The Relationship between Values, Norms, and Morals in Forming National Character Through Social Studies Education

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Abstract

The goal is to understand how these elements work together to foster a strong ethical and moral foundation in students. Using a qualitative literature review method, this study analyzes academic findings to explore how values serve as life principles, norms provide a framework for behavior, and morals guide ethical decisions. The findings emphasize that social studies education is a strategic platform for integrating values, norms, and morals, enabling students to develop critical thinking, empathy, and social responsibility. By embedding these elements into the curriculum, students are equipped to face real-life challenges with integrity and adaptability. The study concludes that a holistic approach, integrating these three elements, is essential to building strong national character. Furthermore, the study identifies the need for contextual and active learning strategies, such as problem-based learning, to enhance the application and relevance of these concepts in the classroom environment. The novelty of this study lies in its comprehensive framework, which moves beyond traditional character education by emphasizing the dynamic interactions between values, norms, and morals. This approach provides a new perspective on social studies education as a transformative tool for building character. Future research is recommended to include empirical data through classroom experiments or case studies to validate the framework, ensure its effectiveness in real-world educational settings and further strengthen its practical implications.

Keywords: Character; Morals; Norms; Personality; Values

INTRODUCTION

Social Sciences education has a strategic role in shaping the character of the nation, accompanied by the role of values, norms, and morals that are the main foundation for the formation of individual personality (Hidayatulloh et al., 2024; Marasabessy et al., 2022) . The values reflected in Social Sciences education not only include historical and geographical knowledge, but also include social, cultural, and moral aspects that contribute significantly to shaping the character of society (Muhajir, 2022; Tohri et al., 2022).

The values instilled through social studies education cannot be separated from the norms and morals that exist in society (Birhan et al., 2021; Tohri et al., 2022). The close relationship between values, norms, and morals creates a strong foundation for developing a quality national character (Prahmana &

D'Ambrosio, 2020). Therefore, this article will dig deeper into how the values in social studies learning can shape the character of the nation through the integration of norms and morals in the educational process (Abbas et al., 2021; Santoso, 2021).

Social studies education does not only focus on transferring knowledge, but also aims to form individuals who have integrity, empathy, and social responsibility (Ahmad et al., 2023; Lukitoyo et al., 2023). In this context, values such as a sense of nationalism, a spirit of togetherness, and awareness of human rights are important foundations that need to be instilled in every social studies learning material (Sedwal, 2024). Through a deep understanding of these values, it is hoped that society can build strong and quality characters.

Social norms also participate in shaping the character of the nation through social studies education (Intania & Sutama, 2020; Wadu et al., 2021). By understanding the norms that apply in society, individuals can develop behavior that is in accordance with the values they adhere to. Social studies education becomes a forum for students to understand the norms that regulate social relations, so that they can become an active and positive part of society (Hidayah, 2021).

In addition, the moral aspect is also a crucial element in shaping the character of the nation (Suryanto et al., 2023). Social studies education can be an effective means of teaching moral values that contain decisions and actions (Qorib & Afandi, 2024). By integrating moral learning in the context of social studies material, it is hoped that students can understand the moral consequences of every choice they make (Saripudin et al., 2021).

The younger generation, especially students, are valuable assets in the future (Koohang et al., 2023). As an educated group, the younger generation who will become the heirs of the country must have national character (Fatmawati, 2021). Character is a set of values that become habits of life so that they become permanent qualities in a person (Hasanah et al., 2020). In relation to this, character is something that is very important to be fostered since childhood in elementary school learning (Zulela et al., 2022). Character education in the framework of Indonesian education is value education, namely education of noble values that originate from Indonesian culture.

There are subjects that serve as a forum for fostering the younger generation in character formation including social responsibility characters while studying social studies. This is because social studies is a learning that can train social skills, including skills to help social skills and learning skills (Dhar et al., 2021). In learning skills there are four parts including critical thinking, creativity, collaboration, and communication (Supena et al., 2021; Thornhill-Miller et al., 2023). These skills must of course be applied by students because with these skills students will be more trained in solving problems without emotion and selfishness.

Previous research conducted by Afrina et al., (2021) focused on how the use of historical knowledge in social studies learning can improve students' nationalism values. This approach emphasizes the importance of historical elements in building awareness of national identity. However, the current study broadens the scope by not only integrating historical values but also exploring the relationship between values, norms, and morals in shaping students' national character. The gap analysis lies in the shift in focus: previous research emphasized the cognitive aspect of nationalism through history, while the current study is more holistic, encompassing character formation through the dynamic interaction between values, norms, and morals in social studies education. This indicates the need for a more integrative approach to creating students with strong national character.

This study has novelty in a holistic approach that integrates these three elements as a foundation in the formation of student character. Different from previous studies that focused more on a single aspect, this study explores the synergy of values, norms, and morals to create a more comprehensive social studies education model. The urgency of this study lies in the challenges of globalization and technological developments that threaten the national values and morals of the younger generation. Without a structured and value-based educational approach, the risk of moral degradation and the fading of the spirit of nationalism is greater. This study is important to produce relevant and applicable learning strategies in forming a generation that not only has national insight but also a strong character based on solid values, norms, and morals.

By exploring the complex relationship between values, norms, and morals in the context of social studies education, this article aims to provide a deeper understanding of how social studies education can be a major force in shaping the character of the nation. Through a good understanding of this relationship, it is hoped that society can produce a generation that is not only intellectually intelligent, but also has a strong character and high morality.

