

INTERNALIZATION OF EXAMPLE VALUES IN SOCIAL SCIENCE LEARNING

Agus Salam

Universitas Muhammadiyah Bima, Indonesia

Email : agussalamo808@gmail.com

Abstract

Exemplification in education is an effective method that most ensures success in preparing and forming students with noble character and morals. Social studies subjects are one of the fields of science taught in junior high schools. In relation to the internalization of exemplary values, this research will focus on Social Sciences subjects in an integrated manner. To teach exemplary values in social studies learning, of course it cannot be taught using a factual teaching approach (lecture), but appropriate approaches must be used so that students understand, appreciate and integrate the values of national character which will be integrated into competency standards and basic competencies in social studies subjects. In this case, social studies as a school subject not only develops theoretical values that prioritize logic and rationality, but also becomes a subject that can be used to develop other values. By providing conducive Social Sciences (IPS) learning conditions, it will enable students to be directly involved in learning as an effort to develop knowledge, values, attitudes, morals and social skills.

Keywords: Exemplary Values, Social Studies Learning

INTRODUCTION

Every educator who carries out the educational process must try to be a good role model for his students. With this example, it is hoped that students will copy and imitate everything that is good in the words and actions of the teacher as their educator. The application of exemplary values will provide a primary place for changing a person's behavior. The behavior in question is behavior that leads to a better life. In this regard, the Prophet Muhammad is the highest model whose morals can be imitated in behavior and is a good example for everyone who wants to seek guidance and goodness in life (Aziz, H., et al, 2019).

In formal education, exemplary figures are also very important to be realized, teachers as educators must be able to provide examples of good exemplary values in every behavior, no matter how small, both at school and at home, so that students will see and imitate what their teachers do. , especially at the elementary school level, students will be quicker to follow

every move of the people around them both at school and at home (Toha, S., & Tianah, I, 2024). This is because psychologically elementary school age children are children who are predisposed.

Exemplary values in a broad sense can be exemplified by teachers through having morals and behaving in everyday life, educational values color the interactions that occur between teachers and students, which in the learning process are directed towards achieving certain goals that have been formulated before teaching is carried out. Among these is by instilling exemplary values by carrying out moral and ethical development (Aris, A., & Wijaya, A. K, 2023).

Social studies subjects are one of the fields of science taught in junior high schools. In relation to the internalization of exemplary values, this research will focus on Social Sciences subjects in an integrated manner. To teach exemplary values in social studies learning, of course it cannot be taught using a factual teaching approach (lecture), but appropriate approaches must be used so that students understand, appreciate and integrate the values of national character which will be integrated into competency standards and basic competencies in social studies subjects (Hartono, Y, 2022).

In order for learning to be more meaningful or of high value, teachers can use methods that can integrate exemplary-based character values into it, apply learning techniques that help students find and determine a value that is considered good in facing the process through an existing value analysis process and embedded in students.

Also in agreement with the research of Arifin, J., & Susanto, H (2017) who stated that Social Sciences (IPS) is a subject that combines basic concepts from various social sciences which are prepared through educational and psychological approaches as well as their feasibility and meaningfulness for students. in his life. By providing contributions in the form of scientific concepts that are transformed into "knowledge" related to social life that students must learn. Therefore, in the context of character education, there are many character values that can be instilled through learning Social Sciences (IPS).

According to AKKUŞ, Z., et al (2022) the aim of learning Social Sciences (IPS) is to develop students' potential so that they are able to adapt to the surrounding environment, are sensitive to problems that occur in society and are able to overcome both those that happen to themselves and society and have a mental positive towards improving all existing inequalities. Therefore, Social Sciences (IPS) plays a very important role in students' social interactions

in order to shape character in developing potential that is beneficial for oneself, society, nation and state.

