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**STRENGTHENING THE EDUCATION OF NATIONALIST CHARACTER AND INTEGRITY
 THROUGH SOCIAL STUDIES EDUCATION**

Nanda Widyasari¹, Vina Mutammima², Agus Purnomo³

Universitas Negeri Malang, Indonesia

¹Widyasarinanda@gmail.com

Abstract. Good education is an education that follows the times. Every era has its own challenges and ways of dealing with it. The 21st century is a time when technology and information have developed very rapidly. These developments can be felt by all levels of society, especially learners. There is a need for education for students to meet the needs and overcome the challenges of the 21st century. Character education is the deepest dimension of Indonesia education. In accordance with the 8th Nawacita on mental revolution which is manifested in the character education reinforcement movement. There are five characters, one of which is nationalist and integrity. This article was written based on research at SMPN 8 Malang. In SMPN 8 Malang there are several related activities with strengthening character education can be done/tucked in the process of learning activities at school, both outside the classroom and in the classroom. In the classroom can be included in each subject, one of them is social studies education. Social studies is an integrated study of social sciences and humanities aimed at realizing good citizens. Techniques used in data collection are observation and interview. The results of the findings are described in descriptive form. Techniques used in data collection are literature study, data collection, and analysis. The results of the findings are described in descriptive form.

Keywords. character education, nationalist, integrity and social studies

A. INTRODUCTION

Almost everyone experienced education during his lifetime. Education consists of various levels, each level is related to each other and has its own role. Education has three paths, namely informal, formal and nonformal. Formal education is education held in schools. Formal education has binding rules and must be obeyed by the subject of education. Formal education has a clear level, ranging from early childhood education (PAUD/Play group), kindergarten, primary school, Junior High School, secondary school (Senior high school), and university-level education.

Types of education in Indonesia, among others: (1) General education, (2) Vocational education, (3) academic education, (4) Professional education, (5) Vocational Education, (6) Religious Education, (7) Special Education, (8) and Character education. Character education is education that prepares students as a generation of quality nations in accordance with the values and norms prevailing in the community. There are eighteen values of characters based on the culture of the Indonesian nation. However, in this curriculum there are the main values of the five values, namely religious, nationalist, integrity, independence and mutual help.

Because a good education is an education that follows the times. Every age has its own challenges and ways of dealing with it. Education challenges in the 21st century that individuals must have the skills, such as critical, creative, and able to communicate and

collaborate. To answer the challenge, it is necessary to have a business that must be done by government, educational institution, and family.

Education in Indonesia in order to form the character of a dignified nation in desperate need of character education nationhood so that the characters that have been dug through the personality of the Indonesian nation by the heroes especially the character of nationalism can be embedded within the learner. Through planting the character of nationalism, then Indonesia will have a bright future.

The efforts undertaken by the government to answer the challenges of the 21st century with the honing of a strengthening program of character education or can also be called PPK. This program aims to prepare learners as the next generation of the nation which has the spirit of nationalism and patriotism and characterized in accordance with the values and norms prevailing in Indonesia.

B. MATERIAL AND METHODS

The location of data collection is in SMPN 8 Malang, especially for class 8. research method using descriptive research method. The techniques used in data collection are literature study, data collection and analysis. the data needed in the form of primary data and secondary data. Primary data includes data obtained directly by observation and documentation at SMPN 8 Malang. Secondary data includes data obtained through literature studies by collecting data and analysis. The collected data is then describes in narrative form.

C. RESULT AND DISCUSSION

Education is central to the elements of life. According to SISDIKNAS No.20, 2003, education is an effort made in a conscious and planned to realize the atmosphere and the process of learning for learners actively able to develop the potential within him to have a good spiritual power, self control, noble character, intelligence and skills needed by himself and society.

Character education is an education that aims to form the next generation of the tough nation, hardiness, ready to work hard, discipline and full of integrity as a provision for beat competition and to answer the increasingly difficult challenges of the changing times.

The emergence of the idea of character education in Indonesia is a follow up of the national education workshop of cultural education and character of the nation which was held in Jakarta on 12 January 2010. In the workshop has been agreement on the development of cultural education and character of the nation expressed as follows: (a) cultural education and the character education of the nation are integral parts that are inseparable from the national education as a whole; (b) Cultural education and the character of the nation must be developed comprehensively as a cultural process. Therefore, institutional education and culture need to be fully accommodated; (c) Cultural education and the character of the nation is a shared responsibility between government, society, schools and parents. Therefore, the implementation of cultural education and the character of the nation must involve the four elements. (d) In an efforts to revitalize education, culture and character of the nation, a national movement is needed to arouse the spirit of togetherness in the field. (Muchlas Samani and Hariyanto, 2012: 105-106).

