

Migrant Society as A Source of Character Value in Social Studies Learning

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Abstract: The approach used in this study is a qualitative approach. This study researcher used a case study research approach. With another meaning a case study is a research where researchers explore a certain phenomenon (case) in a time and activity and collect information in detail and in depth using various procedures for collecting data during a certain period. The research technique in this study used observation, interviews and documentation. Data reduction is carried out continuously during the research process. At this stage after the data has been sorted and then simplified, and data that is not needed is sorted to make it easy for appearance, presentation and to draw conclusions temporarily. The data is then sorted according to the group and arranged in accordance with technical categories to be displayed in harmony with the problems in the study, including temporary conclusions obtained at the time of reducing data. The results of this study are through identifying character values in migrant communities in Wonokromo RW 5 Surabaya, through activities that are contained in the community, namely routine activities and incidental activities so that there are 9 character values, namely: religious, harmony, cooperation, maintaining wealth national culture, love for the motherland, honesty, protecting the environment, friendship, empathy and solidarity.

Keywords: *Migrant Society, Character Value, Social Studies Learning*

INTRODUCTION

The current social phenomena that illustrate the existence of moral degradation are very worrying. Truth, honesty, justice help and affection have become very rare things found in the social life of today's young generation and are covered by deception, oppression, not caring about others, free sex and many other deviation acts. (Hanang, 2016)

Education is a conscious effort carried out by society, nation and state in developing in a person which includes three aspects, namely life attitude, outlook on life, and life skills. These three aspects can be done in schools, families and the environment. In implementing outside the school or the surrounding environment, a clear plan and program are needed in accordance with the guidelines and flexible implementation according to the needs and environmental conditions. For the implementation of education in the family carried out informally without standard and written guidelines. In the implementation of these three aspects, it can provide cultural heritage and character possessed by the nation and society to form a better young generation in the future. (Muta'alim, 2017).

The inheritance of cultural values and characters in Indonesian education must be in accordance with the national education goals written in Chapter I Article 1 of Act Number 20 of 2003 concerning the National Education System, which confirms that: "Education is a conscious and planned effort to realize the learning process and atmosphere learning so that students can actively develop their potential to have spiritual, religious, personality, intelligence, self-control, noble character, and skills needed by themselves, society, nation and state ". (Ministry of National Education, 2003)

Social studies education as part of learning for education in general has an important role in improving the quality of education. Specifically, social studies education also plays a role in making quality students, namely humans who are able to think critically, logically, creatively, and take the initiative in responding to the symptoms and social problems that occur in society caused by technological developments that have increased in the global era. Therefore, social studies learning should be able to develop various kinds of knowledge, attitudes, and skills. Social studies learning function to develop knowledge, attitudes, and basic skills to understand social reality and can solve problems faced by students in their daily lives and are able to develop basic skills that are useful for themselves and society (Isjoni, 2007).

The problem faced in social studies learning in schools is the lack of motivation in learning both teachers and students, where it has been embedded that social studies are memorization lessons, meaningless and boring, without a thing that can be directly felt by students. From problems like this a teacher must give something meaningful to the students.

Teachers in using learning resources must pay attention to certain criteria or guidelines to choose appropriate learning resources. This is so that the learning resources that have been chosen are appropriate and in accordance with the learning objectives, and if applied in learning (Pratowo, 2012).

The study in this research is also an attempt to fulfill the objectives of Social Sciences. According to *The Multi Consortium of Performance Based Teacher Education* in the United States in 1973, the objectives of Social Sciences Education are as follows (Gunawan, 2011): 1) Understanding and being able to use several structures from a discipline or interdisciplinary to be used as new data analysis material, 2) Knowing and being able to apply important social science concepts, generalizations, and theories to new situations and data, 3) Having skills in problem solving, apply it as a research technique and evaluation of information, 4) Able to use a higher way of thinking in accordance with the goals and assignments he gets.

Based on the objectives of the Social Studies Education described above, the researcher must be able to understand the basic concepts of the social sciences, then integrate these concepts through a multidisciplinary approach to obtain a holistic understanding of a phenomenon or problem problems that exist in the community. In relation to the topic of this research, the researcher will make the activities contained in the community a source of value that can be integrated into learning.

The community is a study that can be used as a source of social studies learning in schools. Social studies subjects are designed to develop knowledge, understanding and ability to analyze conditions and social problems that occur in society in entering dynamic community life. Social studies subjects are arranged in a comprehensive, systematic and integrated manner in the learning process and what is expected is success in life in society. With the use of learning resources it is expected that students will gain understanding.

