (Yogyakarta: Diva Press, 2009) page 22

## b) Discipline indicators

Agus Wibowo stated that the indicators in learning discipline are:

- (a) *Get used to be present on time*
- (b) *Get used to obeying the rules*<sup>43</sup>

Arikunto divides three kinds of indicators of student learning discipline, namely:

1. *Discipline in class*
  - (a) *Attendance (attendance in class / school)*
  - (b) *Pay attention to the teacher when explaining lessons (taking notes, paying attention, reading textbooks)*
  - (c) *Doing assignments given by the teacher*
  - (d) *Bring study equipment (stationery, notebooks, textbooks)*
2. *Discipline outside the classroom in the school environment, including: taking advantage of free time/rest for studying (reading books in the library, discussing/asking friends about lessons that are less understood.*
3. *Discipline at home*
  - (a) *Have a study schedule*
  - (b) *Do the homework assigned by the teacher.*<sup>44</sup>

According to Tulus Tu'u, the indicator of student learning discipline is:

1. *Set time at home*
2. *Study diligently and regularly*
3. *Good attention in class*
4. *Self-order when in class.*<sup>45</sup>

---

<sup>43</sup> Agus Wibowo, *Penidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban* (Yogyakarta; Pustaka Pelajar, 2012) page 100

<sup>44</sup> Arikunto, Suharsimi *Dasar-dasar Evaluasi Pendidikan* (Jakarta; PT Bumi Perkasa, 2013) page 173

<sup>45</sup> Tulus Tu'u, *Peran Disiplin Pada Perilaku dan Prestasi Belajar Siswa* (Jakarta; PT Gramedia Widia Sarana Indonesia, 2004) page 91

### 3) Social care

#### a) Definition of social care

According to the Ministry of National Education, social care is an attitude and action that always wants to assist other people and communities in need. Likewise, Darmiyati Zuchdi explained that social care is an attitude and action that always wants to assist people in need.<sup>46</sup>

From the explanation above, it can be concluded that social care is an attitude that grows from human interaction that has a sense of compassion and empathy so that humans have the awareness to help others in need.

#### b) Social care indicators

Indicators of social care attitudes are as follows:

- 1) Caring attitude indicator to interact and maintain good relationships with others.
- 2) Indicators of caring attitude by showing actions such as caring for others, helping each other, helping each other and respecting one another.
- 3) Caring attitude indicator, namely showing concern for others and the environment.

### 4) Character building method

---

<sup>46</sup> Darmiyati Zuchdi, dkk, *Model Pendidikan Karakter Terintegrasi Dalam Pembelajaran dan Pengembangan Kultur Sekolah* (Yogyakarta: UNY Press, 2012) page 170



Methods are methods or tips to achieve something desired. Character education can be done with various approaches and methods. The character education method can be carried out through attitudes, namely modeling, cultivating or enforcing discipline, habituation, creating a conducive atmosphere, integration and internalization.<sup>47</sup>

a) Exemplary

Exemplary has a very big role in shaping individual character. Exemplary puts forward aspects of behavior in the form of real action rather than just talking without action. Two exemplary models were found in character education, namely:

(1) Teachers as role models

(2) Exemplary Stories

b) Discipline cultivation or enforcement

Discipline in essence is serious obedience supported by the awareness to fulfill duties and behave properly according to the rules or code of conduct that should apply in a certain environment. A discipline is an appropriate tool in educating character. Lack of discipline can result in weakening individual motivation to do motivation. Discipline enforcement can be done in various ways, such as increasing motivation, education and training, leadership, implementing rewards and

---

<sup>47</sup> Prof. Dr. Muhammad Furqon Hidayatullah, M.Pd, *Pendidikan Karakter : Membangun Peradaban Bangsa*, (Surakarta : Yuma Pustaka,2010) page.39-55

punishments, and enforcing rules.

(1) Increased motivation

Motivation is the background that moves or encourages people to do something. There are two types of motivation. First, extrinsic motivation is the motivation that comes from outside ourselves. Both intrinsic motivations are the motivation that comes from within us. In enforcing discipline, it may start based on extrinsic motivation.

(2) Education and training

Education and training are important factors in shaping and forging discipline. Education and training is a process in which several rules or procedures must be followed by students. For example, exercise movements, obeying or obeying rules or regulations, educating people to get used to living in groups, fostering a sense of friend loyalty, close cooperation and so on. These rules are important factors in the success of achieving certain goals. And in everyday life, these character values are also very important.

(3) Leadership

The leadership quality of a leader, teacher, or parent to members, students or their children also determines

the success or failure of disciplinary coaching. Because a leader is a role model, the role model is also very influential in fostering discipline for those they lead.

(4) Rule enforcement

Enforcement of discipline is usually associated with implementing rules. Ideally, enforcing rules should be directed at "fearing the rules, not being afraid of people". People do something because they obey the rules, not because they obey the people who rule. When this grows into awareness it creates comfortable and safe conditions. Disciplinary enforcement is to educate someone to obey the rules and not to violate prohibitions based on awareness.

(5) Application of rewards and punishments

Reward and punishment are two inseparable entities. If it is implemented separately, it will not run effectively, especially in the context of disciplinary enforcement.

(6) Habit

Character building requires a relatively long time and a continuous process. Habitual activities can be carried out spontaneously, such as greeting each other, both between each other and mutual respect. Habit is directed at the effort to cultivate certain activities so that it

becomes a systemized activity.

(7) Creating a conducive atmosphere

The responsibility for character education rests on the shoulders of all parties, from family, school, community, and government. The environment is a process of individual culture that is influenced by conditions that can be faced and experienced at any time by the individual. Of course, what is expected is not only academic culture in individuals but also other cultures, such as building a culture of good behavior. Creating a conducive atmosphere is an effort to build a culture that makes it possible to build character.

(8) Integration and internalization

The implementation of character education should be integrated and internalized in all aspects of life. The purpose of integration is because character education cannot be separated from other aspects and is the foundation of all aspects. Meanwhile, it is internalized because character education must color all aspects of life.

### **3. Learning Social Science Education**

#### **a. Definition of social science education**

Social Sciences Education is an integration of various branches of

social sciences such as sociology, history, geography, economics, politics, law, and culture. Social Science is formulated based on social realities and phenomena which show an interdisciplinary approach from the aspects and branches of social science. Social studies or social studies is part of the school curriculum derived from the content of the branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.<sup>48</sup>

Geography, history and anthropology are disciplines that have a high degree of integration. Geography learning provides unanimity of insight for regions, while History provides insights regarding events from various periods. Anthropology includes comparative studies relating to values, beliefs, social structures. economic activities, political organization, spiritual and expressions, technology, and cultural objects of the selected cultures. Political science and economics belong to the sciences of policy in activities related to decision making. Sociology and social psychology are behavioral sciences such as concepts, roles, groups, institutions, interaction processes and social control. Social sciences and social studies use such concepts intensively.<sup>49</sup>

S. Nasution defines social science as a lesson that is part of the school curriculum that deals with the role of humans in a society which consists of various subjects of history, economics, geography, sociology,

---

<sup>48</sup> Triantono, *Model Pembelajaran Terpadu Dalam Teori Dan Praktek* (Jakarta : Prestasi Pustaka Publisher, 2007) page 124

<sup>49</sup> *Ibid.* hlm 124

anthropology, and social psychology.<sup>50</sup> In the 2013 curriculum design, Social Sciences is developed as integrative social studies, not as an educational discipline. Social studies as an applicative-oriented education, developing thinking skills, learning abilities, and character education such as curiosity, honesty, and the development of caring and responsible attitudes towards the social and natural environment.

#### **b. Learning objectives of social science education**

The main goal of Social Science is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards correcting all imbalances that occur, and are skilled at overcoming every problem that occurs daily, both that befall themselves and those that befall Public. This goal can be achieved when social studies learning programs in schools are well organized.<sup>51</sup>

From the formulation of these objectives, it can be detailed as follows:

- 1) Having awareness and concern for the community or the environment, through understanding the historical and cultural values of the community.
- 2) Know and understand basic concepts and be able to use methods adapted from social sciences which can then be used to solve social problems.
- 3) Able to use thought processes and make decisions to solve issues and

---

<sup>50</sup> Nadir Dkk, *Ilmu Pengetahuan Sosial 1 Ed 1* (Surabaya : Amanah Pustaka, 2009) hlm 1

<sup>51</sup> Triantono, *op.cit.* hlm 128

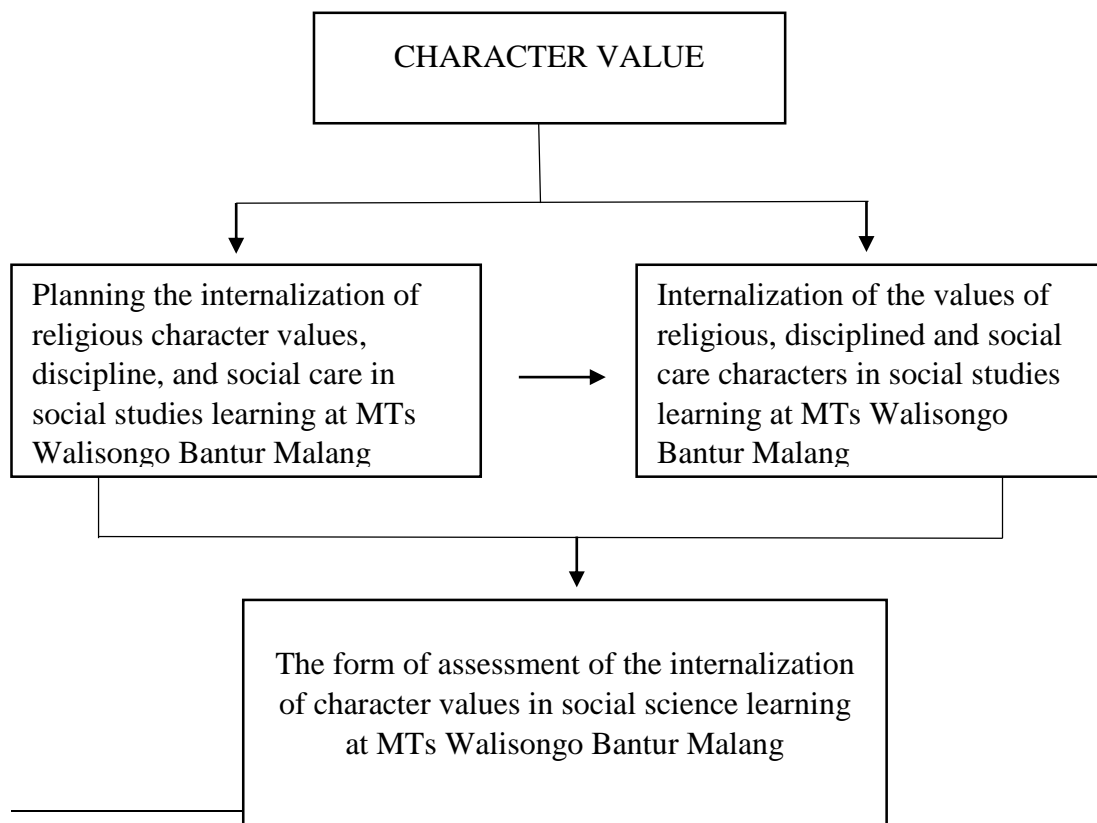
problems that develop in the community.

- 4) Pay attention to social issues and problems, and be able to make a critical analysis, then be able to take appropriate action.
- 5) Being able to develop various potentials to be able to build oneself to survive is then responsible for building society.<sup>52</sup>

## B. Framework of thinking

In this framework of thinking, the concept of the research title will be explained by the researcher. The frame of mind is a line of thought of social events (phenomena) that are studied logically and rationally so that they can describe the research problem. The researcher's frame of mind can be outlined in the following chart :

**Picture 2. 1 Framework of thinking**



<sup>52</sup> Triantono, *op.cit.* page 129

It was explained that the importance of character values for students to be internalized in everyday life to have emotional intelligence because emotions are very influential in acting. So to form good character in students, it is necessary to have the role of teachers in internalizing character values, especially in learning.

Although in fact, it is not only the duty of a teacher, even parents and society have a very influential role. The internalization process is carried out through several stages, namely planning, implementation and evaluation. From this process, if it is carried out in an orderly and intensively, students will get used to applying a good attitude.