Character building has a very important role, especially to prepare the gold generation of Indonesia. The condition of the younger generation who are less in love with their own country make the need for strengthening the character education activities especially the nationalist value. Proof of the younger generation who lack love of Indonesia seen from those who prefer and proudly use products made in neighboring countries, such as South Korea or commonly called K-Pop. This is a phenomenon where the nationalist spirit and the identity of the nation's youth begin to weaken, the younger generation of the nation more familiar with the culture, songs, and food of the South Korean nation. They also follow and are proud of the

fashion trends of the country. This is very worrying if the character education is not included in the curriculum of education in Indonesia.

The implementation of character education is tailored to the curriculum being run in the schools. Character education adjustment can be passed through three ways, such as: (1) integrating existing subjects in curriculum structures and local content subjects through intracurricular and cocurricular activities; (2) Providing space for students to be more productive in accordance with their talents and interests through mandatory and optional extracurricular activities' (3) Doing routine activities through school culture routinely, spontaneously, conditioning, and exemplary of all school citizens (Kemdikbud, 2016).

Strengthening and implementation of character education has several benefits, including: (1) Strengthening the character of students in preparing competitiveness with 21st century competency, which is critical, creativity, communication, and collaboration; (2) The lesson learned are integrated in schools and outside with teacher supervision; (3) Revitalizing the role of principal as manager and teacher as the inspiration of character education; (4) Revitalizing the school committees as a school's mutual assistance body and community participation; (5) strengthening family roles through a five day policy plan; (6) Collaboration between local government, community institutions, education activist and other learning resources.

The value of nationalist character is a way of thinking, and acting that shows loyalty, awareness, and high appreciation for the language, the physical, social, cultural, economic, and political environments of the nation, placing the interest of the nation and the state above the interest of self and its group (Kemdikbud). Attitudes that reflect the nationalist character, among others, the appreciation of the Indonesian nation's culture, preserving the richness of Indonesian culture, the love of the homeland and willingly sacrificing the unity of Indonesia, and respecting the differences of race and religion.

The value of the character of integrity is the underlying value of behavior based on the effort of making itself a trustworthy person in words, actions, and work, committed and faithful to humanitarian and moral values (Kemendikbud). The character of integrity includes the attitude of responsibility as a citizen, actively involved in social activities in the neighborhood around the place of residence and consistency of actions and speech and be honest, fair, faithful, responsible when doing something.

The character building of nationalism in schools is also closely related to school management. The management in question is how to strengthening the character of nationalism is planned to be implemented and controlled in educational activities in the school adequately. The management includes among other things, the values that need to be inculcated, the curriculum content, learning, assessment, educators and education personnel and related components.

Social studies is one component in the learning process. Social studies is a subject contained in junior high school education level. Social studies is a simplification or adaptation of the disciplines of social sciences and humanities, as well as basic human activities organized and presented scientifically and pedagogically for educational purposes (Soemantri, 2001).

The implementation of character education through the means of integrating the existing subjects in the curriculum structure can be implemented through social studies learning activities. This is reinforced by the Sisdiknas, article number 37, which argues that social studies is a mandatory content that must exist in the curriculum of primary and secondary education. Social studies materials are intended to develop student's knowledge, understanding, and analytical skills on social conditions of the community.

Social studies have a variety of materials, ranging from regional, national and international. Such as social studies for the 8th grade discussing countries in ASEAN context, one of them is Indonesia. In Indonesian's context, there are sub-material explaining about physical condition, economy, and condition of Indonesian society. Social studies containing diverse material, many studies aimed at strengthening the nationalist character and the

integrity of the students. This can also be seen from the condition of one class or school environment, where peers also come from different backgrounds.

The role of social studies education in strengthening character education is evident from the dimensions and structure of social studies education. Social studies has four dimensions and its own characteristics, but in this four-dimensional learning process is related and complementary, such as (1) dimension of knowledge, (2) dimensions of skills, (3) dimensions of values and attitudes, (4) dimensions of action (Sapriya, 2014).

The dimension of knowledge can help students to think critically, because social studies has facts, concepts that are formed in a multidisciplinary way, such as multicultural, environmental, peace, and globalization. Dimensional skills help learners to have the skills to do research, thinking skills, social participation skills, and communication skills. Dimensions of value in question is the principle of behavior that has been embedded in a person or community group. Dimensional action aims to form active learners and practice concretely and practically.

Strengthening the education of nationalist character and integrity in SMPN 8 Malang is conducted inside or outside the classroom. Activities of nationalist character outside the classroom such as conducting flag ceremony every Monday, singing Indonesian songs every morning, singing national songs during August and national days. While in the classroom evidence by the activities of singing national songs or regional songs before the lesson begins, especially for social studies subject and civic education. Train student's honesty during rehearsals or during literacy activities in the morning, as well as many activities that aim to shape the nationalist character and integrity of learners.

