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The Role of The Sociology Teacher in Implementing Character Education

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Abstract

The aim of the research is to analyze the role of sociology teachers in implementing character education through learning at school of Makassar. This type of research used descriptive qualitative research namely to analyze solutions to existing problems based on data, presenting data, analyzing and interpreting. Research informants were determined by purposive sampling technique consisting of the principal (curriculum section), Sociology teachers in grades X, XI, XII, and students who were registered as social studies students. Data collection techniques were observation, interviews and documentation. Data analysis techniques were data use, data reduction, data presentation and conclusion.The results showed that the role of the sociology teacher in implementing character education through learning was as follows; Inserting moral messages in learning that are associated with learning materials, Linking the material with social phenomena that exist in society, Applying learning models that can foster a sense of empathy, and responsibility, Providing exemplary for students such as arriving on time,

not smoking, throwing trash in its place and caring for others, Cooperating with guidance counseling and students' parents. As conclusion that character education can be implemented through learning in schools and sociology teachers have role in implementing character education.

Keywords: *Implementation, Sociology Teacher, Education, Character*

INTRODUCTION

Education is a deliberate and systematic effort to motivate, foster, assist, and guide a person to develop all his potential, so as to achieve a better self-quality (Bahri Syaiful Djamarah, 2010:34). Therefore, education emphasizes that teaching students about basic human values including honesty, kindness, generosity, courage, freedom, experience, and respect for others so that the purpose of educating children is the responsibility of normal and disciplined citizens so that become a generation of character through educational learning. Education is a conscious and planned effort to create a learning atmosphere and learning process for students (Sujarwo et al, 2019) to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. The educational process is an activity to mobilize all components of education by educators aimed at achieving educational goals. How the educational process is carried out will determine the quality of the results of achieving educational goals. The quality of the educational process is symptomatic in two aspects, namely the quality of the components and the quality of their management. These two aspects are mutually dependent on each other. Although the components are quite good, such as the availability of adequate infrastructure and costs, if it is not supported by reliable management, the achievement of objectives will not be achieved optimally. Likewise, if the management is good but in conditions of complete shortage, it will result in sub-optimal results.

Character education is currently the main discourse of national education in Indonesia. The life of the Indonesian people today, often the emergence of unwanted events, for example the occurrence of deviant behavior cause the lack of human moral behavior by taking various actions such as drug use, crime, which can harm society. For this reason, situation requires learning to instill effective character education values in schools. Character education as a genuine effort to help a person understand, care, and act on a core foundation of ethical values (Akhiruddin et al, 2021, Baehr, J. 2017, FitzSimons, E,

2015, and Narvaez, D., & Lapsley, D. 2014; Peterson, 2015). Character education is not enough to teach students to read, write, and count in schools. Then pass the exam and get a good job. However, schools must be able to educate students so that they can decide what is right and what is wrong. Schools also need to help parents to find the purpose of life for each student. Character values lessons do not only focus on the cognitive shutter, but also real experiences in the daily lives of students in society. The development of character education is basically to ensure that students can recognize and accept character values as their own and are responsible for the decisions that they make in the school environment. The development of character values can be integrated in each subject of learning. Learning materials related to norms or values in each subject need to be developed, linked, in the context of students' daily lives (Syamsul Kurniawan, 2017: 120).

The previous studies found that intellectual character education," which emphasizes the development of intellectual virtues like curiosity, open-mindedness, and intellectual courage, is an underexplored but especially promising approach in this context (Baehr, 2017). It is supported by the other study results demonstrate the complex interplay between students' personality traits, affect, school functioning, and achievement at school (Weber et al, 2016).

Based on the results of observations and the condition of students at school, it is found that there are many students who have deviant behavior such as they do not come to school on time, smoking, truancy, not doing assignments and phenomena of moral decline such as juvenile delinquency, promiscuity and other deviant behavior are happening among students. Adolescents, namely children, are now very easy to use oral language and rude expressions in their daily lives. Therefore, the teacher is a figure of a leader, the teacher is a figure who can shape the soul and character of students, the teacher has the power to shape and build the personality of students to become someone who is useful for religion, the homeland and the nation.

