

# Implementation education character in learning knowledge knowledge social class V at SD Negeri 1 Taman Cari District Purbolinggo

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## ABSTRACT

Research purposes This For knowing the process, methods and media of implementation education character in learning knowledge knowledge social Class V at SD Negeri 1 Taman Cari District Purbolinggo. Compilation study this, writer use type study qualitative field research, thing This done for explain various type related issues with main the problems studied. The techniques data collection by the author do in study This are: interviews, observation and documentation. The methods used by teachers in plant values character covering three kinds. First, understanding. Students taught for understand purpose and objectives from moderate values studied. Second, repetition or habituation. Teachers get used to it. student for apply values certain based on the agreement that has been made. Third, exemplary behavior. Teacher behavior is part from learning, students No only see and listen material delivered by the teacher, but also records all over the movements of the teacher who appears with character positive. Media used by teachers in to plant values character namely poster media. Choosing a good poster for education character would be very helpful very in minimize drought characters among the youth. The poster has strength so dramatic tall for alluring and attractive attention. How to use posters for education characters, namely: (1) used as part from activity Study teaching; and (2) used outside the activity process learning.

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## 1. INTRODUCTION

In today's era of globalization, the world feels very small, with the development of technology so fast that humans can easily get information. Currently Indonesia is experiencing a multidimensional crisis. Including problems that arise in the country of Indonesia. The problems that occur today are moral deviations such as: free sex, student brawls, drug use, alcohol, gambling, corruption cases, robberies, suicide bombings, and the latest shocking pornographic video case, the perpetrators are idol artists in society, as well as members of the House of Representatives (DPR) who supervise pornographic videos during a session in the DPR building.

Currently, technological developments can be easily accessed on social media which should have added positive impacts, but on the contrary, negative impacts have entered the nation's personality so that what is happening now is that the Indonesian nation is increasingly negligent with

character education. In fact, character education is a very important foundation of the nation and needs to be instilled in children from an early age. Schools have a very large role and influence in implementing character education in their schools, to prevent unwanted things related to the character of students.

The Minister of National Education in a meeting with the leaders of the Postgraduate Institute of Teacher Education (LPTK) throughout Indonesia at the Auditorium of the State University of Medan said "Character education must start from elementary school because if character is not formed early on, it will be difficult to change a person's character. Through character education in learning social sciences, it is hoped that it will be able to shape the personality of children, so that they become good people, citizens of society, and good citizens, so that they are able to anticipate symptoms of moral crisis and play a role in the development of the younger generation.

Based on the observation results, in the process of learning Social Sciences that took place in class VB SD Negeri 1 Taman Cari, there were several student delinquencies that were usually done either intentionally or unintentionally. For example, speaking impolitely, often disturbing their friends, lying, not cooperating with each other, discriminating against friends and not helping each other, students did not pay attention to the teacher when explaining the material, chatting, playing alone. There were also students who threw garbage in the wrong place.

Based on the background that has been described above, the researcher is interested in conducting research with the title "Implementation of Character Education in Social Science Learning for Class V at SD Negeri 1 Taman Cari, Purbolingo District".

## **2. METHOD**

### **2.1 Types and Nature of Research**

#### **2.1.1 Types of research**

Qualitative research is descriptive research and tends to use analysis with an inductive approach. The emphasis of the research process and the use of theoretical foundations are carried out so that the focus of the research is in accordance with the facts in the field. In addition, theoretical foundations are also useful for providing an overview of the background of the research and as material for discussing the results of the research.

Qualitative research is the collection of data in a natural setting, using natural methods and conducted by people or researchers who are naturally interested. To obtain data related to the formulated problems and facilitate the implementation of research and achieve the predetermined objectives, in this study the researcher chose qualitative research, namely research that intends to understand the phenomena of what is experienced by the research subjects, for example behavior, perception, actions and others.

In compiling this research, the author used a type of qualitative field research, this was done to explain various kinds of problems related to the main problem being studied.

#### **2.1.2 Nature of Research**

The nature used in this study is descriptive qualitative, namely the data collected is in the form of words, pictures, and not numbers. Thus, this report contains data citations to provide an overview of the presentation of the report. Data were obtained from interview scripts, field notes, photos, personal documents, notes or memos, and other official documents.

