

Conference Paper

Building National Character Through Social Studies Based on Society 4.0 Values Post-Pandemic COVID-19

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This paper's fundamental problem is building national character through social studies based on Society 4.0 in the post-COVID-19 pandemic. This is because the learning process during the COVID-19 pandemic takes place online using a platform to support learning. The use of the platform is a problem that has not been touched on, namely, the formation of student character. This study uses a qualitative approach to produce an overview of social studies learning methods based on the national character to improve teacher professional competence. A total of 35 social studies teachers were taken as samples. The results obtained in this study, namely the solution in the form of developing learning methods that tend to be monotonous, which so far have been carried out, must be combined with methods that provide more space for students to develop their potential. In this connection, national character is interpreted as a way of thinking and behaving that shows the differences of everyone to live and work together for a better life for society and the nation. The 2013 curriculum on social studies subjects was developed as an integrative social studies subject, not as separate disciplines. Social studies subjects are, of course, applicative-oriented education, as the development of inquiry abilities, learning abilities, and character education such as curiosity, creativity, honesty, and the development of a caring and responsible attitude towards the surrounding environment and social relations.

Keywords: building national character, social studies learning, community values 4.0

1. Introduction

The COVID-19 pandemic has had a significant impact on education worldwide [1]. Since March 17, 2020, the Indonesian government has officially implemented WFH (Work from Home) and WFO (Work from Office). The learning process which was originally carried out using an offline or face-to-face model, has been changed to an online or in-network model, namely a learning model that is carried out using Zoom media or Google meetings or other models. In principle, learning is not carried out face-to-face or directly in class because there are regulations that require online learning. The online

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learning model, of course, besides having various advantages, also has its weak points. One of the weaknesses of the learning model that is carried out online is the difficulty of instilling or building student character. One approach that can be used is through learning Social Studies [2]. Social studies are carried out with the aim that students become good citizens, critical, creative, aware of their position as God's creatures, aware of their rights and obligations as citizens and citizens of the nation, democratic and have national pride and responsibility, have identity and pride. national level and realize that they are part of a global community. Building national character which is carried out through social studies learning with an online model, of course, over time will cause boredom, both among teachers and students. Therefore, so that the learning process can still motivate students, various efforts are needed, both by teachers, parents, and the community. One effort that can be made is to use technology. The progress and sophistication of technology currently has created new space for the social community in the life of the nation and state. Current technological advances seem to provide new space for people to carry out social interactions [3]. Without exception in the mass media and social media. Today's mass media is growing rapidly. The media is not only a channel for carrying information but has developed as an information center itself. The development of media in the era of information technology allows all levels of society to access information freely and very openly. Such conditions allow a different understanding of each communicant.

Developments in the current era of globalization of information and communication technology represent opportunities as well as challenges in improving the quality of social studies learning. The presence of technology and information was apparently not matched by the character of students who experienced cultural lag in their use [3]. Even though there are values of national character that are so noble that can be internalized in learning to improve the quality of learning in the classroom. The problem is that until now not all schools have been able to optimally benefit from the internalization of the nation's character, especially teachers as educators. As a result, the learning process is not interesting and tends to be rote. This phenomenon shakes educators' awareness that indirectly learning is considered unable to form noble personality and character.

The problems faced social studies teachers in relation to the internalization of national character in social studies learning include, first, the weak understanding of social studies teachers in carrying out the learning process by integrating character values; The second is the social studies teacher's lack of creativity in developing various learning models in class, including in building student character; Third, the lack of an entrepreneurial spirit possessed by social studies teachers in developing various