Thus, the role of the teacher as a profession requires teachers to develop their own professionalism in accordance with the development of science and technology, educating, teaching, and training students is the responsible of the teacher as a profession. The teacher's job as a leader means developing skills and applying them in life for the future of students. In addition, teachers must be able to place students as their second parents, by carrying out the tasks entrusted by the parents/guardians of students within a certain period of time. For this reason, it is necessary to understand the soul and character of students so that they can easily understand the soul and character of students as learning citizens who will gain learning experiences and show changes in behavior, where these changes are positive and last a long time (Akhiruddin, Sujarwo, 2021).

Character education is currently being intensively implemented in educational institutions included in this research. The purpose of the existence of character education itself, so that the educational institution produce graduates who have good achievement but also has a positive character that will be useful for the Indonesia. Character education in schools can be successful, it is necessary to have good cooperation between school members, from the principal to students who have their respective roles in the success of character education for future generations to the nation and state.

METHOD

This type of research used descriptive qualitative. Gunawan (2013:78) stated that descriptive qualitative research is research that seeks to find solutions to existing problems based on data, also presents data, analyzes and interprets. This research was conducted at SMA Negeri 13 Makassar, located on Jl. Tamangapa Raya III No. 37 Makassar. The informants of this study were determined by purposive sampling technique consisting of the principal or the curriculum section, sociology teachers in grades X, XI, XII, and students of SMAN 13 Makassar in grades X, XI, XII who were registered as social studies students.
Data collection techniques in qualitative research can be done by using natural conditions techniques, primary data sources, and more on participatory observation techniques, in-depth interviews and documentation (M Djunaidi Ghony et al, 2017:164). The data analysis technique in this study refers to the interactive technique by Miles and Haberman (Sugiyono, 2013), namely: data use, data reduction, data presentation and conclusion.

RESULTS AND DISCUSSION

Character education at SMA Negeri 13 Makassar did not stand alone but is integrated in every subject and activity in the school, such as in the ceremonial activities held on Monday to train students to love the homeland and discipline, sports to foster sportsmanship, scout activities to train independence. This is in accordance with the statement of vice principal of the curriculum of SMA Negeri 13 Makassar, while her statement is as follows.
"Character education does not stand alone, but is integrated in every subject and activity at SMA Negeri 13 Makassar. For example, in ceremonial activities there is character education that is tucked away, namely discipline, as well as in learning. -each more" (NS vice principal of curriculum 7 September 2021).
According to the statement, it can be seen that character education is integrated in every subject. So character education should also be integrated in sociology subjects because according to the vice principal of the curriculum of SMA Negeri 13 Makassar, character education can be carried out well if there is good cooperation between school members, especially teachers who communicate directly with students every day so that they are considered

more aware of student development. It's just the concrete form of the teacher's role varies depending on the subjects being taught.

Sociology teachers have a role in the implementation of character education in SMA Negeri 13 Makassar. The role is adjusted to the material presented. Sociology is a subject in high school that contains material about society. Based on the materials that already exist in the curriculum, it is found the characters who want to be instilled in students. In general, the character who wants to be formed through sociology subjects is contained in the syllabus and lesson plan. The characters who want to be instilled in students through sociology subjects as outlined in the lesson plan are as follows (a) creative (b) curiosity (c) care for the environment (d) democracy (e) friendly (f) tolerance (g) social care (h) peaceful love (i) discipline.

The characters is the most relevant to sociology lessons are social care, empathy and discipline. In terms of discipline, sociology teachers try to provide examples for on time in zoom learning so that they can provide examples for students. Sociology talks about how to live in society, it is hoped that students can place themselves and understand their rights and obligations when they are in society. The example given by the sociology teacher includes throwing garbage or rubbish in its place, coming on time, being socially concerned. Examples of social care are inviting other students to visit their friends who are sick, have takziah, do social services and so on.

Sociology teachers are very aware at SMA Negeri 13 Makassar that teachers are parents of students at school, and in order to make the implementation of character education successful, especially at SMA Negeri 13 Makassar, the things that are done based on the results of the research are as follows:

Inserting moral messages in learning that is associated with learning materials

The teacher's job is not only to teach but also to educate. In learning sociology, teachers never forget to insert moral messages, especially those are relevant to the material being taught. This was stated by Mrs. DA as a sociology teacher.