## CHAPTER III

### RESEARCH METHOD

#### A. Type of Research

This research is intended to understand the process of internalizing character values in social studies learning and to understand the implications of the application of internalizing character values in social studies learning at MTs Walisongo Bantur, Malang. Because the theoretical explanation to be built based on data emphasizes the perspectives, definitions, and interpretations of participants, it is necessary to have a research approach that fits the direction and objectives of understanding a problem. Thus this research uses a qualitative research approach.

This type of research the researcher uses is descriptive qualitative research because this research process is mostly done in the field and direct observation. In this qualitative research, the data collected is generally in the form of words, images, and mostly not numbers.<sup>53</sup> Then the researcher interpreted and described it in the form of a sentence.

Based on the focus and research objectives, this research is an in-depth study in obtaining complete data. So that researchers can achieve the objectives of the study, namely to get a description of how the internalization of character education values in social science learning at MTs Walisongo Bantur Malang.

---

<sup>53</sup> Danim Sudarwan, *menjadi Peneliti Kualitatif* (Bandung: CV. Pustaka Setia, 2002), page. 61

## **B. The Presence of Researcher**

In research that uses a qualitative approach, the main tool is human (human tools), which means involving the researcher himself as an instrument by paying attention to the researcher's ability to ask, track, observe, understand, and abstract as important tools that cannot be replaced by other means.<sup>54</sup> Researchers act as instruments as well as data collectors. Instruments other than the researchers themselves are interview guidelines and observation guidelines. But its function is limited to supporting the researcher's task as an instrument, therefore the presence of the researcher is absolute.

Researcher's interest in writing in a freer form (narrative form or storytelling) in qualitative research, researchers may involve themselves in the form of research they are doing.<sup>55</sup>

To collect as much data as possible, the researcher will go directly and blend in with the research subject. The role of the researcher as the main instrument in the data collection process, the researcher is realized by observing and having a direct dialogue with several parties and related elements.

However, the presence of researchers is not only observing, but researchers here have field notes that tell the things that the researcher observes sequentially and according to the circumstances under study.

---

<sup>54</sup> Wahidmurni, *Pemaparan Metode Penelitian Kualitatif*, (Malang, 2017). Page 6

<sup>55</sup> M. Djunaidi Ghoni & Fauzan Almashur, *Metode Penelitian Kualitatif* (Jogjakarta: Ar-Ruzz Media, 2012), page 92

### **C. Research Location**

The research was conducted at Madrasah Tsanawiyah Walisongo Bantur Malang, which is located in Karang Sari Village Rt 09 / Rw 02, Bantur District, Malang Regency, East Java 65179. This location was chosen because researchers wanted to explore more than the existing conditions at MTs Walisongo Bantur Malang regarding character planting children through the learning process.

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

According to Lofland, as quoted by Lexy J. Moelong, which states that the main data sources in qualitative research are words, actions, the rest is additional data such as documents and others.<sup>56</sup> Data is information that can be used as a basis for study (analysis and conclusions).

The data sources that researchers use are as follows:

#### 1) Primary data sources

The primary source which is the main source in this research is the acquisition of the data by the researcher by identifying the data according to the direction of the problem. Primary data can be obtained by making observations and interviews. Primary data can be in the form of individual or group opinion of the subject (person), the results of observations on an object (physical), events or activities, and test results.

---

<sup>56</sup> Lexy J. Moelyong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2006). page 157

By conducting interviews with related parties at school, namely the principal of the school curriculum, subject teachers, and students.

## 2) Secondary data sources

Secondary data is data obtained from information that has been processed by other parties or obtained indirectly through intermediary media. Secondary data is generally in the form of evidence, records, or historical reports that have been arranged in archives (documentary data) that have been published and can be in the form of photos in the research location.

## **E. Data Collection Techniques**

Data collection techniques are systematic and standard procedures for obtaining the required data.<sup>57</sup> Data collection is carried out in various settings, various sources, and various ways. When viewed from the natural setting, data collection can use primary and secondary sources. Furthermore, when viewed in terms of methods or techniques of collection, data collection techniques can be done by observation, interview, and documentation.

### 1) Observation

The observation method is used to collect data in a study, which is the result of the soul's actions actively and attentively to be aware of a certain stimulation used / a deliberate and systematic study of social

---

<sup>57</sup> Kartini Kartono, *Pengantar Metodology Research Sosial* (Bandung : CV Mandar Maju, 1990) page 157

conditions/phenomena and psychological symptoms in observing and recording.<sup>58</sup>

In this observation, the researcher is involved with the daily activities of the person being observed or who is used as a source of research data. While observing, the researcher does what the data source is doing, and feels joy and sorrow. With such observations, the data obtained will be more complete, sharp, and to know at what level each visible behavior.<sup>59</sup> In this study, participatory observation is used, because the researcher only observes without participating in doing what the data source is doing.

## 2) Interview

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, the interviewer (interviewer) who asks the question being interviewed (interviewee) who provides answers to the question.<sup>60</sup>

The researcher focuses more on the structured interview model because this interview is conducted by the researcher by bringing a complete and detailed series of questions as intended in a structured interview. And also researchers can dig up information, valid data, and deep but also create a relaxed and open dialogue atmosphere.

---

<sup>58</sup> Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta : Bumi Aksara, 2003) page 63

<sup>59</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. (Bandung : Aflabeta, 2011) page 226

<sup>60</sup> Lexy J. Moelyong, *Op. Cit.* page 127

The interview model used to gather information about: Internalization of Religious Character Values, Discipline, and Social Care in Social Studies Learning at MTs Walisongo Bantul Malang is as follows:

**Table 3. 1 Interview Informants**

No.	Informant	Interview
1	Deputy head of curriculum (Mr. Museriadi)	<ol style="list-style-type: none"> <li>1. How to direct teachers in internalizing the value of character education in learning</li> <li>2. How to integrate character values with classroom learning</li> </ol>
2	Social studies subject teacher (Mrs. Dewi Cahyanintyas)	<ol style="list-style-type: none"> <li>1. Planning the internalization of the value of character education in social studies learning</li> <li>2. The learning atmosphere in the classroom when implementing social studies character education</li> <li>3. The evaluation process carried out on students</li> </ol>
3	Student ( 4 Student)	<ol style="list-style-type: none"> <li>1. The importance of the value of character education</li> <li>2. Teaching that is applied in internalizing the value of character education</li> <li>3. The effectiveness of the media used by the teacher</li> <li>4. The benefits felt by students from the process of internalizing the value of character education in social studies learning</li> </ol>

### 3) Documentation

Arikunto explained that documentation comes from the word document which means written goods. In conducting the documentation

method, the researcher investigates written objects such as books, magazines, documents, minutes, report cards, diary notes, and so on.<sup>61</sup>

This documentation method is used to collect data in the form of a brief history, vision and mission, archives, and other data about MTs Walisongo Bantur Malang.

## F. Data Analysis

Data analysis in this study used qualitative data analysis, namely data analysis obtained in the form of sentences and student and teacher activities. In this paper, researchers used Miles and Huberman's model in triangulating data. Miles and Huberman argued that activities in qualitative data analysis were carried out interactively and continued to completion so that the data was saturated. Activities in data analysis, namely reduction data, display data, and conclusion drawing/verification.<sup>62</sup>

### 1) Data reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection, and search for it if necessary. Data reduction can be assisted by electronic devices such as mini computers, by providing codes on certain aspects.<sup>63</sup>

---

<sup>61</sup> Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta, 2006) page 158

<sup>62</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007) page 244

<sup>63</sup> *Ibid.* page. 247

To obtain clear information, data reduction is carried out, data reduction is carried out by using the method of selection, focusing on simplifying and transforming data obtained from interviews, observations, and field notes. This is done to obtain clear information from the data so that the researcher can make justified conclusions.

## 2) Display data

After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By presenting data, it will be easier to understand what happened, plan the next work based on what has been understood. Furthermore, it is suggested, in presenting data, apart from using narrative text, it can also be in the form of graphs, matrices, networks, and charts.<sup>64</sup>

## 3) Conclusion drawing / Verification

Drawing these conclusions is the meaning of the data that has been collected. In qualitative research, conclusions are drawn in stages. First, compiling tentative conclusions, but with the increase in data, it is necessary to verify the data. Second, conclude after the first activity is completed.<sup>65</sup>

---

<sup>64</sup> *Ibid.* page. 249

<sup>65</sup> *Ibid.* page. 249



## **G. Checking of Data Validity**

Qualitative research uses researchers as an instrument. The validity of the data is carried out to prove whether the research carried out is truly scientific research as well as to test the data obtained. Data validity tests in qualitative research include tests, credibility, transferability, dependability, and confirmability.<sup>66</sup>

For the data in qualitative research to be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test can be carried out.

### **1. Credibility**

Credibility test or test of confidence on research data presented by researchers so that the results of the research carried out do not doubt as a scientific work carried out.

#### **a. Extension of observations**

Extension of observations can increase data credibility/trustworthiness. With the extension of the observation, it means that the researcher returns to the field, makes observations, and interviews again with the data sources that are found or with newer data sources. The extension of the observation means that the relationship between the researcher and the source will be increasingly intertwined, more intimate,

---

<sup>66</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2015), page 270

more open, mutual trust arises, so that the information obtained is more and more complete.

Extension of observations to test the credibility of research data is focused on testing the data that has been obtained. The data obtained after being checked back into the field is correct or not, has changed, or is still constant. After checking back into the field the data that has been obtained is accountable/correct means credible, then the extension of the observation needs to be ended.

b. Increase accuracy in research

Increasing accuracy or persistence sustainably so that the certainty of data and chronological sequence of events can be recorded or recorded properly, systematically. Improving accuracy is one way of controlling/checking the work whether the data that has been collected, created, and presented is correct or not.

To increase research persistence, it can be done by reading various references, books, previous research results, and related documents by comparing the research results that have been obtained. In this way, researchers will be more careful in making reports so that in the end the reports made will be of higher quality.

c. Triangulation

William Wiersma said triangulation in credibility testing is defined as checking data from various sources at various times.

Thus there is the triangulation of sources, triangulation of data collection techniques, and time.<sup>67</sup>

1) Source triangulation

To test the credibility of the data, it is done by checking the data that has been obtained through several sources. The data obtained were analyzed by the researcher to produce a conclusion, then an agreement was asked (member check) with three data sources.<sup>68</sup>

2) Technical triangulation

To test the credibility of the data, it is done by checking the data to the same source with different techniques. For example, checking data can be done through interviews, observation, documentation. If the data credibility testing technique produces different data, the researcher will conduct further discussions with the data source concerned to ensure which data is considered correct.<sup>69</sup>

3) Time triangulation

The data collected by interviewing techniques in the morning when the interviewee is still fresh will provide more valid data so that it is more credible. Furthermore, it can be done by checking by interview, observation, or other

---

<sup>67</sup> *Ibid*, page 273

<sup>68</sup> *Ibid*, Page 274

<sup>69</sup> *Ibid*, Page 274

techniques in different times or situations. If the test results produce different data, it is carried out repeatedly so that data certainty is found.<sup>70</sup>

d. Using reference materials

What is meant by reference is support to prove the data that the researcher has found. In a research report, it is better if the data presented needs to be completed with photos or authentic documents so that they become more reliable.<sup>71</sup>

2. Transferability

Transferability is external validity in qualitative research. External validity indicates the degree of accuracy or applicability of research results to the population in which the sample was drawn.<sup>72</sup>

Questions relating to the value of the transfer can still be applied/used in other situations. For researchers, the transfer value is highly dependent on the user, so that when research can be used in different contexts in different social situations, the validity of the transfer value can still be accounted for.

3. Dependability

Reliability of research that can be trusted, in other words, several experiments conducted always get the same results. Research with dependability or reliability is research if research conducted by other

---

<sup>70</sup> *Ibid*, page 274

<sup>71</sup> *Ibid*, page 275

<sup>72</sup> *Ibid*, page 276

people with the same research process will get the same results. Dependability testing is done by conducting an audit of the entire research process. Using an independent auditor or an independent supervisor who audits all activities carried out by researchers in conducting research. For example, it can start when researchers begin to determine problems, go into the field, choose data sources, carry out data analysis, conduct data validity tests, to produce reports on observations.