learning models in class, including in building student character [4]. We can see this phenomenon in real terms in the learning process in the classroom where teachers are more comfortable with formal material presentations as written in the curriculum, without integrating material (content) that is multidisciplinary (integrated) with character values. This problem was also reinforced by data from research conducted by the SMERU Research Institute in 2019 showing the results of an evaluation regarding the inability of teachers to integrate multidisciplinary material, which had an impact on the limitations of students strengthening students' understanding of the material being studied [5]. This has an impact on the social studies learning process which is monotonous and tends to be boring for students in class, even followed by a lack of teacher creativity in developing various learning models to build national character values. Preliminary observation data in 2019, which was carried out by the service team also showed a lack of independence for Social Sciences Education teachers who did not have the initiative to innovate during the learning process, even the teacher was rigid or rigid of using online media. The ongoing COVID-19 pandemic since the beginning of 2020 has shaken the world of education, especially in building national character which is integrated through social studies learning in the classroom.

Distance learning policies, or online learning models find it difficult to directly build student character, as required by the character learning model, namely through exemplary-based habituation [6]. The teacher's challenge to adapt to this online-based learning system is faced with how teachers communicate the content of learning materials and student development so that they have character values as expected. Demands in creating a learning climate not only provide understanding to students to understand the material, but can also construct their knowledge into new knowledge, including how to develop attitudes and behavior as required in character building. Based on the description of the problem, it is necessary to innovate in social studies learning which is not just conveying the material as required by the curriculum, but how teachers creatively develop various learning models by integrating character values. In this regard, national character is interpreted as a way of thinking and behaving that shows the differences of each individual to live and work together for a better life of society and nation. The 2013 curriculum for social studies subjects was developed as an integrative social studies subject, not as separate educational disciplines. IPS is of course as applicative-oriented education, as the development of inquiry abilities, learning abilities, and character education such as being curious, creative, honest, and the development of a caring and responsible attitude towards the surrounding environment and social relations. The occurrence of the COVID-19 pandemic health

crisis problem has made obstacles in the world of education, used as evaluation material in creating a character-based social studies learning process that can be implemented in distance learning. Based on this, it is necessary to foster the internalization of national character for social studies learning by developing classroom learning models and distance learning.

2. Method

The research method used is Research and Design to produce certain products and test the effectiveness of these methods [7]. The research here is to produce models and methods in debriefing the social studies learning process based on national character through virtual space due to the condition of our country during the Covid-19 pandemic. The number of participants involved in this study were 35 social studies teachers and 3 resource persons who gave directions regarding the social studies learning process based on national character. While the research steps that researchers use are: looking for potential and problems with social studies methods or models; collect information to teachers about the difficulties encountered in social studies learning; product design of character-based social studies methods and models; design validation for teachers which of course will later be used for students; design improvement where the activity process aims to assess whether the product design model or method of the character-based social studies process can find advantages by inviting Education experts or experts; product trial Testing can be carried out through experiments, namely comparing the effectiveness and efficiency of the old work system with the new work system; product revisions used on limited samples; trial use; product revision and mass production of product methods/models.

3. Result and Discussion

Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Thus, in the life of the nation, character is the primacy values that are inherent in every individual citizen and then manifest as the personality and collective identity of the nation. Building character is the process of carving or sculpting the soul in such a way that it is unique, attractive, and different or distinguishable from other people [8]. One of the very strategic factors in building character is the environmental

factor, namely the effort to provide education and socialization can determine what “results” will be produced from a child. So a person’s character can be formed from upbringing, education, and positive socialization from his environment. Today Character Development has been gaining momentum lately, and has even become one of the priority programs of the Ministry of National Education. We can observe this from the Vision of the Ministry of Education and Culture as stated in the Regulation of the Minister of Education and Culture number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture, where in the attachment it is stated, that the ability of a nation to compete in the midst of globalization and technological innovation without stopping depends on the quality of human resources [9]. With the development of human resources in line with advances in science and technology and developments in the global world, Indonesia will be ready to meet the ideals of independence as a nation with character and intelligence, capable of competing and even standing on an equal footing with other developed nations in the world. Before, namely in 2018, Permendikbud number 20 of 2018 concerning Strengthening Character Education was issued. The issuance of this Permendikbud is a form of effort to further translate Presidential Regulation number 87 of 2017 concerning Strengthening Character Education.