"Delivering a moral message is like the spearhead of character education. Even though there are actually many activities that can be done such as social services and others, as a subject teacher, it is most often done to convey moral messages before the core learning is carried out. She never get tired of reminding students because the moral messages conveyed are relevant to the material being taught" (DA, sociology teacher August 31, 2021).

Sociology talks about society, sociology teachers insert moral messages, especially in terms of placing themselves in society so they do not become community trash. At the age of high school children, it is a time when students start to move away from their parents because they are more comfortable with

friends so that the influence of peers in socializing is very large for students. Sociology teachers try to be good parents to students when they are in school. It is not boring to give advice to students with the aim of forming students who have character, character and will later become leaders of the nation. Students say that every teacher teaches, when learning takes place the teacher must insert a moral message, advising students to behave commendably. The following is a statement from one student.

"Often, Mam DA often advises us, especially how to place ourselves in society, but sometimes it is rare to really listen to her, heh... It's only when her friend is interesting to be heard and every meeting will first convey good messages so it's slow The sea of students and myself realize that what is neglected really needs to be implemented in everyday life." (AA X IPS 1, 7 September 2021).

Based on the results of the interview, it can be seen that the teacher often inserts a moral message but it is not effective because it is not noticed by the students but in the end students will heed these moral messages because other students reveal that teachers often advise in the learning process which directs how best to live in a good society according to applicable norms. (ZA XI IPS 2, 9 September 2021).

Linking material with social phenomena that exist in society

Linking material with existing social phenomena is one of the strategies used by teachers in learning sociology so that the learning objectives are achieved. Not only students understand the material presented, but students can also take lessons from phenomena that exist in society, where students can take positive things to apply in themselves and negative things in society are used as lessons so that they are not repeated. The following is the statement of Mrs. NM.

"Sociology talks about all the ins and outs of society, so it is very fitting if it is associated with social phenomena. So it is easier for students to understand it, besides that there are many social phenomena that can be used as learning, phenomena that are exemplary and phenomena that do not deserve to be exemplified. With students seeing and listen directly to the expectations of students who are aware of themselves, and can sort out appropriate and inappropriate behavior" (NM Teacher of Sociology, 27 August 2021).

It seems that social phenomena that exist in society can be used as a tool to shape character student card. Because experience is the best teacher, not necessarily from personal experience but can be from the experience of friends, relatives or other people's experiences.

What the teacher said was in accordance with the results of the observations and researcher interviews. When the researcher made observations, the teacher was giving examples of the phenomenon about covid 19, where how to use masks, their uses and when masks should be replaced, that's where students were invited to analyze and provide their respective input.

Applying a learning model that can foster a sense of Empathy and Responsibility

Learning models that can foster a sense of empathy and responsibility are discussions, cooperative learning models, observation and case studies in the community. The purpose of the application of learning methods is not only to make it easier for students to understand the material but also to train cooperative attitudes, student responsibility. Mrs NM as a teacher of sociology subjects said that:

"I use various methods not only so that students can easily understand the material, but through discussion, for example, students can learn to teach different opinions, cooperation and tolerance, that's one of my ways to help students character" (NM, Sociology Teacher, 27 August 2021).

The discussion method will involve many people to solve a problem and reach a conclusion. The conclusion requires students to be able to accept the opinions of others, be encouraged to accept the results of the discussion and work collaborativelyor to get a conclusion. Students can feel the benefits directly related to the formation of character in each of them. This is as expressed by the following IAH students.

"Teachers usually use the discussion method, lectures, I actually prefer discussions, sometimes there are differences of opinion, but instead, I can learn to respect differences, to be tolerant of friends who have different opinions" (IAH, class XII IPS 2 student, 10 September 2021).

Based on this opinion, it is known that the learning method is indeed one of the things that can be used as a tool to shape the character of students.

Providing role models for students, including coming on time, not smoking, throwing trash in its place, caring for others.

The teachers have good potential and are very dedicated in their respective fields of SMA Negeri 13 Makassar. In terms of example, discipline, punctuality in lessons and the neatness of the teachers of SMA Negeri 13 Makassar is good enough so that it can be used as an example to students of SMA Negeri 13 Makassar as explained below.