#### 4. Confirmability

The objectivity of qualitative testing is also called the confirmability test. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirmability test means testing the results of the research associated with the process that has been carried out. If the research results are a function of the research process being carried out, the research has met the confirmability standard.

The validity or validity of the data is data that does not differ between the data obtained by the researcher and the data that occurs on the object of research so that the validity of the data that has been presented can be accounted for.

## H. Research Procedures

Moleong argued that "There were four stages in the research implementation, namely: the stage before going to the field, the stage for fieldwork, the stage for data analysis, and the stage for writing reports." <sup>73</sup>

### 1) Pre-registrasion stage

At this stage one of the considerations that need to be understood, is the ethics of the field of research, while the activities and considerations can be described as follows: draft study, choose site study, manage the licensing of research, explore and assessing research locations, selecting and utilizing.

### 2) Field stage

This stage is divided into three parts, namely: Conducting direct observations, entering the field, compiling research reports based on the data obtained

### 3) Data analysis stage

At this stage, researchers analyze the collected data using qualitative data analysis methods i.e. analysis of descriptive qualitative data as expressed above

### 4) Report writing stage

At this stage, researchers make or write reports by the observations and research that has been conducted

---

<sup>73</sup> Lexy J, Meleong, *Metodelogi Penelitian Kualitatif Edisi Revisi*, (Bandung: Remaja Rosadakarya, 2005), Page. 90

5) Final stage of research

At this stage, the researcher giving a comprehensive conclusion about all the researcher that has been done.

## CHAPTER IV

### DATA EXPOSURE AND RESEARCH RESULT

#### A. Data Exposure

##### 1. Description of The Research Object

MTs Wali Songo Bantur is located on Jl. Krajan RT 09 / RW 02 Karang Sari Village, Bantur District, Malang, East Java. Postcode 65179. Tel. 081216590407, Email [mtswalisongo588@gmail.com](mailto:mtswalisongo588@gmail.com) , Website [Http://www.mtsswalisongobantur.blogspot.com](http://www.mtsswalisongobantur.blogspot.com). This location is very strategic because around it there is a boarding school that is used as a dormitory for students from outside the region, namely Mamba'ul Hikam Islamic boarding school.

##### 2. History of MTs Walisongo

MTs.Wali Songo is a formal education at the junior high school level which was established in 2001, stems from the idea of some Islamic elementary school teachers Makarimal Akhlak Karang Sari which was conveyed to the Chairman of the Board of the Akhlakul Karimah Karang Sari Islamic Education Foundation, namely KH Arif Wahyulloh, S.Ip to establish Madrasah Tsanawiyah which later can accommodate students who graduate from Makarimal Akhlak elementary school in particular and other school students in general.

From 29 May to 14 July 2001, new student registration was opened an Islamic junior high school Wali Songo who was placed in the Makarimal



Akhlak Karang Sari Islamic elementary school building, because of MTs Wali Songo still doesn't have its building and is held during the day.

The teaching and learning process at that time faced many obstacles, there were no operational costs for the purchase of chalk, stationery, books, and so on. And the teacher council is still uncertain. So that the teachers at the Makarimal Akhlak Islamic elementary school were assisted at the Wali Songo Islamic Junior High School to cover up shortcomings.

Students who enter MTs. Wali Songo is increasing over the years so that the management is trying to build their building to accommodate these students, and so as not to interfere with the teaching and learning process in Islamic elementary schools Makarimal Akhlak.

### **3. Vision, Mission, and Purpose of MTs Walisongo**

#### **a. The vision of MTs Walisongo**

"The formation of a generation that excels in faith and science and technology and has the moral character of Karimah".

#### **b. The mission of MTs Walisongo**

- 1) Increase appreciation and experience of Islamic teachings so that they become a source of wisdom in action.
- 2) Realizing quality and outstanding education in both academic and non-academic fields.
- 3) Improve mastery of science and technology so that students can grow and develop in equipping themselves.
- 4) Improve quality in the teaching and learning process.

- 5) Carry out learning optimally according to its potential.
- 6) Fostering the spirit of excellence intensively to all school members.
- 7) Improve student achievement in the arts.
- 8) Improve student achievement in sports.

c. Purpose of MTs Walisongo

- 1) Increase faith and piety as well as noble morals of all Madrasah citizens.
- 2) Increase the knowledge and skills of students.
- 3) Developing the personality, independence, and creativity of students.
- 4) Preparing students as part of the community, nation, and state members.
- 5) Prepare students to pursue higher education.
- 6) Equipping students to be able to read and write Al-Qu'ran.
- 7) Familiarize students with obligatory prayers in the congregation.
- 8) Making students have awareness of the sustainability of the environment around them.

#### **4. Organization Structure**

The organizational structure aims to clarify the division of labor, the arrangement of authority, and the reporting system. As a formal MTs school, Wali Songo has an organizational structure that is under the auspices of the Akhlakul Karimah Islamic Education Foundation, namely the organizational structure of schools, foundations, and school committees.

## **5. Condition of Teacher and Employees**

Teachers are the spearhead of education who transfers their knowledge to students. Teachers as educators must have adequate competence and knowledge qualification. MTs teacher. Wali Songo mostly alumni from several universities, both public and private. The teacher at MTs Wali Songo consists of 12 teachers and the employees consist of 1 person.

In the division of duties, an employee works based on job eligibility, meaning that it is adjusted to their respective duties and competencies. Along with the rapid development of education, MTs Wali Songo continues to make improvements by guiding teachers and employees. This coaching is carried out either through increasing professionalism by continuing to S1, training, seminars, upgrades, and so on.

The explanation above implies that MTs Wali Songo seeks to make improvements and improvements through coaching and development to produce a quality coaching service process so that it is expected to produce quality output.

## **6. Condition of Student**

A student is a person who is used as an object as well as a subject in education, in this case, students have a very important role in learning. Interest, talent, motivation, and also support from students make educational institutions successful or not. MTs Wali Songo students come from the Karangasari community and neighboring villages. And some

students come from outside the city or area who live in Islamic boarding schools around the madrasah.

**Table 4. 1 The Number Of Students**

Jumlah Siswa	Jenjang Kelas						Jumlah Jenis Kelamin		Usia (Tahun)		
	7		8		9		Lk	Pr	<13	=13-15	>15
	Lk	Pr	Lk	Pr	Lk	Pr					
	17	17	10	25	8	14	35	56	30	59	2

## 7. Facilities and Infrastructure of MTs Walisongo

The following are the facilities and infrastructure provided by MTs Walisongo Bantur Malang, as follow:

**Table 4. 2 Facilities and Infrastructure at MTs Walisongo**

Ma'had	Library
Mosque	Classroom
Head Master Office	Health Unit
Deputy of Head Master Office	Canteen
Teacher's Room	Bathroom
Administration Room	Student Council Room
Security Pos	Computer Laboratory
Lobby	Field

## **B. Research Result**

### **1. How's Teacher Planning in Internalizing the Value of Religious Character Education, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantul Malang**

In this planning process that is compiled and planned in the form of instruments related to learning including syllabus, lesson plans, learning media that are suitable and relevant in the learning process and are oriented to the curriculum which in this plan is linked to the indicator of character values to be achieved. Planning to internalize character values is carried out based on learning activities that will be taught by each subject teacher, especially social science teachers. It was delivered by Mr. Museriadi as deputy head of the Curriculum MTs Walisongo Bantul Malang:

*"Nilai karakter yang sudah diterapkan sejak dulu dan sampai sekarang masih berlaku. Dan dari pihak sekolah pun juga mengkoordinasikan kepada setiap guru dan mesosialisasikan ketika rapat guru dan orang tua. Tujuannya agar setiap guru mata pelajaran dapat menerapkan nilai karakter dalam pembelajaran dan dapat memberikan contoh yang baik bagi peserta didik dalam pengembangan diri melalui materi yang diajarkan oleh guru"*<sup>74</sup>

Learning planning predicts the actions or activities that will be carried out during learning, therefore before carrying out the learning process, a teacher must prepare a lesson plan (RPP) that is integrated with the values of a religious character, discipline, and social care. It was delivered by Mr. Museriadi:

---

<sup>74</sup> Interview with Mr. Museriadi, Deputy Head Of Curriculum MTs Walisongo, on 3 November 2020

*"Setiap guru pastinya membuat silabus dan RPP mbak sebelum melaksanakan pembelajaran didalam kelas sebagai pedoman pembelajaran yang mengandung unsur dari tujuan program yang dirancang oleh sekolah yang mana juga mengandung nilai karakter"*<sup>75</sup>

The statement also confirmed by Mrs. Dhewi Cahyaningtyas as a teacher of Social Sciences:

*"Sehubungan dengan kegiatan persiapan atau perencanaan saya awali dengan membuat RPP mbak, dan yang pasti dalam RPP juga sudah tercantum beberapa nilai karakter terutama nilai karakter religius, disiplin dan peduli sosial. Misalnya pada awal masuk kelas diawali dengan membaca do'a dan di akhiri dengan bersyukur kepada Allah, kemudian disiplin saya berusaha mengajak siswa untuk datang tepat waktu, dan peduli sosial biasanya saya ajarkan untuk bekerjasama dengan oranglain dan ketika ada orang perlu bantuan sesegera mungkin membantu sesuai kemampuannya"*<sup>76</sup>

Based on the results of the interview can be evidenced by the RPP document has been prepared by a social studies teacher who showed that the core competencies outlined character values will be applied by teachers who cover religious values, discipline, and social care. The character values that are internalized in the learning listed in the lesson plan are shown in the core competency section points 1 and 2 as follows:

*"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"*<sup>77</sup>

---

<sup>75</sup> Interview with Mr. Museriadi, Deputy Head Of Curriculum MTs Walisongo, on 3 November 2020

<sup>76</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 December 2020

<sup>77</sup> RPP Documentation, Social Studies Subjects class VII

In RPP showed the value of a religious character, discipline, and social care that is applied in almost all meetings. Researchers take examples of lesson plans in the material "Potensi sumber daya alam dan kemaritiman Indonesia". This is following the exposure to documentation data as follows:

#### 1) Activities introduction

Based on the results of the analysis of the social studies teacher RPP document at MTs Walisongo, the teacher applies religious values, discipline, and social care through the opening with greetings and prayers, then checks the attendance of students as a disciplined attitude and links learning material that students will do with their environment as a form of social care.

The teacher also said that:

*"Biasanya sebelum pembelajaran saya ajak anak-anak untuk berdo'a dan bersyukur sebagai bentuk dari nilai karakter religius"*<sup>78</sup>

#### 2) Core activities

The core activities emphasize more on the learning steps that will be carried out by the teacher with learning activities that are applied in the lesson plan through (Observing, Asking, Gathering

---

<sup>78</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 December 2020

Information, Associating, and Communicating). The core activities of religious values, discipline, and social care that is listed by the teacher as follows:

- a. Observing, students are asked to observe pictures or videos, and students are also asked to read from various sources such as textbooks or on the internet, Then students fill activity sheets. From this, it can be seen that students are required to be disciplined in carrying out their duties. In this case, it is supported by the RPP documentation as follows:

**Picture 4. 1 RPP Documentation Social studies subjects class VII**

- |  |
|--|
| <p><b>A. Mengamati</b></p> <ol style="list-style-type: none"> <li>1) Peserta didik mengamati gambar dan atau video dan atau peta yang menunjukkan potensi sumber daya alam hutan Indonesia.</li> <li>2) Peserta didik membaca dari berbagai sumber seperti buku teks dan internet tentang potensi sumber daya alam hutan di Indonesia.</li> <li>3) Peserta didik mengisi lembar aktivitas kelompok yang ada pada buku siswa</li> </ol> |
|--|

The teacher also said that:

*”Sikap disiplin terlihat ketika siswa saya bebaskan untuk mengamati dari berbagai sumber, apakah nanti mereka akan menggunakan waktunya dengan baik atau tidak terlihat pada saat saya memberikan pertanyaan kepada mereka”<sup>79</sup>*

<sup>79</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 December 2020



Students are trained to be disciplined in every activity both in class and outside the classroom, from this analysis it can be seen that the teacher expects that the character values that are displayed are discipline where students are expected to use their time well.

- b. Collecting information, the students were asked to collect information/data to answer questions that have been formulated from various sources and discussing.