By providing conducive Social Sciences (IPS) learning conditions, it will enable students to be directly involved in learning as an effort to develop knowledge, values, attitudes, morals and social skills. Students are able to play a role in the dynamic life of modern society in order to welcome the era of globalization. In the end, the critical role that is happening now is able to form good citizens (Afrina, A., et al, 2021). So Social Learning Science (IPS) learning must be designed and implemented systematically to achieve these goals.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Study of Teacher Example

Teacher example is an act of cultivating morals carried out by someone who has a profession by respecting words, attitudes and behavior so that other people can imitate it, which is carried out by teachers for students. This is reinforced by Nurhuda, A., & Putri, Y. (2023) that teachers are the spearhead of change so that it is hoped that a strong generation will emerge for a nation or country from the touch of the hands of teachers. As stated by Mulyasa, E (2014), teacher example is an attitude that has a big influence on growth and development so that it functions to shape children's personalities in order to prepare and develop Human Resources (HR). Meanwhile, according to Robert, A., & Rogalski, J (2005) teacher examples are good things from teachers that should be imitated or imitated by students. Example has a big contribution in educating character.

The teacher's example in all his activities will be a mirror for his students so that the teacher prioritizes the action aspect in the form of real action rather than just talking without action. Zaslavsky, O., & Peled, I (1996) found that role modeling in education is an effective method that most ensures its success in preparing and forming students with character and noble morals. In Indonesia, there are several educational pathways that can

provide examples that students can emulate so that they grow into adults with character and noble morals.

In Law no. 20 of 2003 explains that formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education. In the formal education pathway, there are two dominant elements that can provide examples to students, namely the elements of educators and education staff. In carrying out their duties, educators and education personnel are obliged to set an example for students. If teachers often display disgraceful actions, for example lying, being rude, being arrogant, not respecting other people's opinions, then students will also imitate them. Therefore, teachers must really be able to provide examples that can be imitated by students.

According to Lingo, A. S., et al (2011), there are several teachers who find it difficult to implement exemplary behavior, because the teacher's own behavior cannot be imitated. For example, a teacher asks his students to read diligently, but the teacher does not have the habit of reading. This is the main problem faced by teachers in implementing example, because the capital of imitating students is that the teacher has to do it first. An important factor in educating lies in example. Exemplary is multidimensional, which means that it is exemplary in various aspects of life. Exemplary is not just about providing an example of doing something, but also involves various things that can be imitated, including habits that are exemplary examples. From the description above, it can be concluded that teacher example is a good thing from teachers who are the spearhead so that students are expected to become a strong generation for the nation through formal channels.

According to Lingo, A. S., et al (2011) explain that there are at least three elements so that someone can be emulated or become a role model, namely as follows:

1. Readiness to be assessed and evaluated

Readiness to be assessed means readiness to be a mirror both for oneself and for others. Conditions like this will have an impact on social life in society, because their words, attitudes and behavior will be in the spotlight and become an example.

2. Have minimum competency

Someone can be a role model if they have words, attitudes and behavior to emulate. Therefore, the competency in question is the minimum condition of speech, attitudes and behavior that must be possessed so that it can be a good mirror for oneself and others. For this reason, teachers must have

minimum competency as a teacher in order to grow and create role models, especially for their students.

3. Have moral integrity

Integrity is the existence of equality between what is said and what is done. The essence of integrity lies in the quality of *istiqomah*, namely in the form of commitment and consistency towards the profession one holds. The three opinions above have the same core that exemplary is commendable behavior that should be emulated by others, so it can be concluded that exemplary is an act of cultivating morals by respecting words, attitudes and behavior so that other people can imitate them based on 3 elements, namely being ready to be assessed and evaluated, has competence and moral integrity. If this has been implemented and accustomed to well from the start, it will have an important meaning in forming character as an educational teacher.

Teachers as Exemplary Models in Schools

A. Professional Educator

Basically referring to various sources, the definition of a teacher is as a professional educator with the main task of educating, teaching, guiding, directing, training and evaluating students. He is also someone who has dedicated himself to teaching a science, educating, directing and training his students to understand the knowledge taught (Darling-Hammond, L, 2012).