So in this study the author seeks and collects information and data related to the subject and object of research which contains the Implementation of Character Education in Social Science Learning for Class V at SD Negeri 1 Taman Cari, Purbolingo District.

### **2.2 Data source**

Data is something that does not yet have meaning for the recipient and still requires some processing. Data can be in the form of a condition, image, sound, letter, number, mathematics, language or other symbols that we can use as material to see the environment, objects, events or a concept.

Data is obtained from facts or problems that occur. In the research, the researcher's data sources are divided into 2, namely: Primary data is data obtained or collected by researchers directly from the data source. So, the primary data source is data obtained directly from respondents, namely the VB class teacher who is a social studies teacher, the principal and students. The author through direct observation and through interviews to obtain the necessary data. Secondary data is a source of research data obtained by researchers indirectly through intermediary media (obtained and

recorded by other parties). 6 Secondary data is usually in the form of documentation data or report data that is already available. In this study, the secondary sources are taken from supporting books, observation data and documentation related to the focus of the research.

### **2.3 Data collection technique**

Data collection techniques are the initial steps that must be taken in a study with the aim of obtaining the required data accurately. The data collection techniques that the author uses in this study are: Interviews are one of the data collection techniques by conducting a dialogue or direct conversation between the researcher and the person being interviewed regarding the research topic. An interview is a question and answer process in research that takes place verbally between two or more people face to face listening directly to information or statements. In terms of its implementation, interviews are divided into two, namely: Structured interviews, Unstructured interviews.

In this study, a structured interview guide was used, namely where this interview is used when the researcher already knows for sure what information will be obtained. Conducting an interview with the principal to find out about character education in schools. Interview with the VB class teacher who is a social studies teacher to find out the process of implementing activities as an effort to instill student character values, methods and media used. While interviews with VB class students to find out how students respond to the process of implementing character instillation carried out at SD Negeri 1 Taman Cari, Purbolinggo District and the form of character embedded through the process of instilling character values. The researcher has prepared a detailed list of questions and has also prepared recording aids and cameras for data collection needs.

Observation is a systematic observation and recording technique of the phenomena being investigated. Observation is carried out to find data and information from symptoms or phenomena (events or incidents) systematically and based on the objectives of the investigation that have been formulated. In addition, observation is a technique or way of collecting data by observing ongoing activities.

It is clear that observation in data collection here means a method of collecting data by conducting careful and precise observations, either directly or indirectly, on the objects or subjects being studied. This observation was conducted on fifth grade students at SD N 1 Taman Cari, Purbolinggo District to obtain information developed by the VB class teacher who is a social studies subject teacher in the implementation of character education in fifth grade social science learning at SD Negeri 1 Taman Cari, Purbolinggo District.

Documentation is a data collection technique by obtaining information from various written sources or documents that exist on the subject/respondent or place, where the subject/respondent lives or carries out their daily activities. Documents can be in the form of writing, pictures, or monumental works from someone. Documentation is a supporting complement to the results of interviews and observations to be used as concrete evidence in a study.

### **2.4 Data Analysis Techniques**

Data analysis is a method used to analyze data obtained from research. Qualitative data analysis is closely related to data in the form of words or sentences produced from research objects and related to events surrounding a research object. The purpose of this data analysis is to find the meaning behind the data through the confession of the subject of the perpetrator. Researchers are faced with various research objects, all of which produce data that requires analysis.

Data analysis in qualitative research is carried out during data collection, and after data collection is completed in a certain period. During the interview, the researcher has analyzed the answers from the informants. If the answers interviewed after being analyzed are not satisfactory, the researcher will continue the questions again, to a certain stage so that credible data is obtained.

In general, qualitative research in conducting data analysis uses a lot of analysis models initiated by Miles and Huberman which are often referred to as expressing that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. interactive data analysis method. There are three activities in qualitative data analysis, namely the data reduction stage, data display, and conclusion or verification.