The teacher provides the opportunity for students to identify as many questions as possible related to the images presented and will be answered through learning activities. In this case, it is supported by the *RPP* documentation as follows:

**Picture 4. 2 RPP Documentation Social studies subjects class VII**

**C. Mengumpulkan Informasi**

- 1) Dengan berdiskusi peserta didik diminta mengumpulkan informasi/ data untuk menjawab pertanyaan yang telah dirumuskan dari berbagai sumber seperti : membaca Buku Siswa serta referensi lain yang relevan termasuk internet.
- 2) Peserta didik menuliskan hasil pengumpulan informasi pada buku catatannya masing-masing

The teacher also said that:

*”Dari kegiatan tersebut saya berharap anak-anak dapat berbagai informasi dengan bertanya kepada teman lainnya, dengan begitu sikap peduli sosial akan terbentuk”<sup>80</sup>*

Students are trained to contribute to complete their work by collecting information, but it remains the responsibility of the students found the task remains the individual tasks.

- c. Communicating, this activity trains students to be able to be responsible for presenting by presenting through writing or orally the results of the discussions that have been carried out. In this case, it is supported by the RPP documentation as follows:

**Picture 4. 3 RPP Documentation Social studies subjects class VII**

**E. Mengkomunikasikan**

- 1) Peserta didik dalam kelompok diminta mempresentasikan hasil pekerjaannya di depan kelas.
- 2) Kelompok lain diminta memberi tanggapan atas hasil simpulan kelompok yang dipresentasikan.
- 3) Peserta didik bersama guru mengambil simpulan atas jawaban dari pertanyaan

In this case, submitted also by a social studies teacher is:

---

<sup>80</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 December 2020

*”Dalam hal ini biasanya saya berikan batasan waktu, jadi dari situ mereka bisa manajemen waktunya untuk mempresentasikan apa yang telah mereka dapat”<sup>81</sup>*

Based on interviews with teachers, researchers concluded that the core activities of teachers have made several attempts implementation of the value of religious character, discipline, and social care in the learning activities through observing, collecting, and communicating information.

### 3) Closing activities

In the closing activity of teachers conduct learning activities that are evaluating the activities that have been implemented. Through closing activities, the teacher will convey the shortcomings of learning that have been passed so that students self-reflect and can improve. Teachers also for reflection as a form of religious values, discipline, and social care to understand the material they have learned. In this case, it is supported by the RPP documentation as follows:

#### **Picture 4. 4 RPP Documentation Social studies subjects class VII**

##### **Kegiatan Penutup**

- 1) Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.
- 2) Guru memberikan penjelasan atas pertanyaan yang disampaikan oleh peserta didik.
- 3) Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.

<sup>81</sup> Interview with Mrs. Dhewi Cal December 2020

This is supported by Mrs. Dhewi's statement as follows:

*"Kadang anak-anak itu saat diberikan refleksi ya cuma di dengar saja, maka dari itu saya juga berikan apresiasi kepada anak-anak yang mau benar-benar belajar dengan sungguh-sungguh. Jadi itu juga bisa sebagai motivasi belajar mereka"*<sup>82</sup>

With appreciation to the students to do as a form of motivation for them to learn in earnest.

Based on the results of these studies, several research findings can be disclosed, namely:

- a. The results of the study suggest that in planning the internalization of the values of a religious character, discipline, and social care, all teachers design lesson plans following the program objectives at school.
- b. The teacher designs lesson plans that are integrated with the values of a religious character, discipline, and social care

---

<sup>82</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 December 2020

through preliminary activities by doing prayer together and providing motivation to students, then in the core activities the teacher internalizes through the aspects of observing, asking questions, gathering information, associating and communicating, integrated only in the activities of observing, gathering information and communicating. Then in the closing activity, the teacher reflects and gives appreciation to students.

## **2. How's the Implementation of Teachers in Internalizing the Value of Religious Character, Discipline and Social Care at Mts Walisongo Bantur Malang**

After creating a learning plan in the form of lesson plans used to guide the learning activities, the teacher subsequently applied the learning activities in the classroom. The learning process in class is an effective time to deliver materials about the formation of character values in students.

In this case, Mr. Museriadi said:

*"Sebenarnya mbak kegiatan pembelajaran hari ini tidak begitu efektif, karena keadaan pandemic gini mbak, jadinya anak-anak sekolah itu ya di bagi waktunya sama yang lain, dan waktu disekolah itu terbatas, kita hanya masuk dari jam 07.00-10.00 berhubung disini pesantren jadinya masih bisa masuk kelas tapi ya gitu waktunya terbatas"*<sup>83</sup>

This was also conveyed by Mrs. Dhewi:

*"Kalau dalam pembelajaran keadaanya gini saya ya bagi waktu dengan guru lain mbak, yang biasanya saya bisa masuk 4 jam pembelajaran*

---

<sup>83</sup> Interview with Mr. Museriadi, Deputy Head Of Curriculum MTs Walisongo, on 14 December 2020

*dalam satu minggu, sekarang Cuma satu jam pembelajaran dalam satu minggu, sisanya ya online itu. Kalo dikelas VII saya masuk seminggu sekali mbak”<sup>84</sup>*

Based on the research results, the learning activities carried out are as follows:

1) Activities introduction

Based on the results of research on December 14 and 21, 2020, researchers participated in classroom teaching and learning activities carried out by Mrs. Dhewi Cahyaningtyas in grade VII as a social studies teacher at MTs Walisongo. The implementation of teachers does not fully comply with the RPP.

When the preliminary activity begins, the teacher greets and prays with the students, then the teacher motivates the students in the form of nature preservation, in which the motivation is conveyed that students must care about their environment so that it is maintained and not littering.

Mrs. Dhewi also said that:

*”Saya selalu mengingatkan kepada anak-anak melalui motivasi di awal pertemuan, untuk selalu bersyukur kepada Allah, menjaga lingkungan sekitar dan belajar yang rajin, motivasi tersebut sebagai pembiasaan kepada siswa agar selalu diingat”<sup>85</sup>*

As stated by Nur Aida, a grade VII student:

---

<sup>84</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher of MTs Walisongo, on 14 December 2020

<sup>85</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher of MTs Walisongo, on 14 December 2020

*”Sering juga guru memberikan motivasi dan ngingetin juga ke kita agar selalu bersyukur dan bersikap baik kepada teman atau kepada lingkungan kita, kadang kita juga diberikan nasehat kalau kita berbuat salah misalnya dikelas kita ramai atau tidak mengerjakan tugas, jadi kita punya rasa takut dan tidak mengulangi kesalahan lagi”<sup>86</sup>*

Based on the results of interviews conducted by researchers, motivation activities in the introduction are very influential on the child's personality in seeing what is around them. Because in this case so that students can improve themselves into a better person. Students listen to what the teacher says carefully and students also accept what the teacher teaches. From what students hear the desire to apply religious attitudes, discipline, and social care by complying with the rules of learning takes place and students also give a positive response to everything that is conveyed by the teacher both in terms of material and character values.

## 2) Core activities

In the research results on December 14, 2020, the core activities were to instill the values of a religious character, discipline, and social care in students through social studies learning through (Observing, Asking, Collecting Information, Associating, and Communicating). Several aspects that integrate character values in the learning steps are as follows:

### a) Observe

---

<sup>86</sup> Interview with Nur Aida class VII students of MTs Walisongo, on 21 December 2020

In this activity, students pay attention to the teacher in explaining the lesson, in this case, the teacher uses several media such as laptops and several books as references. In a study conducted by researchers teachers also convey some of the learning that is integrated with matters relating to the religious attitude, that teachers convey to students that in the Koran and Hadith God has a lot to remind people to take advantage of the existing natural resources. Whether on land or the ocean.

When learning activities take place some students do not pay attention, in this case, the teacher advises students firmly so that students pay attention to what is conveyed by the teacher.

b) Collecting information

In this activity the teacher divides several groups into students, then the teacher also allows students to discuss and they help each other with other friends so that the character value of social care is seen in the classroom, in this case, it also provides information that students still have to be responsible for the group respectively.

c) Communicating

In this activity students are expected to present what they got from the group's results, then present it in front of other group friends, with this activity it is hoped that students will be able to



show confidence and show the cohesiveness of their group which can also build students' social care values.

However in this case is not entirely all students can pay attention to groups who are presenting the material, but some students also noticed.

It can be seen through the learning steps that students can show responsiveness to classroom learning activities. It can be seen when the teacher provides motivation and learning activities that the values of a religious character, discipline, and social care have been applied. Several things can be seen from the character value application such as students entering class and collecting assignments on time, seen when the teacher asks students to discuss and work on assignments given 15 minutes then students immediately rush to respond responsively.

Then at the next meeting on December 21, 2020, based on the results of the research, the teacher-directed students to continue the unfinished discussion activities because the previous meeting had limited time. At this meeting the teacher did not direct students much because the system was like the previous meeting, only this meeting students were more directed towards completing communicating activities, based on the results of the research the researcher concluded that students were more conducive in class and the teacher also made it a habit to apply religious values, discipline and social care indirectly through student

discussions in class. Students saw an increase in social care and are disciplined in doing his job.

Based on the results of research that has been carried out from October to December which researchers have carried out during teaching and learning activities (*KBM*), the internalization of values of a religious character, discipline, and social care in social studies learning as a manifestation has been attempted by IPS teachers through the way teachers teach.

At the internalization stage in learning that has been carried out by the teacher in the classroom through aspects (Observing, Asking, Collecting Information, Associating and Communicating), the effectiveness that has been achieved through internalization of religious character values, discipline, and social care has reached the assessment stage or is called self-value where students were able to show where the good and bad of an action which is then expressed through student behavior.

That students are disciplined and care socially in the learning process in class. This is marked when the teacher gives the assignment and the time that has been determined by the student who can complete it well which can show a disciplined attitude, besides that in his delivery the teacher also integrates material with the Al-Quran and Hadith which the results of the delivery can also form religious

character students, then students can also discuss or exchange thoughts with other friends, this shows a social care attitude in the classroom.

In conducting the research, Mr. Museriadi as deputy head of the curriculum also said that:

*"Dalam penerapan nilai karakter religius, disiplin dan peduli sosial tidak hanya diterapkan dalam pembelajaran dikelas. Akan tetapi ada beberapa program kerja sekolah yang juga melibatkan nilai karakter tersebut. contohnya adanya peraturan sekolah yang harus memakai seragam, datang tepat waktu dan lain-lain. Selain itu ada sholat dhuha, dhuhur berjama'ah, setiap pagi sebelum masuk kelas mengaji di tiap-tiap kelas dan OSIS MTs Walisongo melakukan rutinan galang dana untuk membantu bencana-bencana yang menimpa di masyarakat, hal ini menunjukkan bahwa sikap peduli sosial di MTs walisongo di luar kelas"*<sup>87</sup>

The activity is not related to social studies learning activities, but the implementation is stressed some of the attitudes that show character religious values, discipline, and social care. As said by Mrs. Dhewi that:

*"Dengan siswa mampu mengikuti program sekolah dengan baik maka siswa sudah mengantongi nilai religius, disiplin dan peduli sosial, dan diharapkan dengan adanya program tersebut sebagai penunjang terbentuknya karakter yang dapat diterapkan dalam kehidupan sehari-hari"*<sup>88</sup>

### 3) Closing activities

As a closing activity of teachers and students make conclusions and give feedback on learning activities as reflection activities. The teacher

---

<sup>87</sup> Interview with Mr. Museriadi, Deputy Head Of Curriculum MTs Walisongo, on 21 December 2020

<sup>88</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher of MTs Walisongo, on 14 December 2020

told the students to mention any activities that have been carried out from the discussion, formulate questions and problems are found then the results of the discussion were obtained.

After the assessment carried out by the teacher during learning activities based on the results of interviews conducted with the teacher regarding giving appreciation when students can carry out their duties properly and following the expected character values.

Appreciation by the teacher trains students that they should be proud to do a kind attitude, especially religious, disciplined, and social care that appears in them. This activity is carried out so that students who are still violating will imitate the attitude of kindness in life, especially in learning activities.

Based on the results of this study, it can be revealed that research findings in the implementation of internalization of the values of a religious character, discipline, and social care are less effective in teaching and learning activities, due to limited learning time and the Covid-19 pandemic.