Evaluation of the quality of learning to teacher competence is very dependent on the context in which the teacher can innovate to create learning models based on national character to improve the professional competence of social studies teachers. Based on the evaluation results carried out by the team, it turns out that teachers have not been able to develop and utilize learning planning, teaching materials, assessment and learning processes that integrate character values [10]. In fact, the integration of character values can be carried out starting from the planning of learning to the assessment of learning outcomes. The stages of integrating character values can be derived as follows: character internalization in lesson plans for learning during the Covid-19 pandemic, can be done by formulating learning objectives, developing learning activity designs; developed in the assessment design, meaning that the assessment does not only focus on cognitive aspects, but must integrate affective and behavioral aspects [11]. Developed in the design of learning resources, in the form of detailed indicators of what character values we want to build; develop alternative learning methods and or learning models; character internalization, in teaching materials for learning during the Covid-19 pandemic; character internalization, in assessment for learning during the Covid-19 pandemic; and internalizing character, through habituation based on exemplary behavior in learning during the Covid-19 pandemic [12].

Learning practices that are expected to be reflected are in accordance with the learning objectives listed in the 2013 Curriculum. The objectives emphasize a learner-centered approach, by being able to provide cognitive knowledge and internalize the values of national character. Of course this requires teacher-student interaction, in which the teacher is not yet effective in encouraging students to be actively involved during the learning process. Each strategy, approach, model, and learning method certainly has its own advantages and disadvantages, therefore it is necessary to pay close attention to its application for the message of moral values from the material to be conveyed. It is very wise if in planning teaching preparation, a teacher first looks at and analyzes the contents of the concepts, values, norms and morals of the material to be conveyed [13]. So that in formulating learning objectives, determining subject matter, determining learning models and methods and designing assessments will be in accordance with the characteristics of the subjects presented, because after all there is no one method that can be applied to all material, this also indicates that there is no single approach, model, and the best learning method, unless it is compatible with KD goals and/or learning objectives, the nature of learning materials, student characteristics, and the teacher's ability to use them. For this reason, a willingness to choose and use it is needed so that in every lesson there is a change. These changes are a reflection of innovation in learning as a reflection of professional teachers.

Learning components include: students, teachers, teaching materials, learning media and tools, evaluation tools, methods that interact functionally with each other for the achievement of learning objectives. In essence, students have characteristics that must receive attention from the teacher in learning, so that knowledge is needed about various approaches, models, and methods and the skills to choose and use them in learning. In learning activities it is very important to pay attention to student factors so that the learning process takes place effectively. These factors are: involving students actively, attracting students' interest and attention, and the characteristics of individual students. Students who are actively involved in learning activities are characterized by two activities, namely activity in thinking (minds-on) and activity in doing (hands-on). In order for students to be actively involved in learning activities, a habituation process is needed. In the habituation process, basic skills should be embedded to support student activities in class [2]. The teacher as one of the learning components has a strategic role for the utilization of other learning components so that activities take place effectively and efficiently. In learning activities, teachers have roles and tasks that are oriented towards learning activities, developing student potential, and providing transfer of learning skills. In determining and choosing learning models, strategies and

methods, it is necessary to consider several things as visualized in the following chart. Figure: Factors Decision Model, Strategy, and Learning Methods.