### 3. RESULTS AND DISCUSSION

#### 3.1 Research result

##### 3.1.1 Teachers' Understanding of Character Education in Social Studies Learning

Initial understanding of character education, seen through the teacher's source of information. At SDN 1 Taman Cari, the source of information is the principal, and then the Social Sciences subject teacher. This is evident from the results of interviews with teachers represented by Mrs. Herliana who teaches class V, she learned about character education through the principal, then not long after there was a discourse on the implementation of character education in schools.

Regarding the goals and functions of character education, teachers understand it (Interview on March 28, 2022) as an effort to shape students in accordance with the 18 character values in the character education guide, but teachers also do not rule out the possibility of adding other character values that can be a positive counter to student development.

The statement is in accordance with the 18 character-forming values sourced from the Ministry of Education and Culture. These values are expected to be integrated into learning activities so that they will gradually form the character of students.

Regarding the implementation of character education in social studies learning, the teacher stated that there needs to be integration of character values in social studies learning. This is related to the goal of social studies, namely to form students who are able to socialize well in society. In addition, character values are very suitable for the materials in social studies lessons in elementary schools, namely accepting, practicing, and respecting the teachings of their religion (KI-1), demonstrating honest, disciplined, polite, confident, caring, and responsible behavior in interacting with family, friends, teachers, and neighbors and the state. (KI-2). Character education is focused on Theme 8 our friendly environment, Sub Theme 2 environmental change, social studies content KD 3.3 Analyze the role of the economy in efforts to improve the welfare of people's lives in the social and cultural fields to strengthen the unity and unity of the Indonesian nation and its relationship to spatial characteristics. KD 4.3 Present the results of the analysis of the role of the economy in efforts to improve the welfare of people's lives in the social and cultural fields to strengthen the unity and unity of the nation. The content of social studies is the diversity of types of businesses in the environment and businesses that are managed independently and in groups. However, the implementation of character education should not only be in one subject, but in all subjects.

The statement is in accordance with expert opinion, namely that integrated character education in the learning process is the introduction of values, facilitation of awareness of the importance of values, and internalization of values into the behavior of students every day through the learning process both inside and outside the classroom in all subjects. Integration of character education in the learning process is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects. At the learning planning stage. Learning planning includes the syllabus and learning implementation plan (RPP).

The assessment of the understanding of teachers at SDN 1 Taman Cari was conducted through interviews. Teachers at SDN 1 Taman Cari have a good understanding of character education and efforts to implement it in each subject. Teachers also gave positive comments on the government's efforts to formalize character education in schools. Teachers explained that character education is the instillation of character values in students through self-awareness. Character education is not only carried out during learning activities, but also outside of learning activities and at any time.

Regarding the relevance of character education to social studies learning, the teacher stated that there is a relationship between social studies and character education. When asked about his understanding of the strategy of integrating character education into social studies learning, the teacher of SDN 1 Taman Cari stated that the implementation of character education should not only be carried out in subjects related to social sciences or religion, but also in every subject. Character education in schools will also not be successful if teachers do not provide role models, habits, and self-awareness to students. In addition, support from parents is needed, because often children's attitudes at school and at home are different, so there needs to be good communication between teachers and parents.

Initial understanding of character education, seen through teacher information sources, that first they learned about character education through fellow teachers, then not long after there was a discourse on the implementation of character education in schools conveyed by the principal. As a follow-up to the discourse, the principal socialized to the teachers that learning must be integrated

with these character values. But until now I have never attended training or workshops on the implementation of character education in learning. Regarding the relevance of character education to social studies learning, the teacher stated that there is a relationship between social studies and character education. Social studies learning is effective for integrating character values because the material in social studies lessons is not far from the students' daily lives. Social studies lessons contain material about the community environment, social problems, this material must be understood by students so that when students are in the community environment they can quickly face and solve various problems that occur in society. Indeed, not only in the classroom but also outside the classroom can develop the expected character values.