### **3. How's Teacher Assessment Form in Internalizing the Value of Religious Character, Discipline and Social Care In Teaching Social Studies at Mts Walisongo Bantur Malang**

Evaluation of character values is a series of activities to measure and determine the effectiveness of a program that is being or has been carried out, as a measure of success or a measure of improvement of a process

being carried out. From planning activities and implementation activities that have been carried out by the teacher through learning to internalize the character values of students who can show religious attitudes, discipline, and social care as expected, even though there are still some students who commit violations.

In conducting the research, the researcher found documents showing that the teacher had made a rubric for attitude assessment, knowledge assessment, and skills assessment. This can be supported through:

#### Picture 4. 5 Attitude Assessment Sheet

##### Penilaian Sikap

##### Jurnal Perkembangan Sikap

Nama Sekolah : MTs Walisongo  
 Kelas / Semester : VII / Ganjil  
 Tahun Ajaran : 2020 / 2021

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap

Based on these documents, the social studies teacher has not implemented the assessment application, because the teacher in

conducting evaluation activities is only through written tests which are then strengthened by oral tests. In this case, Mrs. Dhewi said:

*”Sebenarnya kalau penilaian begini saya punya catatan sendiri di luar RPP, karena biasanya kalau penilaian gitu nunggu pembahasan satu bab selesai kemudian saya mengadakan ulangan formatif, memang kalau di RPP harusnya pembahasan selesai satu pertemuan, tetapi berhubung keadaanya begini mbak dan pendidikan ips itu materinya luas juga dan juga terbatas sama waktunya mbak, jadi bisa beberapa pertemuan untuk satu pembahasan ”<sup>89</sup>*

Based on the results of evaluation research conducted by teachers other than teacher assessment test activities are also conducted in the study. The assessment is carried out through student discipline when submitting assignments, the courage of students in expressing opinions, the enthusiastic attitude of students when a friend presents the results of the answer. Teachers also have their ways of dealing with student actions that are not following expectations, for example being busy in class, not doing homework, being late for school, and not wearing a complete uniform. Among them by giving advice and punishment so that students act according to their morals.

Based on the results of this study, it can be revealed that the research findings in the evaluation of the value of religious character, discipline, and social care have not been implemented, because in the assessment of the teacher waiting to spend one discussion while the current situation is not possible.

---

<sup>89</sup> Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher of MTs Walisongo, on 21 December 2020

## CHAPTER V

### DISCUSSION

After the researcher describes some of the findings, and after the researcher has detailed and explained some of these findings, the research takes the next step, namely reviewing the data from the findings that have been described.

#### **A. How's Teacher Planning in Internalizing the Value of Religious Character Education, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantur Malang**

Government Regulation of the Republic of Indonesia number 19 of 2005 concerning National education standards Chapter I Article I explains that "the curriculum is a set of plans and arrangements regarding the objectives, content, learning materials and methods used to achieve certain educational goals. The goal to be achieved in every education is to educate the nation's children by forming attitudes and character.

In Islam, attitude or character is called morals. How important is morality or character so that Al-Qur'an becomes one of the moral guidelines listed in Q.S Al-Luqman verses 13-14, namely:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ (13)  
 وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصَالَهُ فِي غَامٍ إِنَّ أَشْكُرَ لِي  
 وَلَوْلَا دِينُكَ إِلَيَّ الْمَصِيرُ (14)

Meaning: And (remember) when Luqman said to his son when he was exhorting him "Oh my dear son! Ascribe no partners unto Allah. Lo! To ascribe partners (unto Him) is a tremendous wrong.(13)

And we have enjoined upon man concerning his partner- his mother beareth him in weakness upon weakness, and his weaning is in two years- give thanks unto me an unto thy parents. Unto me is the journeying.(14)

The verse above describes moral greatness. This verse describes the command to form good character by obeying both parents and acting and behaving well with fellow humans. In this planning process that is compiled and planned in the form of instruments related to learning including syllabus, lesson plans, learning media that are appropriate and relevant in the learning process and are oriented to the curriculum which in this plan is linked to the indicator of character values to be achieved.

In this case, the indicators to be achieved are values of a religious character, discipline, and social care:

#### 1. Religious

Yusuf Al-Qardhawiy states that in Islam it has dimensions or principles of Islam which are broadly divided into 3, namely: Aqidah, worship or religious practice or syari'at, and morals.<sup>90</sup>

To measure and see that something shows a religious attitude or not, it can be seen from the characteristics of religious attitudes. Several things can be used as indicators of a person's religious attitude, namely:

- a) Commitment to Allah's commandments and prohibitions.
- b) Eager to study religious teachings
- c) Active in religious activities

---

<sup>90</sup> Yusuf Al-Qaradhawi, *Pengantar Kajian Islam* (Jakarta: Pustaka Al Kausar, 1997) page: 55



- d) Appreciate religious symbols
- e) Familiar with the scriptures
- f) Using a religious approach in making choices
- g) religion is used as a development source of ideas.<sup>91</sup>

In several indicators, the researcher focuses on being active in religious activities and being familiar with the holy book, such as those in the MTs Walisongo Malang school program, doing dhuha prayer activities, and dhuhur prayer in congregation, then reciting the Qu'ran before entering the class, and pray the prayer before and after learning.

## 2. Discipline

According to Imam Ahmad, discipline can shape the child's psyche to understand the rules so that he too understands when is the right time to implement the rules and when to put them aside. While the rules themselves exist in the daily life of children. The child's mental condition needs to be regulated so that a child will feel at ease if his life is organized.<sup>92</sup>

Arikunto divides three kinds of indicators of student learning discipline, namely:

- a. Discipline in class
  - 1) Attendance (attendance in class / school)
  - 2) Pay attention to the teacher when explaining lessons (taking

---

<sup>91</sup> Muhammad Alim, *Pendidikan Agama Islam* (Bandung; PT Remaja Rosdakarya, 2011) page 12

<sup>92</sup> Imam Ahmad Ibnu Nizar, *Membentuk dan meningkatkan disiplin anak sejak dini* (Yogyakarta: Diva Press, 2009) page 22

- notes, paying attention, reading textbooks)
- 3) Doing assignments given by the teacher
  - 4) Bring study equipment (stationery, notebooks, textbooks)
- b. Discipline outside the classroom in the school environment, including: taking advantage of free time/rest for studying (reading books in the library, discussing or asking friends about lessons that are less understood.
- c. Discipline at home
- 1) Have a study schedule
  - 2) Do the homework assigned by the teacher.<sup>93</sup>

In this case, MTs Walisongo Bantur Malang implements several school rules that can trigger students to be disciplined, namely the existence of rules that must wear complete uniforms, then enter the class before learning time, the teacher gives assignments and collects at the right time.

### 3. Social care

Darmiyati Zuchdi explained that social care is an attitude and action that always wants to assist people in need.<sup>94</sup> Social care is an attitude that grows from human interactions who have a sense of compassion and empathy so that humans have the awareness to help others in need.

Indicators of social care attitudes are as follows:

---

<sup>93</sup> Arikunto, Suharsimi *Dasar-dasar Evaluasi Pendidikan* (Jakarta; PT Bumi Perkasa, 2013) page 173

<sup>94</sup> Darmiyati Zuchdi, dkk, *Model Pendidikan Karakter Terintegrasi Dalam Pembelajaran dan Pengembangan Kultur Sekolah* (Yogyakarta: UNY Press, 2012) page 170

- 4) Caring attitude indicator to interact and maintain good relationships with others.
- 5) Indicators of caring attitude by showing actions such as caring for others, helping each other, helping each other and respecting one another.
- 6) Caring attitude indicator, namely showing concern for others and the environment.

In supporting the value of the character of the school's social care, designing a work program, namely cleaning the school on a specified day, then holding a fundraising day on a determined basis, to help those in need.

Planning is compiling the steps that will be implemented to achieve predetermined goals. The plan can be prepared based on the needs within a certain period of time according to the wishes of the planning maker. According to Abdul Majid, plans made must be carried out easily and on target.<sup>95</sup> Following this description, the internalization of the values of a religious character, discipline, and social care at MTs Walisongo has been planned in such a way by the teacher through RPP which has been adjusted to the school program.

The preparatory activities carried out by the teacher in compiling the 2013 curriculum-based syllabus and lesson plans based on references

---

<sup>95</sup> Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*, (Bandung: PT. Remaja Rosdakarya, 2009) Page: 15

from the Ministry of Education and Culture then determine the character values that appear in learning. That in carrying out the internalization of character values through learning activities in the teacher's class, emphasizes the learning steps. According to Abdul Majid, learning steps generally include three activities, namely: (1) preliminary activities, (2) core activities, and (3) closing activities.<sup>96</sup> As was done by Mrs. Dhewi in designing lesson plans that are tailored to the objectives of the school program by carrying out preliminary activities then followed by core activities and closing activities, in planning.

#### **B. How's the Implementation of Teachers in Internalizing the Value of Religious Character, Discipline and Social Care at Mts Walisongo Bantul Malang**

Implementation In the implementation stage of internalization there are three relevant ways used as follows:

1. Through lectures. In these methods and methods, students are introduced or internalized character values through learning or lectures, whereas the stages described above this method is only in the form of verbal teaching that is delivered only through learning conveyed by the teacher.<sup>97</sup>
2. Through habituation As the beginning of the process of habituation education is a way that is still effective in instilling the values that are

---

<sup>96</sup> *Ibid.* Page: 16

<sup>97</sup> Zakiyah Drajat, *Ilmu Jiwa Agama*, (Jakarta : PT Bulan Bintang, 2005) page 76

embedded in him which will then be manifested in his life since he entered adolescence and adulthood. Habits and exercises will form certain attitudes in children, which will gradually become clearer and stronger, which in the end will not be shaken anymore, because they have become part of their personality.<sup>98</sup>

3. By role model In playing the role of the process of internalizing the readiness of the teacher to provide real examples of the application of a value so that it is followed and believed to be true, it can be used as a guide for students to behave.<sup>99</sup>

Permendiknas No. 41 of 2007 also states that "the implementation of learning includes preliminary activities, core activities, and closing activities."<sup>100</sup>

In the preliminary activity, the teacher integrates character values in learning activities through motivation that is conveyed to students without coercion. The findings of these researchers are supported by the theory of Ki Hajar Dewantara which states that basic education is guided by Javanese terms, namely *among*, *ngemong* and *momong*. Where character education is carried out without coercion and prioritizes inner independence to regulate life in an orderly manner so that children will be able to control themselves and determine their attitudes. Besides, character education can also be guided by the *Tut Wuri Handayani* method (from behind giving directions/encouragement), *Ing*

---

<sup>98</sup> *Ibid.* page 77

<sup>99</sup> *Ibid.* page 78

<sup>100</sup> Permendiknas No 41 Tahun 2007 Tentang Standar Proses

*Madya Mangun Karsa* (in the middle of the teacher giving initiatives and ideas), *Ing Ngarsa Sung Tuladha* (in front of the teacher giving examples or examples of good actions).<sup>101</sup>

In the lesson plan, it can be seen that the values that will be given to students are seen. Such as praying before the study (to instill religious values) and then roll the presence of students (inculcate discipline) through motivation has always given so that students are familiar with the behavior and positive words as the initial stimulus. This finding was reinforced by Permendiknas No. 41 of 2007, the teacher's duties in preliminary activities include: a) Preparing students psychologically and physically to take part in the learning process; b) Asking questions that link previous knowledge with the material to be studied; c) Describe the learning objectives or basic competencies to be achieved; d) Delivering the scope of material and descriptive explanations according to the syllabus.<sup>102</sup> In general, teachers have met the standards for making lesson plans because the elements in the preliminary activities have been included.

Core activities are important processes that can develop cognitive, affective, and psychomotor aspects related to the study material concerned. Supported by a statement from Wina Sanjaya defines core activities as activities to provide learning experiences to students.<sup>103</sup> By applying scientific learning in the implementation of learning in accordance with the 2013 curriculum, students

---

<sup>101</sup> Dewantara, *Peringatan Taman Siswa Tahun 1922-1952*, (Yogyakarta: Majelis Luhur Taman Siswa, 1961) page 72

<sup>102</sup> Permendiknas No 41 Tahun 2007 Tentang Standar Proses

<sup>103</sup> Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana, 2008), cet. Ke-1, page. 176

are required to be active in every learning activity, of course with the integration of values of a religious character, discipline, and social care.