In this case, teachers not only teach formal education but also other education and can become role models for their students. Apart from that, teachers can be said to be role models who facilitate the knowledge process from learning resources to students (Schrum, L., & Levin, B. B, 2013).

Furthermore, teachers have the duty and responsibility to help students become people who have knowledge and become independent people. According to Ki Hajar Dewantara, teachers must be role models, models and mentors for students in realizing characterful behavior which includes thought, heart and feeling.

According to Ki Hadjar Dewantara, the concept of education applies the "Among System". This is the main attitude that a teacher must have, namely "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani". A motto that is very legendary to this day. The meaning of "Ing Ngarsa Sung Tuladha" is when you give an example in front of you. The

meaning of this first motto gives a teacher a direction of thinking that the teacher must be able to guide and set an example for his students, including their attitudes, actions and thought patterns. A good example from a teacher is believed to be able to encourage students to have good character that is in harmony with the norms and values that apply in society. The meaning of "Ing Madya Mangun Karsa" is when you are in the middle of providing encouragement or enlightening ideas. A teacher has the right and an important role in education, namely providing encouragement and stimulus to create initiatives and ideas within each student in the learning process. When students may experience confusion in the learning process, teachers can motivate and direct these students to stay on the right and correct path. The meaning of "Tut Wuri Handayani" is when the back gives a feeling of enthusiasm, encouragement, to try hard to move forward. Here, the teacher also applies a system of teasing to students. Can act as a parent who knows the good and bad situations of students. Can be a friend to talk to from heart to heart and be a friend to students. So that a feeling of comfort is present in the hearts of the students being served (Schrum, L., & Levin, B. B, 2013).

B. Teacher Example in Schools

As a figure who is admired and imitated, the teacher is the spearhead in the classroom. Teachers are models for students. Furthermore, every student expects their teacher to be a role model for them. A teacher should always think about his behavior, because everything he does is in the spotlight for the people around him. Every word and action must reflect good things, be pleasing to the eye and pleasant to hear. To shape the character of students who are good, polite and have character, a continuous role model from a teacher is needed. Both in the classroom and outside the classroom (Mangiante, E. M. S, 2011). For example, in the classroom the teacher can set an example in terms of dressing. Of course, dress according to neat and polite standards.

In relationships with students, teachers are expected to treat students without favoritism, speak softly, love all students with all their strengths and weaknesses. In principle, a teacher not only teaches science, but also sets an example for the development of students' character with noble morals (Block, C. C., & Mangieri, J. N, 2009).

As in the description above, learning from the expression "Ing Ngarsa sung Tuladha, Ing Madya Mangun Karsa, and Tut Wuri Handayani", is actually not just a mere verbal slogan. The three become one unit that is

intertwined as an educator's way of thinking and acting which is continuously lived. His mindset and pattern of action will always be used as an exemplary model in educational units that will always be eternal and will not be lost in the vortex of time.

The Importance of Values Education in Social Studies Learning

Social studies education and values education are like two sides of a coin. There are many opportunities to combine social studies and values learning (Levstik, L. S., & Tyson, C. A, 2010). What strategies can be used to implement values education in social studies learning? The question arises, where and how do we do values education? To clarify the answer above, we can look at the various statuses of value education, namely; (Bowen, H, 2018).

1. Values education as a study concentration

Values education as a study concentration is found in universities, such as postgraduate programs.

2. As a Moral and Religious Subject

Religious and moral subjects are part of values education.

3. As a rounding field of study

This concept is often found in universities with the terms grouping courses.

4. Value education in the integration program

Values education can be integrated or integrated into the subjects taught at school. This means that in learning the field of study, teachers always include values education in learning activities. The term imtaq learning, which is familiar to education practitioners in Indonesia, is a form of integration in learning. Learning in various subjects can be integrated with values education in Indonesia.

5. Value education in extracurricular programs

It is not enough for values education to be carried out only through formal learning in subjects. In fact, sometimes learning values in the classroom sometimes does not touch real values education. Values education can be done anywhere and in any situation. In extracurricular activities, very strategic value education programs can be developed.