### 3.1.2 Integration of Character Education in Social Studies Learning

The study of the integration of character education in social studies learning includes observations at two stages, namely preparation and implementation of learning. The preparation stage includes the preparation of the teacher's lesson plan and syllabus, while the implementation stage is the process of teaching and learning activities in the classroom. Observation of social studies learning in class V SDN 1 Taman Cari, at the preparation stage, the teacher has prepared a syllabus and lesson plan by listing the expected characters. The teacher conveys the characters of discipline, respect, attention, perseverance, honesty, and accuracy. Writing characters in the lesson plan is the first step in implementing character education in social studies learning. Furthermore, the study looks at the initial activities, core activities, and closing activities in the lesson plan prepared by the teacher.

**Table 1.** Character values in Social Studies learning in class V SDN 1 Taman Cari

Stage	Activities Teacher	Activity Student	Mark Character
Activity beginning	The teacher says hello And praying, Teacher conditions students	Students respond to greetings And Pray Students condition themselves to be ready Study	Religious, responsibility
<b>Activity Core</b>			
Exploration	Fishing for questions to students	Responding to questions teacher with various answer	Creative
	The teacher plays a slide about students who smoke, homeless child, thief child, poverty Ciliwung River	Pay attention to the slides while asking questions related images.	Flavor want to know, tolerance, social care, love peace, care for the environment
	The teacher gives provocative statements and asks students to find solutions to social problems that arise in the class. slide	Responding to teacher questions and provide various solutions to problems the social	Igniting curiosity, social awareness, love peaceful, creative, responsible answer, care environment, hard work
Elaboration	Teacher using discussion method	Students have a discussion about material Which already shared by the teacher	Independent, responsibility, tolerance, creativity, Work hard
	Teacher invite groups to present without pointing certain groups	All groups scramble to perform more Formerly	Not quite enough answer, appreciate the achievements, independent, creative, Spirit
	The teacher asks the group Which others give feedback	Group others scramble to provide responses And question	Each other respect, responsibility
Confirmation	Teacher together Students give conclusions Teacher to praise all group performance	Student take turns giving conclusions	Independent, responsibility

Closing Activities	Teacher give moral message related with the theme that has been discussed by the students, the teacher provides encouragement so that student more active learning	Students listen well	Care, respect, independence, responsibility
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Observation social studies learning in VB class at SDN 1 Taman Cari, at stage preparation, the teacher has compile syllabus and lesson plans independent, with still referring to the guidelines owned by government. In the IPS RPP, it has listed values expected character. The teacher carries out three activity namely, activities beginning, core activities, and activities closing. In the activity beginning, listed that the teacher compiles and plans Plan Implementation Learning (RPP), as well as prepare facilities and infrastructure as support social studies learning.

Implementation Social studies learning for class VB at SDN 1 Taman Cari material presented is Theme 8 environment friend we. Based on results observation, activities the beginning of the teacher's work is stage preparation, teacher compiles syllabus and lesson plans with to list values expected character. On the material main Environment Our Friends, listed in Core Competencies: Analyzing role economy in effort to prosper life community in the field social and cultural for strengthen unity and oneness the Indonesian nation and the relationship with characteristics space, Serving results analysis about role economy in effort to prosper life community in the field social and cultural for strengthen unity and oneness nation. Writing character in the RPP, is step beginning for do implementation education character in IPS learning. Furthermore, the assessment see activity beginning, core activities, and activities closing in the lesson plan prepared by the teacher.

### 3.1.3 Obstacles Faced by Teachers

In implementation values Character in social studies learning according to class teacher VB SDN 1 Taman Cari, explains that in a way general in implement values character in learning No so difficult, because the teacher with easy to hook IPS material with values character in public.

Obstacles faced by teachers in the classroom is in determination mark attitude Still Not yet existence standard rules, meaning in give values, attitudes and behavior student Still Not yet maximum. Of course. just on teacher awareness and willingness in develop character and personality student as expected.

In social studies learning in class VB SDN 1 Taman Cari, the teacher did not feel difficulty for convey integrated social studies material with mark character. The teacher's constraints are in make Plan Implementation Character- based learning (RPP) Not yet find standard example from government. RPP character developed Now Still there are different formats, things That make confused teacher in making RPP. In addition, the obstacles faced by teachers in learning is an evaluation process or evaluation the attitude of each student which sometimes No documented by the teacher.