In observing activities, the teacher opens wide and varied opportunities for students to make observations through activities: seeing, listening, listening, and reading which are formulated in the learning process scenario. The teacher facilitates students to make observations, trains them to pay attention (see, read, hear) to important things from an object or object.<sup>104</sup> By observing students are given freedom by the teacher in this case the student is taught to discipline in observing their lessons.

In activities to gather information in groups or hold discussions, children will be trained to make decisions in the group and students will commit to their decisions. This was supported by Junal Elfi Yuliani who quoted William Glasser's opinion in the book *School Without Failure*, stating that class meetings can be useful for dealing with student behavior problems or issues related to teachers and students.<sup>105</sup> With students knowing discipline and social care for their actions, the results of group work will be maximized and students will slowly get used to the teacher continuing to provide habituation in the form of guidance, direction, or by example through behavior.

Closing is an activity to end learning activities that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. Closing the lesson is an activity carried out by the teacher to find out the

---

<sup>104</sup> Permendikbud No. 81a Th. 2013

<sup>105</sup> Rochmah ,Elfi Yuliani. *Mengembangkan Karakter Tanggungjawab Pada Pembelajaran (Perspektif Psikologi Barat dan Islam)*. Jurnal Vol.3 2016

achievement of goals and students' understanding of the material that has been studied, and to end learning activities.<sup>106</sup> Through closing activities, the teacher will convey the shortcomings of learning that have been passed so that students self-reflect and can improve. The teacher also invites students to reflect as a form of religious values, discipline, and social care in understanding the material that has been studied.

### **C. How's Teacher Assessment Form in Internalizing the Value of Religious Character, Discipline and Social Care In Teaching Social Studies at Mts Walisongo Bantur Malang**

Evaluation activities carried out by social studies subject teachers are in the form of tests and non-tests. The assessment includes tests in the form of written tests and oral tests, in this case, the assessment is based on the knowledge skills understood by students. According to Arikunto there are several benefits of summative tests including determining grades, determining whether or not a child can join the group in receiving the next program, to fill in student learning progress notes.<sup>107</sup>

Evaluation is based on non-tests conducted by the teacher through observation through assignments given by the teacher. This assessment further assesses the overall development of student attitudes when participating in learning activities. According to Wiliam, the term formative test began to be

---

<sup>106</sup> Mulyasa. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. (Bandung: PT Remaja Rosdakarya, 2010). Page: 84

<sup>107</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta 2012) page: 54



used in 1967 by Michael Scriven to describe rules about evaluation in the process of improving the ongoing curriculum.<sup>108</sup> This is in line with the formative context of tests that are known in Indonesia to date, that the formative tests are identical to the activities of repeating the subject matter of the subject matter.

This is in accordance with Majid's opinion that attitude measurement can be done in several ways. These methods include behavioral observation, direct questions, personal reports, and the use of attitude scales. Observation of behavior at school can be done by directly ascertaining student learning activities during class. Meanwhile, Cowie & Bell defines formative testing as a process used by teachers and students to respond to student learning to increase their learning during the learning process.<sup>109</sup>

Information obtained through the results of the assessment can provide an overview of individual student behavior. In the assessment of learning outcomes, all teachers will and should measure students' abilities in all domains. With such an assessment, the actual student figure will be drawn. That the research results show that social studies teachers have not fully implemented evaluations based on what they have made through planning in the lesson plans. The teacher only performs evaluation actions based on written tests, oral tests, and student assignments, so the assessment has not been fully applied in learning.

---

<sup>108</sup> Wiliam, D. *Embedded Formative Assessment*. (Bloomington: Solution Tree Press. 2011) page 33

<sup>109</sup> Majid, A. *Perencanaan Pembelajaran*. (Bandung : PT Remaja Rosdakarya, 2007) page: 55

## CHAPTER VI

### CLOSING

#### A. Conclusion

The researcher took several conclusions based on the results of the analysis adjusted for the discussion in thesis writing, related to the Internalization of the Value of Religious Character, Discipline and Social Care in social studies learning at MTs Walisongo Bantur Malang through planning, implementation, and evaluation as follows:

1. How Teacher Planning in Internalizing the Value of Religious Character Education, Discipline and Social Care in Social Studies Learning at MTs Walisongo Bantur Malang. In planning all teachers make lesson plans and learning activities that are tailored to exist programs at school.
2. How is the Implementation of Teachers in Internalizing the Value of Religious Character, Discipline and Social Care at Mts Walisongo Bantur Malang. In practice the teacher internalizes the character values through activities in the preliminary learning by praying and providing motivation to students, then in the core activities the teacher integrates with the Qur'an and hadiths and in the core activities the teacher applies them through observing, gathering information, and informing them, The closing activity carried out by the teacher is conveying the shortcomings of learning that have been passed so that students self-

reflect and can improve themselves. The teacher also invites students to reflect as a form of religious values, discipline, and social care in understanding the material that has been studied.

3. How Teacher Assessment Form in Internalizing the Value of Religious Character, Discipline and Social Care In Teaching Social Studies at Mts Walisongo Bantur Malang, in teacher evaluation does it utilizing written tests or oral tests. However, the evaluation is not only based on this, the teacher also conducts assessment through student discipline when submitting assignments, students' courage in expressing opinions, students' enthusiastic attitude when friends present their answers.

## **B. Suggestion**

1. Even though the internalization of character values has provided positive changes, the school and teachers always carry out activities that are continuous so that the characters that have been embedded in student behavior do not just disappear.
2. The application of the assessment rubric that has been planned by the teacher should be applied in the implementation of learning to make it easier for teachers to know the character development of students and teachers to know more about the development of student character values intensively and on target in providing follow-up.

## REFERENCES

- A, Koesoema, Doni. 2020. *Pendidikan Karakter*. [www.asmakmalaikat.com](http://www.asmakmalaikat.com), Diakses Pada 21 April, pukul 20.01 WIB
- Abdul, Hamid. 2016. *Metode Internalisasi Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam di SMP Negeri 17 Kota Palu*. Jurnal Pendidikan Agama Islam Ta'lim Vol.14 No 2, Tahun 2016
- Amalia, N. Isna. 2011. *Panduan Menerapkan Pendidikan Karakter Di Sekolah*. Yogyakarta: Laksana.
- Andrianto, T. Taufiq. 2011. *Mengemban Karakter Sukses Anak di Era Cyber*. Yogyakarta: Ar-Ruzz Media.
- Al-Qaradhawi, Yusuf. 1997. *Pengantar Kajian Islam* Jakarta: Pustaka Al Kausar.
- Alim, Muhammad. 2011. *Pendidikan Agama Islam* Bandung: PT Remaja Rosdakarya.
- Al- Jauziah, Ibnu.Q. 2005. *Madarijus Salihin, Terjemah Kathir Sehari Sehari*. Jakarta: Pustaka Al Kautsar.
- Chaplin, J.P. 2005. *Kamus Lengkap Psikologi*. Jakarta: Raja Grafindo Persada
- DEPDIKBUD. 1989. *Kamus Besar Bhasa Indonesia*. Jakarta: Balai Pustaka
- Dharma, Kusuma. 2013. *Pendidikan Karakter : Kajian Teori dan Praktek di Sekolah*. Bandung: PT Remaja Rosdakarya.
- Dian, A. Abdul, M. 2004. *Pendidikan Agama Islam Berbasis Kompetensi*. Jakarta: Remaja Rosdakarya.
- Drajat, Zakiyah. 2005. *Ilmu Jiwa Agama*. Jakarta: PT Bulan Bintang.
- Dewantara, 1961. *Peringatan Taman Siswa Tahun 1922-1952*, Yogyakarta: Majelis Luhur Taman Siswa.
- Ghoni, M. Djunaidi. Al-Mashur, Fauzan. 2012. *Metode Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz Media
- [Http://www.jejakpendidikan.com/2017/01/evaluasi-pendidikan-karakter.html](http://www.jejakpendidikan.com/2017/01/evaluasi-pendidikan-karakter.html). Diakses pada 20 April 2020, pukul 17.29 WIB
- Hidayatullah, M. Furqon. 2010. *Guru sejati: Membangun Insan Berkarakter Kuat Dan Cerdas*. Surakarta: Yuma pustaka
- H. Muhaimin. 2006. *Pendidikan Islam : Mengurai Benang Kusut Dunia Pendidikan*. Jakarta: PT. Raja Grafindo Persada
- Ihsan, Fuad. 2011. *Dasar-Dasar Pendidikan*. Jakarta: PT. Rineka Cipta

- Kementerian Pendidikan Nasional. 2010. *Buku Induk Pembangunan Karakter*. Jakarta: Kementerian Pendidikan Nasional.
- Kartono, Kartini. 1990. *Pengantar Metodology Research Sosial*. Bandung: CV Mandar Maju.
- Mardalis. 2003. *Metode Penelitian Suatu Pendekatan Proposal*. Jakarta: Bumi Aksara
- Margono. S. 2002. *Metode Penelitian Pendidikan*. Jakarta: Rineka Cipta
- Muhaimin, Dkk. 2007. *Strategi Belajar Mengajar*. Surabaya: Citra Media
- Moelyong J. ,Lexy. 2006. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya
- Nugroho, Taufik. 2010. *Implementasi Nilai-Nilai Dasar Pendidikan Karakter Bangsa Dalam Pembelajaran Matematika Di SMK Muhammadiyah 4 Surakarta XII Tahun Pelajaran 2010/2012*. Surakarta: Tanpa penerbit.
- Nadir, Dkk. 2009. *Ilmu Pengetahuan Sosial 1 Ed 1*. Surabaya: Amanah Pustaka
- Nizar, Imam Ahmad Ibnu. 2009. *Membentuk dan meningkatkan disiplin anak sejak dini* Yogyakarta: Diva Press.
- Permendiknas No 41 Tahun 2007 Tentang Standar Proses
- Sudrajat. Ajat. 2011 *Mengapa Pendidikan Karakter?*. Vol I No 1 Tahun 2011 Jurnal pendidikan Karakter Fakultas Ilmu Sosial Universitas Negeri Yogyakarta.
- Syah, Muhibin. 2003. *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada
- Suryadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya
- Suharsini. Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineke Cipta.
- Sudarwan, Danim. 2002. *Menjadi Peneliti Kualitatif*. Bandung: Alfabeta
- Sahlan, A. Prasetyo, Angga.T . 2012. *Desain Pembelajaran Berbasis Pendidikan Karakter*. Yogyakarta: Ar- Ruzz
- Sanjaya, Wina. 2008. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana.
- Sanii, Abdul. 2007. *Sosiologi Skematika, Teori, Dan Terapan*. Jakarta: PT Bumi. Aksara
- Samani, Muchlas dan Hariyanto. 2011. *Konsep Dan Model Pendidikan Karakter*. Bandung. PT. Remaja Rosdakarya
- Sugiono. 2011. *Metode Penelitian Kuantitatif Kualitatif Dan RnD*. Bandung: Alfabeta

- Tafsir, ahmad. 2006. *Filsafat Pendidikan Islam, Integrasi Jasmani, Rohani Dan Kalbu Memanusiakan Manusia*. Bandung: PT. Remaja rosda karya
- Tim pakar Yayasan jati diri bangsa. 2011. *Pendidikan Karakter Di Sekolah*. Jakarta. PT. elex media komputindo kelompok Gramedia
- Triantono. 2007. *Model Pembelajaran Terpadu Dalam Teori Dan Praktek*. Jakarta: Prestasi Pustaka Publisher
- Undang-Undang SISDIKNAS (Sistem Pendidikan Nasional) No. 20 Tahun 2003.
- Wiliam, D. 2011. *Embedded Formative Assessment*. Bloomington: Solution Tree Press.
- Yusuf. Syamsul. 2008. *Psikologi Perkembangan Anak dan Remaja*. Bandung: PT Remaja Rosdakarya.
- Zuchdi, Darmayati dkk. 2012. *Model Pendidikan Karakter Terintegrasi Dalam Pembelajaran dan Pengembangan Kultur Sekolah*. Yogyakarta: UNY Press.