"The potential and learning interest of SMA Negeri 13 Makassar students is quite good. Some students use their study time quite well even during the current pandemic. The students of SMA Negeri 13 Makassar have good discipline and neatness. Although there are still those who are late and don't dress neatly, they always try until they finally heed it. Teaching and learning activities are held at SMA Negeri 13 Makassar starting at 07.00 until 13.30 WIT. So every teacher and employee will set an example for students, including arriving on time, not smoking, throwing trash in its place, caring for others, so this is an illustration made by teachers as an example to students at SMA Negeri 13 Makassar. On the other hand, If students have the need to leave school during

study hours, students are required to ask permission from the school through the subject teacher who is teaching. If there are students who violate school rules, they will be recorded in the student violation book and will be given points according to the violations that apply at school. (NS Vice Principle of Curriculum 7 September 2021).

The character is the most relevant to sociology lessons namely social care, empathy and discipline. In terms of exemplary and discipline, sociology teachers try to provide an overview for on time in zoom learning so that they can provide examples for their students. Sociology talks about how to live in society, it is hoped that students can place themselves and understand their rights and obligations when they are in society. The example given by the sociology teacher includes throwing garbage in its place, arriving on time, social care such as social care, namely inviting other students to visit friends who are sick, paying homage and doing social services. Discipline is a character that is expected to be embedded the students in the implementation of sociology lessons at SMA Negeri 13 Makassar.

Cooperating with guidance counseling and parents

Sociology teachers in addition to carrying out their teaching duties or responsible, also cooperate with guidance counseling to monitor the development and behavior of students at school. This is in accordance with what was expressed by Mrs DA as follows.

"If there are students who behave disgracefully or not commendably, for example, they are caught cheating, do not obey the rules, truant and so on, I immediately advise them and continue to convey them to BK (Counseling Guidance). I think it would be better if the school also knew and followed up. BK students, who knows, are more free or open in conveying the problems they are facing, if they repeatedly communicate directly with parents of students" (DA, Sociology Teacher, August 31, 2021).

Based on this statement, it can be seen that the collaboration between sociology teachers, BK and other peopleold well entwined. AH, one of the students said that he had entered BK because he was truant during sociology lessons because he was invited by a friend. This is evidence of the concern and concrete form of the participation of sociology teachers in carrying out character education.

There are various results of studies found that the outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. The promotion of character education should not just a leap service but has an action plan for practice. In order words, education policy should take the lead to actualize moral education. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives (Agboola et al, 2012). In line with the other result of study found that the development of

socialization skills and integration of character education are an important part of a child's academic success. Character education efforts may be effective when implemented rigorously and with a scientific foundation. Schools should focus on teaching character within the regular curriculum (Pala, 2011). This study was supporeted by the other result of study stated that the preoccupations of character education, the ways in which it is being implemented and, in particular, the ways children and young people are situated within these programmes (Jarome et al, 2019).

Furthermore, Character education does not exist in a vacuum; rather, it is woven into every topic in which instructors are involved. Teachers of sociology have a unique role to play in the implementation of character education in the classroom. Because these characteristics represent the material in sociology learning, the most relevant to sociology subjects are social care, empathy, and discipline.

CONCLUSION

Character education does not stand alone, but it is integrated in every subject that involves teachers. Sociology teachers have own role in implementing character education at school. The most relevant to sociology subjects are social care, empathy and discipline because these characters represent the material in sociology learning. In the lesson plan for sociology subjects, not only are these three characters listed, but the characters to be instilled in students through sociology learning are as follows; (a) Creative (b) Curiosity (c) Care for the environment (d) Democracy (e) Friendly (f) Tolerance (g) Social care (h) Love of peace (i) Discipline. This is stated in the Syllabus and Learning Implementation Plan (RPP). In order to realize and instill these characters through sociology learning, there are 5 (five) things that sociology teachers do as follows; (1) Inserting moral messages in learning that are associated with learning materials. (2) Linking the material with social phenomena that exist in society. (3) Applying a learning model that can foster a sense of empathy and responsibility. (4) Providing role models for students, which include arriving on time, not smoking, throwing trash in its place, caring for others and (5) Cooperating with BK (counseling guidance) and parents of students.

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