Frequent obstacles faced by the VB class teacher at SD N 1 Taman Cari is in matter evaluation of learning process, evaluation done by the teacher only just test written in a formal manner cognitive only. It should be There is evaluation attitude that is continuously carried out by teachers to see development behavior students. In addition, there are not yet existence maximum coordination between head school, teachers and also parents. Effective communication must done between various party especially with parents students, because parents also play a role develop character child.

## 3.2 Discussion

### 3.2.1 The Process of Implementing Character Education in Social Science Learning for Grade V at SD Negeri 1 Taman Cari, Purbolinggo District.

Based on the interview submitted by the researcher to the Principal of SD Negeri 1 Taman Cari regarding the integration and stages of implementation of character education on February 21, 2022, that:

"In addition to understanding the integration of character education into subjects, teachers also stated that character education can be carried out in two stages, namely: Exemplary behavior as the instillation of character education is understood as an effort by all school residents, especially the principal and teachers, to speak and behave in accordance with school norms and regulations. Habituation This stage is an effort to instill character values in an applicable, consistent, firm, and continuous manner to students. This stage is an effort to form student habits (behavior) so that there

is no contradiction between students' lives at school and at home. According to teachers, this stage is the most difficult, especially when it has to clash with conditions in the family and community where students socialize."

In addition, the researcher also submitted an interview to the Social Sciences subject teacher regarding the steps that have been taken by the teacher regarding character education as follows: "The steps that have been taken by the teacher are through habituation, for example when in the class there are several students who do not follow the rules (noisy, disturbing their friends, not paying attention, etc.) then the teacher directly reprimands them and gives directions to do good." The researcher then submitted another interview to the principal regarding the teacher's understanding of character education and whether only Social Studies subject teachers are required to instill character education during learning, as follows: "The two stages that the teacher understands as an effort to instill character education, prove that the teacher's understanding of instilling character education cannot be partial. Social character education at SD Negeri 1 Taman Cari must be carried out comprehensively and requires cooperation between the school community and the family. Character education should not only be the responsibility of the subjects of Religion, Civics, and Social Studies, but all elements of the school have an obligation to strive for character education at all times and opportunities."

So, in implementing character values in learning, especially in social studies, teachers must create several stages of learning. The stages of learning can be done in 3 steps, starting from the plan (planning) which is stated in the RPP, then do (do) from what has been planned and reflection (evaluation) from the learning results.

### **3.2.2 Methods Used in the Process of Implementing Character Education in Social Science Learning for Grade V at SDN 1 Taman Cari, Purbolinggo District.**

Based on interviews conducted by researchers with Social Sciences subject teachers on February 21, 2022 regarding the methods used by teachers in instilling Character Education, that:

"The methods used by teachers in instilling character values include three types. First, understanding. Students are taught to understand the intent and purpose of the values being studied. Understanding is the initial foundation for behavioral change, because without understanding the meaning of a character value, individuals cannot achieve the goals of the values being taught."

The method of instilling values with an understanding approach is in line with cognitive learning theory, namely learning accompanied by understanding as put forward by Wolfgang Kohler: According to Kohler, learning is a series of cognitive processes to achieve understanding (insight). What is meant by insight is understanding the connectivity between one part and another in a series of problems.

Cognitive learning theory, which is part of Gestalt theory, is a critique of its predecessor, behaviorism, which argues that human behavior is mechanistic following the law of cause and effect. Kohler argues that the basic core of behavioral change is understanding. According to him, it is impossible for individuals to change their behavior if they do not understand the intent and purpose of what they are learning. For example, when students learn the meaning of honesty, students must understand the definition of honesty and the purpose of behaving honestly, as well as the benefits and impacts for individuals and in interactions with others.

Second, repetition or habituation. Teachers accustom students to apply certain values based on the agreement that has been made. For example, teachers and students in one week apply "smile, greet, say hello", the following week apply discipline and cleanliness, and so on. The method applied is in accordance with the classical conditioning theory of behavioral change proposed by behaviorism figures, namely Ivan Pavlov and Edward Lee Thorndike.<sup>9</sup> The principle of classical conditioning is that new reflexes can be formed by presenting stimuli before the reflex occurs. In this study, the teacher delivered the agreed program. After the program was implemented, the teacher gave a "reward" (either in the form of praise or other gifts). The reward given by the teacher gave students the enthusiasm to continue applying the agreed values.