**INTERVIEW**

Interview with Mr. Museriadi, Deputy Head Of Curriculum MTs Walisongo, on 3 November and 14 December 2020

Interview with Mrs. Dhewi Cahyaningtyas, Social Studies Teacher MTs Walisongo, on 8 and 21 December 2020

Interview with Nur Aida class VII students of MTs Walisongo, on 14 and 21 December 2020

# ATTACHMENT

## ATTACHMENT 1 Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 1466/Un.03.1/TL.00.1/10/2020 05 Oktober 2020  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada  
Yth. Kepala MTs Walisongo Bantur  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

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

Nama : Dania Roichana  
NIM : 16130124  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester - Tahun Akademik : Ganjil - 2020/2021  
Judul Skripsi : **Internalisasi Nilai-Nilai Pendidikan Karakter dalam Pembelajaran Ilmu Pengetahuan Sosial di MTs Walisongo Bantur Kabupaten Malang**  
Lama Penelitian : **Oktober 2020** sampai dengan **Desember 2020** (3 bulan)

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

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

**Wassalamu'alaikum Wr. Wb.**



Dekan,


*[Handwritten Signature]*  
Dr. H. Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip



## ATTACHMENT 2 Letter of Having Conducted Research



**YAYASAN PENDIDIKAN ISLAM AKHLAKUL KARIMAH  
MADRASAH TSANAWIYAH WALI SONGO**  
STATUS: TERAKREDITASI B  
NSM: 121 235 070 010      NPSN :20581203  
Alamat : Jln Raya Krajan Karang Sari Kec. Bantur Kab. Malang  
Website : [Http://www.mtswalisongobantur.blogspot.com](http://www.mtswalisongobantur.blogspot.com)      E-mail : [mtswalisongobantur588@gmail.com](mailto:mtswalisongobantur588@gmail.com)

---

**SURAT PERNYATAAN**  
**KESEDIAAN MENERIMA MAHASISWA KKL**  
NOMOR: 040/MTs.02.588/010/A.1/X/2020

Yang bertanda tangan dibawah ini:

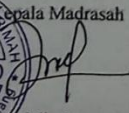
Nama : Drs. Miselan  
Jabatan : Kepala Madrasah  
Nama Madrasah : MTs Wali Songo Bantur  
Alamat : Dsn. Krajan RT 09 RW 02 Karang Sari, Kec. Bantur, Kab. Malang  
No. Telepon : 081333923649


Menyatakan bahwa saya bersedia menerima mahasiswa penelitian sebanyak 1 orang mahasiswa :

Nama : Dania Roichana  
NPM : 16130124  
Program Studi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Fakultas : Ilmu Tarbiyah dan Keguruan

Melaksanakan penelitian di Madrasah Tsanawiyah Wali Songo mulai bulan Oktober 2020 s/d Januari 2021.

Demikian kesediannya ini dibuat untuk dipergunakan sebagaimana mestinya.

Bantur, 05 Oktober 2020  
Kepala Madrasah  
  
Drs. Miselan



### **ATTACHMENT 3 Interview Transcripts**

#### A. Interview

Date : 03 November 2020

Time : 09.30 WIB

Place : MTs Walisongo Bantur Malang (Office)

Informant : Mr. M. Museriadi, S.Pd (Deputy Head Of Curriculum)

1. Apakah MTs Walisongo menginternalisasikan nilai karakter terutama Religius, Disiplin dan Peduli Sosial di setiap pembelajaran?
2. Sejak kapan MTs Walisongo menerapkan internalisasi nilai karakter terutama religius, disiplin dan peduli sosial dalam pembelajaran IPS?
3. Bagaimana cara bapak/ibu mengarahkan guru mata pelajaran ips dalam menginternalisasikan nilai karakter terutama religius, disiplin dan peduli sosial saat proses pembelajaran?
4. Bagaimana upaya yang dilakukan sekolah agar proses internalisasi nilai karakter religius, disiplin dan peduli sosial dalam kegiatan belajar mengajar agar berjalan dengan lancar?
5. Bagaimana penerapan yang dilakukan pihak sekolah dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran?
6. Bagaimana perkembangan peserta didik setelah menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran ips?

7. Apakah ada manfaat yang dirasakan oleh pihak sekolah setelah menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran ips?

#### B. Interview

Date : 14 December 2020

Time : 09.30 WIB

Place : MTs Walisongo Bantur Malang (Office)

Informant : Dhewi Cahyaningtyas, S.Pd (Teacher Social studies)

1. Bagaimana perencanaan pembelajaran yang diterapkan dalam proses internalisasi nilai karakter religius, disiplin dan peduli sosial?
2. Bagaimana menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran ips?
3. Bagaimana memberikan teladan kepada peserta didik dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial?
4. Bagaimana perencanaan ibu dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran ips?
5. Bagaimana pelaksanaan dalam menginternalisasikan nilai karakter religius, disiplin dan peduli sosial ketika kegiatan pendahuluan, kegiatan inti dan kegiatan penutup?
6. Bagaimana cara bapak/ibu dalam melakukan penilaian pada perkembangan nilai karakter siswa, dan melalui apa saja penilaian tersebut?

7. Adakah dampak atau manfaat setelah menginternalisasikan nilai karakter religius, disiplin dan peduli sosial dalam pembelajaran ips?

### C. Interview

Date : 21 December 2020

Time : 09.30 WIB

Place : MTs Walisongo Bantur Malang (Classroom)

Informant : Nur Aida class VII students of MTs Walisongo

1. Apa yang anda ketahui mengenai religius, disiplin dan peduli sosial?
2. Menurut anda apakah penting nilai karakter religius, disiplin dan peduli sosial?
3. Bagaimana proses pembelajaran yang diterapkan guru mata pelajaran ips saat di kelas?
4. Apakah dalam setiap pembelajaran bapak/ ibu guru menyelipkan nilai karakter terutama religius, disiplin dan peduli sosial?
5. Adakah yang anda rasakan dalam proses internalisasi nilai karakter religius, disiplin dan peduli sosial?
6. Apakah anda tertari untuk mengimplementasikan nilai karakter religius, disiplin dan peduli sosial dalam kehidupan anda?
7. Apakah ada kesulitan dalam mengimplementasikan nilai karakter religius, disiplin dan peduli sosial?

**ATTACHMENT 4 Interview Documentation**  
**Interview Documentation with Teacher at MTs Walisongo Bantur Malang**



## Documentation Of Classroom Learning





**ATTACHMENT 5 RPP Documentation**

**RENCANA PELAKSANAAN PEMBELAJARAN  
( R P P )**

**Satuan Pendidikan** : MTs Walisongo  
**Kelas / Semester** : VII / Ganjil  
**Mata Pelajaran** : Ilmu Pengetahuan Sosial (IPS)  
**Materi** : Potensi Sumber Daya Alam dan  
 Kemaritiman Indonesia  
**Alokasi Waktu** : 4 JP

**A. KOMPETENSI INTI (KI)**

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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 (KD) & INDIKATOR**

<b>KOMPETENSI DASAR (KD)</b>	<b>INDIKATOR</b>
3.1 Memahami konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang di	3.1.13 Menjelaskan potensi sumber daya alam berupa hutan di Indonesia; 3.1.14 Menjelaskan potensi sumber daya alam berupa sumber daya tambang;

<p>Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, budaya dan pendidikan.</p>	<p>3.1.15 Menjelaskan potensi sumber daya perikanan laut Indonesia;</p> <p>3.1.16 Menjelaskan potensi sumber daya hutan mangrove di Indonesia;</p> <p>3.1.17 Menjelaskan potensi sumber daya terumbu karang di Indonesia;</p>
<p>4.1. Menyajikan hasil telaah konsep ruang konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, budaya dan pendidikan.</p>	<p>4.1.6 Memaparkan hasil analisis tentang potensi sumber daya alam dan kemaritiman Indonesia.</p> <p>4.1.7 Menyajikan laporan secara tertulis hasil diskusi tentang potensi sumber daya alam dan kemaritiman Indonesia.</p> <p>4.1.8 Mempresentasikan hasil diskusi tentang potensi sumber daya alam dan kemaritiman Indonesia.</p>

### C. TUJUAN PEMBELAJARAN

Setelah kegiatan pembelajaran dilaksanakan, peserta didik diharapkan dapat:

- Menjelaskan implikasi letak indonesia terhadap aspek ekonomi;
- Menjelaskan implikasi letak indonesia secara sosial dan budaya;
- Menjelaskan implikasi letak indonesia secara geologis;
- Menjelaskan potensi sumber daya alam berupa hutan di indonesia;
- Menjelaskan potensi sumber daya alam berupa sumber daya tambang;
- Menjelaskan potensi sumber daya perikanan laut indonesia;
- Menjelaskan potensi sumber daya hutan mangrove di indonesia;
- Menjelaskan potensi sumber daya terumbu karang di indonesia;

#### Nilai-nilai Sikap

- Religius
- Kesantunan
- Tanggung jawab



- Kedisiplinan

#### D. METODE PEMBELAJARAN

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : *Discovery learning, Problem Based Learning (PBL)*

#### E. MEDIA, DAN SUMBER PEMBELAJARAN

- **Media**
  - Gambar, video, peta dan data potensi sumber daya alam
  - LCD Proyektor dan Komputer serta tayangan slide Power point (ppt) yang telah disiapkan
- **Sumber**
  - Buku Guru dan Buku Siswa SMP/MTs Edisi Revisi Kelas VII, *Ilmu Pengetahuan Sosial*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2016.
  - Buku IPS lain yang relevan, internet, narasumber, lingkungan sekitar, dan sumber lain yang relevan

#### F. LANGKAH-LANGKAH PEMBELAJARAN

##### PERTEMUAN KE-5

Kegiatan	Aktivitas	Alokasi waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1) Peserta didik bersama guru menyampaikan salam dan berdoa.</li> <li>2) Peserta didik bersama guru membersihkan dan merapikan kelas.</li> <li>3) Guru memberi motivasi kepada peserta didik.</li> <li>4) Peserta didik mengumpulkan tugas individu yang telah diberikan pada pertemuan sebelumnya.</li> <li>5) Guru menanyakan tentang materi pembelajaran berkaitan potensi sumber daya alam berupa hutan di Indonesia, misalnya apa yang kalian gunakan untuk menulis?</li> </ol>	10 Menit

	<p>Darimanakah bahan-bahan yang digunakan untuk menulis? Apakah bahan-bahan tersebut tersedia di Indonesia? Dan seterusnya.</p> <p>6) Peserta didik menerima informasi tentang topik dan tujuan pembelajaran dari guru.</p>	
<b>Kegiatan Inti</b>	<p><b>A. Mengamati</b></p> <ol style="list-style-type: none"> <li>1) Peserta didik mengamati gambar dan atau video dan atau peta yang menunjukkan potensi sumber daya alam hutan Indonesia.</li> <li>2) Peserta didik membaca dari berbagai sumber seperti buku teks dan internet tentang potensi sumber daya alam hutan di Indonesia.</li> <li>3) Peserta didik mengisi lembar aktivitas kelompok yang ada pada buku siswa</li> </ol> <p><b>B. Menanya</b></p> <ol style="list-style-type: none"> <li>1) Peserta didik diminta membentuk kelompok dengan anggota 3 - 4 siswa.</li> <li>2) Peserta didik mendiskusikan dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan sebelumnya, misalnya : apa saja potensi sumber daya alam hutan yang dimiliki oleh Indonesia? Dimanakah sumber daya alam hutan tersebar? Dan seterusnya.</li> <li>3) Salah satu di antara peserta didik dari wakil kelompok</li> </ol>	60 Menit

	<p>diminta menuliskan rumusan pertanyaan di papan tulis.</p> <p>4) Peserta didik mendiskusikan dengan kelompok untuk menjawab pertanyaan sesuai dengan apa yang diketahui.</p> <p><b>C. Mengumpulkan Informasi</b></p> <p>1) Dengan berdiskusi peserta didik diminta mengumpulkan informasi/data untuk menjawab pertanyaan yang telah dirumuskan dari berbagai sumber, seperti : membaca Buku Siswa, serta referensi lain yang relevan, termasuk internet.</p> <p>2) Peserta didik menuliskan hasil pengumpulan informasi pada buku catatannya masing-masing</p> <p><b>D. Mengasosiasi</b></p> <p>1) Peserta didik melakukan analisis sebaran sumber daya alam hutan.</p> <p>2) Peserta didik melakukan analisis mengapa Indonesia kaya akan sumber daya alam hutan.</p> <p>3) Peserta didik menganalisis mengapa kekayaan sumber daya alam belum mampu mensejahterakan masyarakat Indonesia.</p> <p><b>E. Mengkomunikasikan</b></p> <p>1) Peserta didik dalam kelompok diminta mempresentasikan hasil pekerjaannya di depan kelas.</p> <p>2) Kelompok lain diminta memberi tanggapan atas hasil</p>	
--	--	--

	<p>simpulan kelompok yang dipresentasikan.</p> <p>3) Peserta didik bersama guru mengambil simpulan atas jawaban dari pertanyaan</p>	
<b>Kegiatan Penutup</b>	<p>1) Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami.</p> <p>2) Guru memberikan penjelasan atas pertanyaan yang disampaikan oleh peserta didik.</p> <p>3) Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan</p>	10 Menit

## G. PENILAIAN HASIL PEMBELAJARAN

### 1. Penilaian Sikap

#### Jurnal Perkembangan Sikap

Nama Sekolah : MTs Walisongo  
 Kelas / Semester : VII / Ganjil  
 Tahun Ajaran : 2020 / 2021

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap


## 2. Penilaian Pengetahuan

Penilaian pengetahuan dilakukan untuk mengetahui penguasaan siswa yang meliputi pengetahuan faktual, konseptual, maupun prosedural serta kecakapan berpikir tingkat rendah hingga tinggi. Penilaian pengetahuan dilakukan sesuai dengan karakteristik kompetensi yang akan dinilai.