The implementation of character education in SMPN 8 Malang has not used the character lesson plan as a guide for the implementation of character education. Whereas teachers have attended character education training and have implemented in the form of character lesson plan. But in practice, character education remains in favor of the name, passing standards, and basic competencies in that day's lesson. The implementation of religious character shaped education teaches and accustoms students to say greetings when entering the room, prayers, shaking hands with teachers, and other activities related to the cultivation of religious characters' value. The giving of religious character values is given according to the abilities and needs of the child. To give the values of these characters can not be done only once or twice only, but repeatedly and continuously. The implementation of character education related to nationalism can be done before entering the class, such as teaching the values of characters in the form of preserving the traditional culture of Indonesia by teaching regional songs. It is intended that students can recognize the culture of Indonesia and can preserve it. The value of nationalism is not only to teach the local songs but also to teach the students to study hard, to teach speak Indonesian's language well.

The cultivation of national character values above can be in the form of preserving Indonesia by not littering, teachers also teach to keep the balance of nature by planting trees. Based on the results of research that has been done to see the results of religious character education and nationalism obtained from the observation and documentation, then the discussion is related to the relevant theories to answer the question of research that in each assignment of character values, teachers are based on the subject theme, passing standard, and subject competence. Then determine the models and strategies used in the activities of assigning character values, which later can be designed by looking at the needs of students. In the process of planting the characters values need a habituation which later from the habituation will make students accustomed in daily life. As the statement by E.M. Mulyasa (2016:165) that character education can be done with various models of learning, among others: habituation, exemplary, disciplinary coaching, reward and punishment, CTL (Contextual teaching and learning), role playing, and participatory learning. But not all learning models can be implemented by teachers because all return to the needs of students. Models or strategies that teachers use in the form of habituation, exemplary, disciplinary coaching,

Habituation is something that deliberately done continuously and repeatedly so that something can be a habit. For example: doing marching and praying activities are always done every morning before starting the learning activities. Exemplary is the giving of an example, because the students has the imitative nature of what he sees. Exemplary teacher can be an effective way and the success of character education in the school because every teacher is required to have adequate personal competence. Teachers should set an example first such as praying and being followed by all students. Teachers should also come on time and be well dressed in the school.

The implementation of religious character education has the following character values: greeting when it comes to school, answer the teacher's questions properly, dress up and tidy, answer the teachers's questions properly, respect the teacher, not stingy, be friendly, don't like fighting and help the others friend. In facts have been implemented, shaped and taught students to greeting when entering the room, praying, shaking hands with teachers, making friends with anyone without distinguishing background, not disturbing friends, not fighting with friends, and other activities that concern planting religious character values.

As well as the implementation of character education of ntionalism is more emphasis on the love of Indonesian culture by learning the songs of region and culture that exist in Indonesia. The implementation of this character education also teach us to reserve the sustainability of Indonesia by planting trees and dispose of waste in the place. The program and the implementation of character education has been established by the education office, it should be run as it should not implement in it own way. Because teachers is an example and role model for students and communities around the school. However, reality that occurs in schools is not in accordance with the programs set by the education center. So many teachers assume that the performance of a program is not much different from the previous education program.

D. CONCLUSION

Character education is an education is an education that ams to form the nation's next generation is tough, resilient, ready to work hard, discipline and full of integrity as a provision to face the increasingly difficult competition and challenges of the time. The implementation of character education is adapted to the curriculum being run in the schools. There are several types of character education that must be considered, which one is to foster the pirit of nationalism and religion for students. Regulations on the implementation of character education are also regulated by the central office and the regional education office. Teachers also have received socialization on character education and ways to apply character education in the schools.

There are several strategies to implementation of character education, which one is integrating character education into social studies subject. Teachers are also required to be examples in applying character education in the schools. In addition, school management has a major influence on the implementation of character education, not least in SMPN 8 Malang, which has already implemented character education with the habituation activities, such as familirizing students to join the flag ceremony, singing indonesian songs and local songs, getting used to praying and greeting before learning activities, ec.

However, in practice there are still many teachers who think that curriculum change is the same as before, not far away. Many of them are less precise in applying teaching about character education in the schools, so the main purpose of character education is not conveyed.

The government should not only socialize character education to teachers only, but also involving the wider community. Because in it's application, character education is not only obtained from the school environment, but more effectively and efficiently by involving families in everyday life. In addition, teachers should also be able to adjust the curriculum changes that are being used, where character education begins to be applied and inserted in every learning activity, without exception. That way, the application of character education at

school and home can be done effectively and efficiently to prepare gold generation of the nation's successors.

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