Third, role model. The third model is the instillation of character values through role modelling. Based on the data obtained, teachers do not only ask students to practice positive character values, but teachers must also practice them. The role model shown by teachers has a positive impact on strengthening the instillation of positive values in students. Role modelling creates student trust in teachers, and trust is the initial foundation for students to accept the materials taught by teachers. This finding is evidence of the effectiveness of the social learning theory pioneered by Albert Bandura. According to Smith & Berge<sup>10</sup>, teachers have an important role in building the character

of students. Teacher behaviors are part of learning; students not only see and listen to the material presented by the teacher, but also record all the teacher's movements. Teachers who appear with positive characters (such as friendly, empathetic, forgiving, and patient) will be easily accepted by students, and this acceptance has an impact on the effectiveness of learning and instilling character values.

From the three models, it can be concluded that, in the application of character values in schools, the three methods mutually reinforce each other. The foundation for learning is understanding the material being studied, then the material that has been understood is practiced repeatedly. In its application, teachers provide rewards for high-achieving behavior, and the rewards given will be a reinforcement of that behavior. Furthermore, the application of these values must be supported by the environment, including teachers and parents in the form of exemplary behavior.

Synergy between elements is very important for the implementation of character education in schools. Character education is not only applied to students, but must also be instilled in all components of the academic community in schools, such as principals, teachers, employees, to janitors and must even be included in the school's vision and mission which will then be explained in the learning materials.

According to the Principal of SD Negeri 1 Taman Cari in his interview that: In addition to being implemented in the school environment, parents should have realized character values at home even long before teachers teach them at school. According to them, parents are the first teachers in the lives of their children. Therefore, the main task of parents is to educate their children's character before the children enter the social environment. Parents cannot simply hand over the character education of their children to teachers at school, because before children go to school the main task of parents is to shape the character of their children. This educational behavior will be felt by the child, then strongly recorded in the memory which in turn the child will imitate the behavior of the parents in educating their sons and daughters.

### **3.2.3 Media Used in the Process of Implementing Character Education in Social Science Learning for Class V at SD Negeri 1 Taman Cari, Purbolinggo District**

Based on interviews with Social Sciences subject teachers, that:

#### **a. Posters as Character Education Media**

How to use posters for character education, namely:

##### **1) Used as Part of Teaching and Learning Activities**

In this case, posters are used as learning media, when educators explain the material to students or in the sense of during the teaching and learning process. Likewise, participants in learning the material use posters provided by educators. Posters used in the teaching and learning process must be relevant to the objectives and materials.

##### **2) Used Outside the Learning Activity Process**

The purpose of using posters here is to motivate children as awareness, invitation, propaganda or invitation to do something positive and instill social and religious values. In this case, posters are not used as learning media but are displayed in a room or outside a strategic room so that they are seen by students.

#### **b. Criteria for a Good Character Education Poster**

Learning posters in the world of education have a very important role during the learning process. Posters in order to support effective learning, teachers need to know about the criteria for the learning posters mentioned. Posters are not only important for conveying certain impressions but they are also able to influence and motivate the behavior of people who see them. The criteria for a good poster are:

##### **1) Simple**

In this case, what is meant by simple is that the poster is displayed without much writing, and is concise, limited to only important things. However, between the image and the writing must have a continuous meaning. Because the purpose of making the poster itself is so that those who see it know the meaning of the message conveyed by the poster and the message with the intention of capturing the attention of passers-by but long enough to plant a meaningful idea in their memory.

##### **2) Presenting one idea and to achieve a main goal.**

The purpose of conveying the message in the poster must be clear and focused according to the idea that has been created. So the message conveyed in the poster must not deviate from the original purpose.