### Instrumen Observasi Pengetahuan

Nama Sekolah : MTs Walisongo

Kelas / Semester : VII / Ganjil

Pengetahuan yang dinilai :

No.	Nama Peserta Didik	Jawaban Peserta Didik			
		Menjawab Saja	Mendefinisikan	Mendefinisikan & Sedikit Uraian	Mendefinisikan & Penjelasan Logis
		1	2	3	4
1					
2					
3					
4					
5					

Observasi pengetahuan peserta didik dilakukan dalam bentuk mengamati diskusi dan pemikiran logis yang berkembang dalam diskusi. Penskoran aktivitas diberi skor rentang 1-4, dan nilai maksimal 100. Adapun kriteria skor diantaranya sebagai berikut:

- Skor 1 jika jawaban hanya berupaya menjawab saja.
- Skor 2 jika jawaban berupa mendefinisikan.
- Skor 3 jika jawaban berupa mendefinisikan dan sedikit uraian.
- Skor 4 jika jawaban berupa mendefinisikan dan penjelasan logis.

$$\text{Nilai} = \text{Skor Perolehan} \times 25$$

### 3. Penilaian Kompetensi Keterampilan

Penilaian keterampilan dilakukan untuk mengetahui kemampuan siswa dalam menerapkan pengetahuan untuk melakukan tugas tertentu di dalam berbagai macam konteks sesuai dengan indikator pencapaian kompetensi. Penilaian keterampilan dapat dilakukan dengan berbagai teknik, antara lain penilaian kinerja, penilaian proyek, dan penilaian portofolio. Teknik penilaian keterampilan yang digunakan dipilih sesuai dengan karakteristik KD pada KI-4.

#### Kisi-Kisi Penilaian Kinerja

Nama Sekolah : MTs Walisongo  
 Kelas / Semester : VII / Ganjil  
 Tahun pelajaran : 2020 / 2021

No	Kompetensi Dasar	Materi	Indikator	Teknik Penilaian
1.				
2.				
3.				
4.				
5.				

### Rubrik Penskoran Penilaian Kinerja

No.	Nama Peserta Didik	Kemampuan Bertanya				Kemampuan Menjawab/ Berargumentasi				Memberi Masukan/ Saran				Mengapresiasi			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																	
2																	
3																	
4																	
5																	

(✓)

Kategori Penilaian : 4 = sangat baik, 3 = baik, 2 = cukup, 1 = kurang

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 50$$

2

### Pedoman Penskoran (Rubrik)

No.	Aspek	Penskoran
1.	Kemampuan Bertanya	Skor 4 apabila selalu bertanya. Skor 3 apabila sering bertanya. Skor 2 apabila kadang-kadang bertanya. Skor 1 apabila tidak pernah bertanya.
2.	Kemampuan Menjawab/ Argumentasi	Skor 4 apabila materi/jawaban benar, rasional, dan jelas. Skor 3 apabila materi/jawaban benar, rasional, dan tidak jelas. Skor 2 apabila materi/jawaban benar, tidak rasional, dan tidak jelas. Skor 1 apabila materi/jawaban tidak benar, tidak rasional, dan tidak jelas.
3.	Kemampuan	Skor 4 apabila selalu memberi masukan.

	Memberi Masukan	Skor 3 apabila sering memberi masukan. Skor 2 apabila kadang-kadang memberi masukan. Skor 1 apabila tidak pernah memberi masukan.
4.	Mengapresiasi	Skor 4 apabila selalu memberikan pujian. Skor 3 apabila sering memberikan pujian. Skor 2 apabila kadang-kadang memberi pujian. Skor 1 apabila tidak pernah memberi pujian.

**Mengetahui,  
Kepala MTs Walisongo**

**Guru Bidang Studi IPS**

**Drs. Miselan**

**Dhewi Cahyaningtyas, S. Pd**



## ATTACHMENT 6 Consultation Sheet



STATE ISLAMIC UNIVERSITY OF  
MAULANA MALIK IBRAHUM MALANG  
FACULTY OF TARBIAH AND TEACHER TRAINING  
Gajayana Street No.50 Telepon (0341) 552398  
Website : [www.ftk.uin-malang.ac.id](http://www.ftk.uin-malang.ac.id) Faksimile (0341) 552398

## CONSULTATION SHEET

Name : Dania Roichana  
NIM : 16130124  
Department : Social Science Education  
Title : The Internalization of Religious Character Values, Discipline, and Social Care on Social Studies Learning in MTs Walisongo Bantur Malang  
Supervisor : Dr. Hj. Ni'matuz Zuhroh M.Si  
NIP : 197312122006042001

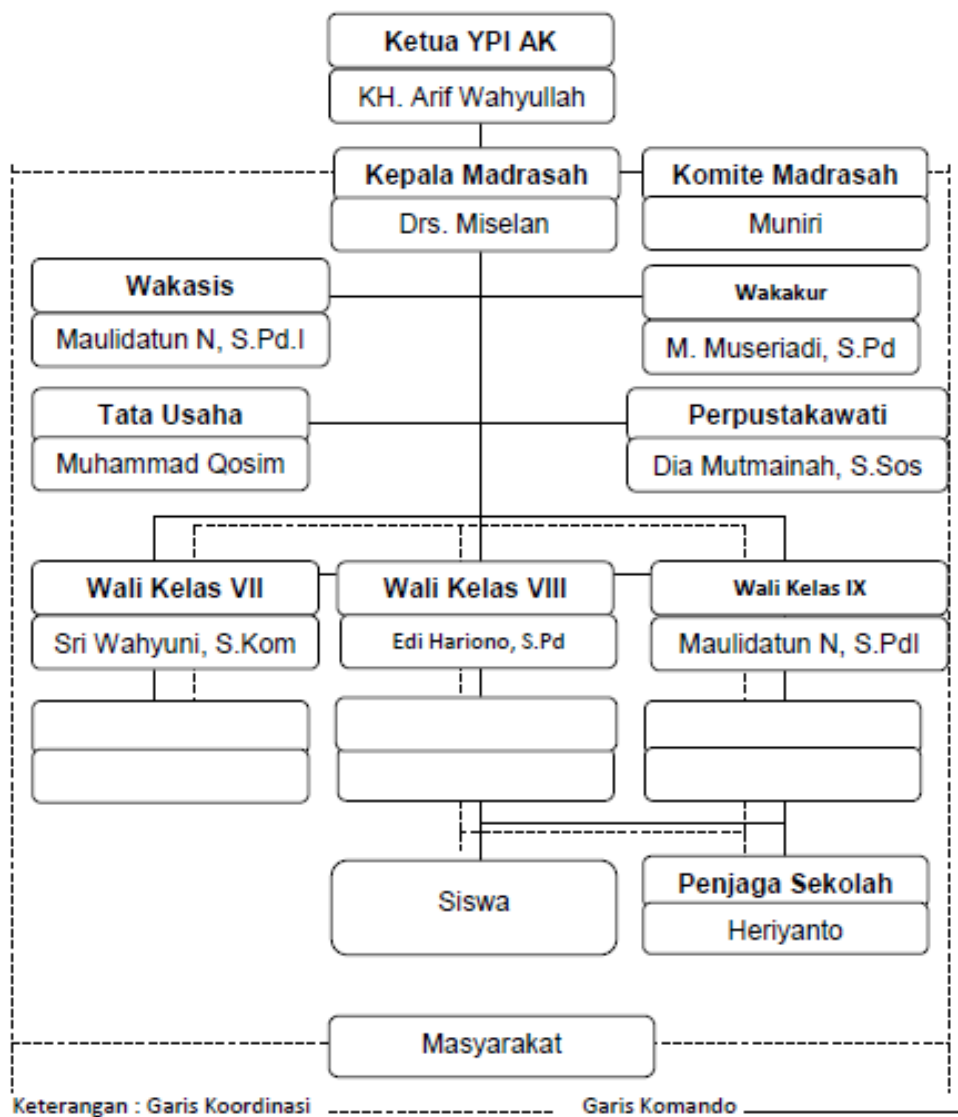
No.	Date of Consultation	Consultation Contents	Signature
1.	17/06/2020	ACC Judul	
2.	03/09/2020	BAB I (Latar Belakang)	
3.	11/09/2020	BAB II, BAB III	
4.	20/09/2020	ACC BAB I, BAB II, BAB III	
5.	05/10/2020	ACC Revisi Ujian Sempro	
6.	7/12/2020	BAB IV	
7.	10/12/2020	Revisi BAB IV	
8.	20/12/2020	BAB V, BAB VI	
9.	15/02/2021	Revisi BAB V, BAB VI, ACC SKRIPSI	

The Head of Social Science  
Education Department

**Dr. Alfiana Yuli Efivanti, MA**

**ATTACHMENT 7 Organizational Structure**

**MTs Wali Songo Organizational Structure**



## ATTACHMENT 8 Teacher and Employee Data

### Teacher and Employee Data

No	Name	Position	Education Last one	Information
1.	Drs. Miselan	Headmaster	S1	UMM
2.	M. Museriadi, S.Pd	Deputy Head Of Curriculum	S1	STIKIP PGRI
4.	M. Arif Wahyullah, S.Ip	Deputy Head Of Facilities And Infrastructure	S1	UNILA
5..	Maulidatun Ni'mah, S.PdI	Homeroom teacher VIII	S1	STIT IBNU SINA
6.	Sri Wahyuni, S.Kom	Teacher	S1	UNIKAN
7.	Dhewi Cahyaningtyas, S.Pd	Teacher	S1	UNIV. WISNUWARD HANA
8.	Musthofa Kamal, S.Pd	Teacher	S1	STIKIP PGRI
9.	Dia Mutmainah, S.Sos	Teacher	S1	UNIV. JEMBER
10.	Kosim, S.Pd	Teacher	S I	STIKIP PGRI
11.	Edi Hariono, S.Pd	Teacher	S1	STIT IBNU SINA
12.	Aprilia Dwiningrum, S.Pd	Teacher	S1	STIT IBNU SINA
13.	Muhammad Qosim	Administration	SMA	MA WALI SONGO
14.	Herianto	School guard	SMA	MA WALI SONGO

**STUDENT BIODATA**

**Name** : Dania Roichana  
**NIM** : 18130124  
**TTL** : Pekalongan, 18 April 1997  
**Department** : Social Science Education  
**Faculty** : Tarbiyah and Teacher Training Faculty  
**Year In** : 2016  
**Adress** : Rt. 01/ Rw. 06, Dusun Ringinagung, Kecamatan Pesanggaran, Kabupaten Banyuwangi  
**No. Telp** : 082299515733  
**Email** : daniaroichana18@gmail.com