6. Value education in hidden curriculum development

Hidden curriculum is a curriculum that develops naturally or is not specifically planned. Among the six approaches to values education mentioned above, numbers 2, 4, 5, and 6 are the most likely to be developed at the junior high school level. According to Heafner, T (2004),

the process of forming (and developing) values in students has five stages, including:

- a. Receiving (listening and receiving). In this case the child receives actively, meaning the child has chosen to then receive the value. So at this stage the child just accepts it.
- b. Responding (responding). At this stage children are starting to be willing to accept and respond actively. In this case there are three stages, namely obeying, being willing to respond, and being satisfied in responding.
- c. Valuing (giving value), at this stage children are starting to be able to build perceptions and beliefs related to the value they receive. At this stage there are three levels, namely: believing in the values received, feeling connected to the values believed in, and having an inner connection with the values received.
- d. Organization, where children begin to organize the value system they receive to be organized within themselves in the context of behavior.
- e. Characterization, or value characterization, is characterized by a person's dissatisfaction with organizing the value system he believes in in his life that is completely established, steady and consistent.

In values education we want awareness to emerge in implementing positive values and avoiding negative values. These positive values are: (Halstead, M, 2005) pious deeds, trustworthy, anticipatory, kind, hard working, civilized, brave to do right, brave to take risks, disciplined, open-hearted, gentle, faithful and devout, take the initiative , strong-willed, personable, far-sighted, modest, passionate, constructive, grateful, responsible, persistent, wise, intelligent, careful, democratic, dynamic, efficient, empathetic, persistent, frugal, sincere, honest, chivalrous, committed, cooperative, cosmopolitan (worldwide), creative, determined, straightforward, independent, humane, introspective, loves knowledge, respects other people's work, respects health, respects other people's opinions, respects time, patriotic, forgiving, generous, devoted, self-controlled , productive, diligent, friendly, a sense of beauty, a sense of affection, a sense of attachment, a sense of shame, a sense of belonging, a sense of self-confidence, willing to sacrifice, humble, patient, spirit of togetherness, loyal, mentally prepared, fair attitude, respect, reason, orderly, polite, sportsmanlike, moral, obedient to principles, fearful of guilt, tough,

trustworthy, steadfast, firm, persistent, true to promises, open, tenacious, and the like.

The negative values that should be avoided are; anti-risk, wasteful, lying, ill-judged, barbaric, cheating, careless, whiny, spiteful, selfish, slanderous, feudalistic, power-crazy, envious, broken promises, dirty, stubborn, treacherous, regional, stingy, ungrateful, consumptive, rude, tribal, cunning, self-forgetful, negligent, hypocritical, lazy, trivial, materialistic, easily trusting, class-oriented, easily influenced, easily tempted, low self-esteem, belittling, harassing, blaming, backbiting, indifferent, authoritarian, angry, vengeful, hater, pessimist, coward, scorner, destroyer, provocative, desperate, cheerful, arrogant, greedy, secular, arrogant, secretive, hasty, dependent, nonsense, petty, and the like (Alfaiz, A., et al 2017).

CONCLUSION

An educator's example has an influence on the surrounding environment and can provide quite a lot of color, especially for their students. Likewise in the environment where they live, even this example will be able to change the behavior of society in general. The figure of educational staff such as teachers or lecturers whose profession is attached to them wherever they are, so that the word "educator" is always used as an identity, both when carrying out activities related to the world of education and activities outside the realm of education. Social studies as a school subject not only develops theoretical values that prioritize logic and rationality, but is also a subject that can be used to develop other values. By providing conducive Social Sciences (IPS) learning conditions, it will enable students to be directly involved in learning as an effort to develop knowledge, values, attitudes, morals and social skills. Students are able to play a role in the dynamic life of modern society in order to welcome the era of globalization.