- 3) Colored  
The colors used must attract the attention of those who see it and are designed according to the harmony between the image and the writing in the poster. Because the accuracy of determining the color greatly influences the beauty of the poster displayed.
- 4) The slogan is concise  
The choice of words used must be short, concise, clear and not long-winded so that poster readers can quickly understand the message conveyed by the poster.
- 5) The writing is clear  
The writing used is a simple, easy-to-read, and communicative form of writing. The writing used must be adjusted to the layout of the poster itself. In choosing colors, writing (large or small), background, and images must be right so that the writing in it can be read, do not cause ambiguous meaning in it so that there is no miss conception.
- 6) Motifs and designs vary  
So that the delivery of the poster is not boring. So the poster must be designed as creatively as possible so that it is always interesting for anyone who sees it.
- 7) Appropriate
- 8) The intended target in making the poster is for whom the poster is intended. Posters in learning are intended according to their level.

Poster selection techniques in character education, namely:

- 1) Referring to learning objectives  
Learning objectives are the main reference in creating a learning media, in this case a poster. Because a learning media must be in accordance with the desired learning objectives.
- 2) Pay attention to learning materials or content  
Learning materials or contents must be considered because this is what will become the content in a learning media. So that the expected learning objectives can be realized.
- 3) Pay attention to the learning strategies/methods used  
Learning strategies must also be considered, because inappropriate methods used will also affect the achievement of learning objectives.
- 4) Analyzing students  
Learning media must pay attention to students both in terms of physical (sensory function) to use the learning media. And the media must pay attention to the types of learning styles of students.
- 5) Taking into account supporting facilities and the surrounding environment.

In addition to referring to the above considerations, external factors also affect the procedures for using posters in learning. We must pay attention to whether the posters we will use can be supported by the facilities available at school. And teachers must also pay attention to the surrounding environment, whether the poster media is considered foreign or familiar media.

In the use of posters as a medium for character education, of course, it is inseparable from its advantages and disadvantages as with other learning media. The advantages of posters as a medium in learning are: (1) having such high dramatic power that it captivates and attracts attention; (2) stimulating learning motivation, posters can stimulate children to learn further and or want to know more about the essence of the message conveyed; (3) simple; (4) having broad meaning; (5) can be enjoyed individually and classically; (6) can be installed/attached anywhere, thus giving students the opportunity to learn and remember what they have learned; and (7) can suggest behavioral changes to students who see it.

The weaknesses in using posters as a medium for character education are: (1) it is very much influenced by the level of knowledge of the person who sees it; (2) because there is no detailed explanation, it can give rise to various interpretations and may be detrimental; (3) a poster will contain a lot of meaning for certain groups, but may also be uninteresting for other groups; and (4) if a poster is installed or stuck up for too long in one place, its value will decrease, and it will even bore the person who sees it.

#### 4. CONCLUSION

The implementation of character education in social studies has been going well, although not optimally. This is related to teachers' understanding of character education which is in accordance with the definition of character education according to the Center for Curriculum and Textbooks.

Character education is understood by teachers as an effort to instill moral values in students. However, in terms of implementation in learning activities, there are differences in integrating character values in social studies. However, the majority of teachers integrate character values spontaneously, incidentally (unplanned).

The teacher's obstacle is the lack of knowledge and competence in compiling character-based lesson plans. This triggers the less than optimal integration of character education in the implementation of learning activities. The next obstacle is poor communication between the school and parents. Often parents do not respond to feedback given by teachers to children in class. This affects the difficulty of teachers in measuring how much students' ability to absorb the character values taught in class.

The methods used by teachers in instilling character values include three types. First, understanding. Students are taught to understand the intent and purpose of the values being studied. Understanding is the initial foundation for behavioral change, because without understanding the meaning of a character value, individuals cannot achieve the goals of the values being taught. Second, repetition or habituation. Teachers accustom students to apply certain values based on the agreements that have been made. Third, role models. Teacher behaviors are part of learning, students not only see and listen to the material presented by the teacher, but also record all the movements of the teacher who appears with a positive character.

The media used by teachers in instilling character values is poster media. Choosing a good poster for character education will be very helpful in minimizing the dryness of character among young people. Posters have a very high dramatic power to captivate and attract attention. How to use posters for character education, namely: (1) used as part of teaching and learning activities; and (2) used outside the learning process.

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