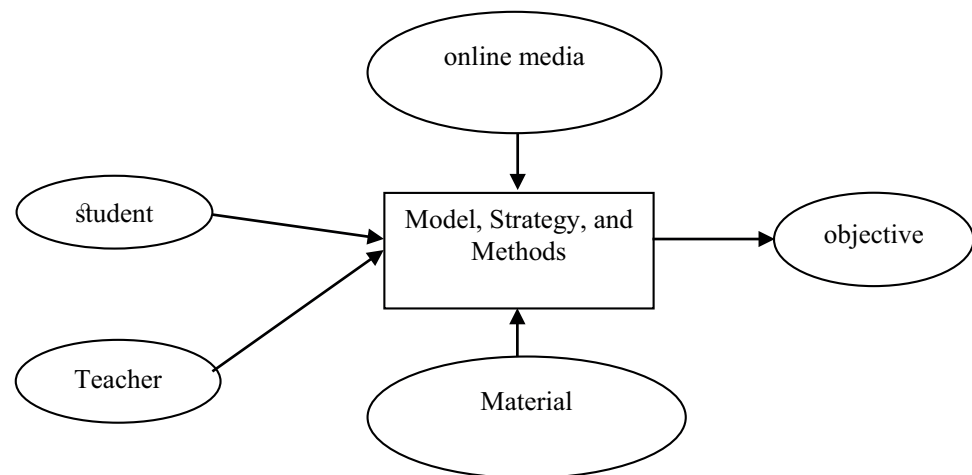


Figure 1: Factors in the Decision of Learning Models, Strategies, and Methods.

Learning activities will have effectiveness when the teacher pays attention to the potential of students, so that the learning process is efficient in achieving learning goals. In addition, learning that pays attention to students' potential will be a vehicle for self-development and student life. That is, students will feel the meaningfulness of learning for themselves. In other words, students are motivated and feel happy in carrying out learning activities. Learning conditions like this can develop a learning image in students that learning is not difficult and learning outcomes will be useful for their lives [14]. Empirically, the potential of students is divided into two groups namely vertically and horizontally. The vertical potential of students is intelligence as indicated by their level of intelligence. Students have different levels of intelligence so that there are groupings based on that intelligence. Students who fall into the categories of smart or intelligent, average or moderate, and less or below average. Meanwhile, to determine the level of intelligence of students can be done through intelligence tests (Intelligence Quotion). Intelligence is said to be a vertical potential because this potential is owned by students differently and shows a hierarchy or level.

Horizontal student potential is the potential possessed by students with no level but has the same level. What distinguishes it is the view of the community, while scientifically it does not show good and bad potential. The talents possessed by students are included in the potential category horizontally. Students who are talented in sports are not better than students who have talent in the arts. Likewise, students who have talent in arithmetic are as good as students who have talent in law. Thus, student talent includes potential horizontally because it shows equality. Hinn (2008) suggests the potential of students vertically and qualitatively [15]. Vertical potential is general

intelligence and qualitatively is the talents and interests of students. Interests and talents are two different things but can be functionally related to each other. Gifted students automatically have an interest in the field that is their talent. For example, students who are gifted in sports certainly show an interest in that field. Interest will be a motivation for student success. That is, students who have an interest in sports will have the motivation to pursue this field and be able to achieve good results. In this case, interest has a strong power for student success in learning.

4. Conclusion

Building national character through social studies learning based on society 4.0 values during the Covid 19 pandemic has many challenges that must be answered by social studies teachers in carrying out learning in class. This challenge occurs because building character values is not only enough to do through online learning models or just by giving assignments to students, but far more important is to do it through exemplary or character-based habituation. To instill this exemplary-based habit is very effective when learning takes place offline or face to face. However, there is no need to be pessimistic about the current conditions, because you can build national character through social studies learning which is carried out online, namely by collaborating with students' parents or guardians of students and the students' closest families and with the surrounding community. Approaches, models, and learning methods are a vehicle for achieving effective and efficient learning. For this reason, its proper use can improve the quality of learning. However, to determine the appropriate approach, model, and method should be based on various considerations, namely: KD (learning objectives), learning materials, students, and the teacher's ability to use them. Thus, the formulation of learning objectives has methodological consequences. For this reason, so that variations occur in using learning models or methods, formulate learning objectives according to the rules and aspects of students in an integrative manner.

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