REFERENCES

- Afrina, A., Abbas, E. W., & Susanto, H. (2021). The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism. *The Innovation of Social Studies Journal*, 3(1), 1-8.
- AKKUŞ, Z., TURGUT, B. K., & CEVGER, F. (2022). EXAMINATION OF THE LITERARY GENRES IN SOCIAL STUDIES TEXTBOOKS IN TERMS OF LEARNING OBJECTIVES, CONTENT AND VALUES. *International Journal of Eurasian Education & Culture*, 7(18).

- Alfaiz, A., Rafiola, R. H., Hariko, R., & Zulfikar, Z. (2017). Condition and Shaping of Student Personality in Educational Process Through Transpersonal Psychology Perspective. In 3rd International Conference on Education and Training (ICET 2017) (pp. 1-4). Atlantis Press.
- Arifin, J., & Susanto, H. (2017). The Internalization of Multiculturalism Values through Literature Learning. In 1st International Conference on Social Sciences Education-" Multicultural Transformation in Education, Social Sciences and Wetland Environment"(ICSSE 2017) (pp. 167-169). Atlantis Press.
- Aris, A., & Wijaya, A. K. (2023). Internalization of Local Wisdom Values In Social Science Learning to Form Students' Character. *Edueksos Jurnal Pendidikan Sosial & Ekonomi*, 12(2).
- Aziz, H., Nursobah, A., Mahmud, M., & Mansyur, A. S. (2019). The Internalization of Islamic Values in Social Sciences Learning. In 3rd Asian Education Symposium (AES 2018) (pp. 275-279). Atlantis Press.
- Block, C. C., & Mangieri, J. N. (2009). Exemplary literacy teachers: What schools can do to promote success for all students. Guilford Press.
- Bowen, H. (2018). Investment in learning: The individual and social value of American higher education.
- Darling-Hammond, L. (2012). Powerful teacher education: Lessons from exemplary programs. John Wiley & Sons.
- Earley, M. A. (2014). A synthesis of the literature on research methods education. *Teaching in Higher Education*, 19(3), 242-253.
- Halstead, M. (2005). Values and values education in schools. In *Values in education and education in values* (pp. 3-14). Routledge.
- Hartono, Y. (2022). Scientific Approach in Learning History for the Internalization of Character Values. In 2nd International Conference on Education and Technology (ICETECH 2021) (pp. 179-184). Atlantis Press.
- Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary issues in technology and teacher education*, 4(1), 42-53.
- Levstik, L. S., & Tyson, C. A. (2010). *Handbook of research in social studies education*. Routledge.
- Lingo, A. S., Barton-Arwood, S. M., & Jolivette, K. (2011). Teachers working together: Improving learning outcomes in the inclusive classroom-

practical strategies and examples. *Teaching Exceptional Children*, 43(3), 6-13.

Mangiante, E. M. S. (2011). Teachers matter: Measures of teacher effectiveness in low-income minority schools. *Educational Assessment, Evaluation and Accountability*, 23, 41-63.

Mulyasa, E. (2014). *Pengembangan dan implementasi kurikulum 2013*.

Nurhuda, A., & Putri, Y. (2023). The Urgence of Teacher's Example for Student Education in School. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 250-257.

Robert, A., & Rogalski, J. (2005). A cross-analysis of the mathematics teacher's activity. An example in a French 10th-grade class. *Educational studies in mathematics*, 59, 269-298.

Schrump, L., & Levin, B. B. (2013). Preparing future teacher leaders: Lessons from exemplary school systems. *Journal of digital learning in teacher education*, 29(3), 97-103.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.

Toha, S., & Tianah, I. (2024). Internalization of Multiculturalism Values in Integrated Social Sciences Learning. *SOCIALE: International Journal of Social Studies*, 1(1 March), 132-143.

Zaslavsky, O., & Peled, I. (1996). Inhibiting factors in generating examples by mathematics teachers and student teachers: The case of binary operation. *Journal for research in Mathematics Education*, 27(1), 67-78.