The community who came in RW 5 in Wonokromo village had different cultures and characteristics so that the plurality was seen in their daily lifestyle and language. However, the differences in the community can blend and influence each other in the local general cultural atmosphere. People who come in the area are Madurese, Javanese and Sundanese people.

Pluralism is spread in various Wonokromo regions, especially in RW 5. They have long lived side by side and interacted with each other by using local general culture so that the creation of togetherness and harmony in a multicultural society. This is in accordance with the opinion of Soekanto (1990) is the result of good social interaction and dynamic social relations between communities both between relationships between individuals, groups and between individuals and groups.

Therefore, the researcher will see and analyze how the pattern of interaction between one community and the other community and how the implementation of community activities in the area, so that the researcher will identify what character values appear in the activities in the kelurahan Wonokromo RW 5.

METHOD

The approach used in this study is a qualitative approach. Bogdan and Taylor (in Moleong, 2009) define qualitative methods as research procedures that produce descriptive data in the form of oral from people and written words and behavior that can be observed. In this research, researchers used a case study research approach. Case study research according to John W. Creswell in his book *Qualitative Inquiry and Research Design: Choosing among Five Traditions* that a case study is an exploration of a system that is bound or a case from time to time through in-depth data collection and involving various rich sources of information in a context.

In determining the research subject, the researcher used the Purposive sampling method, because not all samples or research subjects had criteria according to what the author had determined. In the method of determining this sample the researcher made the subject of the study, namely the person who was considered the most knowledgeable or the most powerful, could be a public figure or an official. So that people can make it easier to get information on the social situation to be studied.

Data collection techniques in this study are: 1) Observations in this study there are two, namely initial observations conducted by researchers in determining the initial stages in research and researchers can determine what steps should be taken when starting to enter the real research. The second observation is observation when the researcher starts collecting data, which is about location settings, research subjects and the situation of migrant people, how they interact with others and how they live their daily lives so that a character emerges in society. 2) Interviews are used as data collection relating to the formulation of the problem in the study, which is to gather information about the life and activities found in migrant communities in Wonokromo RW 5 Surabaya. In the interview process, researchers place themselves as friends so that they can convey information naturally without any pressure or coercion. The interview used in this study was unstructured interviews. 3) Review documents, namely reviewing: literature on research on migrant communities, official documents in relation to character values in migrant communities, junior high school social

studies curriculum and related manuals, to obtain information about types, forms and procedures for the use of learning resources in accordance with social studies at school.

RESULTS AND DISCUSSION

Identification of the Characteristics of Migrant Society in Wonokromo Village

In this study, researchers identified the character values of migrant society in Wonokromo RW 5, identifying character values through community activities both routine and incidental activities. And this character value can be found and can be used as a source of character values in social studies learning in schools, especially class VII. Some of the findings that will be discussed in this chapter include: (1) The position of this research in scientific repertoire, which provides an explanation regarding understanding or disagreement with research regarding the character values possessed by everyone, especially in a society; (2) Explanation of the failure of several desired research objectives in the preparation of sources in social studies learning in accordance with existing basic competence (KD); (3) The challenge of this research is related to the theory used when the results of this study are used in social studies learning.

This research is in accordance with previous research conducted by Tan and Mahadir (2017), which in his study that Malaysian society is a multi-ethnic society so that the existence of moral education in schools can provide a basis for people to behave in the lives of their communities. Important values that arise in multi-ethnic societies include values of respect, mutual help, hard workers and caring. Likewise, the research conducted by Novia (2015) states that the character values found in the Kampar society derive from one of the cultures, namely the *Badongong* rhyme culture, namely the values of religious character, honesty, discipline, hard work, independence and curiosity. And the research conducted by A. Bessinova and D. Shormanbayeva who examined the Kazakh society (2014), that the character value possessed by the community was a lack of responsibility due to the existence of regional authority by the soviets who dominated for more than seventy years.

The similarity of this study with previous research is that everyone must have a character and so does the group of people commonly referred to as the society. The character that is found in society is that it arises because of the habits carried out in the society so that it becomes a culture of the community itself. And in their habit patterns their interactions contain character values that can be used as guidelines for human life.

CONCLUSION

The results of research on society as a source of character values in social studies learning in schools, it can be summarized as follows: Identifying character values in migrant communities in Wonokromo RW 5 Surabaya is through activities that are contained in the community, namely routine activities and incidental activities so that there are 9 character values, namely: religious, harmony, cooperation, maintaining the richness of the nation's culture, love for the motherland, honesty, protecting the environment, friendship, empathy and solidarity.

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