RESEARCH METHODS

The research method used in this article is a literature study, which allows researchers to explore and analyze literature related to the relationship between values, norms, and morals on the formation of personality and character.

Research Design

This study applies a descriptive qualitative method with data collection techniques through literature review. The data collection process involves gathering and examining information or data regarding various findings found in relevant books, proposals, articles, and journals (Ganesha & Aithal, 2022; Mancosu & Vegetti, 2020). The collected data is then analyzed and organized narratively, efficiently utilizing both internal and external sources. This activity has limitations that focus solely on the production of articles, journals, and library collections, without involving field research.

Research Target/Subject

The object of the research or subject in this case is elementary school students who are studying social sciences. This aims to analyze the relationship between values, norms, and morality in shaping national character through social science education.

Research Procedure

Procedure included the identification of primary variables such as values, norms, morality, personality, and character. Researchers then conducted a literature search through academic databases, scientific journals, and other relevant sources of information (Birkle et al., 2020; Collins et al., 2021).

Picking articles was performed carefully by prioritizing quality and relevance to the research objectives. Each article was analyzed comprehensively, including its major findings and research methods used. Through the synthesis process, researchers compiled findings from selected literature, identified common patterns, differences, and contradictions in previous research results (Bouncken et al., 2021; Nedd et al., 2021). This article is built logically, starting from an introduction that presents the topic, followed by a discussion of literature findings until concluding with summaries of findings and guiding directions for further research (Karunarathna et al., 2024). The overall method aims to provide a profound understanding of how values, norms, and morality affect the formation of individual personalities and characters. In addition, authors also reviewed again the techniques of data collection.

Instruments, and Data Collection Techniques

The researcher conducts a literature search through academic databases and scientific journals to gather information relevant to the research topic (Carrera-Rivera et al., 2022). This includes careful selection of articles based on quality and relevance. The researcher also collects documents such as curricula, lesson plans, and student learning records to analyze how the teaching materials reflect social values and norms. After the data is collected, the researcher can use qualitative analysis techniques to identify common patterns, differences, and contradictions in the obtained data (Bouncken et al., 2021).

Data analysis technique

The analytical techniques used in this research involve several steps to understand the complexity of interactions between life values, social norms, and morality as well as their impact on individual psychological dimensions. Researchers conduct analyses on selected articles from literature and identify

relationships among primary variables such as values, social norms, morality, personality, and character (Hiebl, 2023).

They engage in a discussion of literary findings to interpret the results of these analyses. The researchers analyze main discoveries from chosen articles and elaborate them further. Subsequently, they perform a review of the methods employed for collecting data within those selected articles with the aim of ensuring that collected data is accurate and representative. If data has been gathered, the next step involves analyzing readings both from a pro-con perspective and related aspects discussed by each discovered finding.

RESULTS AND DISCUSSION
Understanding Values, Norms, Morals and Character

Values, norms, morals, and character are interrelated in shaping an individual's personality, where values serve as a guideline for life that reflects basic beliefs and principles, norms provide expected rules of behavior in society, and morals become an ethical guide that determines right or wrong actions. Character, which is a manifestation of internalized values and norms, reflects the integrity and consistency of an individual's behavior. In the context of Social Sciences education, a deep understanding of this relationship is essential to forming a generation that is not only academically intelligent but also has a strong character and high morality, so that it can contribute positively to society.

Values are abstract concepts that reflect basic beliefs or principles held by individuals or groups as guidelines for life. These values include views about what is considered right or wrong, good or bad, and provide direction for a person's behavior and decisions. Examples of values include honesty, responsibility, fairness, and compassion (Iksal et al., 2024).

Norms are rules or standards of behavior that are accepted and expected by a society. These norms provide guidelines for how individuals should behave within a group or culture. Norms can be formal, such as laws, or informal, such as unwritten social norms. Examples of social norms include speech etiquette, manners, and gender norms (Du et al., 2021).

Morals refer to ethical principles or standards that guide an individual's behavior in the context of their values. Morality involves considerations about the goodness or badness of actions, as well as the ethical consequences of choices made. Although often closely related to values, morals are more personal and determine what an individual considers right or wrong.

Character Refers to the inherent traits and behavioral patterns that shape a person's personality. Character reflects integrity, honesty, perseverance, and other qualities that define a person as an individual. The formation of character is often influenced by the values, norms, and morals that an individual adheres to during social interactions and personal development.

The interrelationship between values, norms, morals, and character forms the basis for the development of one's personality. Values, as a philosophical foundation, help guide individuals in making decisions and acting in accordance with their personal beliefs. Norms, as social rules, provide a framework for individuals to interact with society and maintain social cohesion. Morals, as ethical views, provide individuals with direction on what actions are considered right or wrong, creating a basis for moral judgment in decision making.

The importance of morals and values is seen in character formation. Character, as a manifestation of internalized values and norms, reflects integrity and consistency in individual behavior. Character formation not only includes positive aspects such as honesty and responsibility, but also includes the ability to adapt and act in accordance with the norms prevailing in society.

Overall, values, norms, morals, and character interact in a complex way to shape an individual's personality. Values and norms play a vital role in guiding social behavior, while morals and character provide the personal dimension that determines the integrity and quality of one's personality. Acknowledging and understanding these complex relationships is key to exploring their impact on

individuals and society as a whole. Thus, through a holistic study of values, norms, morals, and character, we can better understand how these interactions shape the essence of humanity and social interaction.

The Relationship Between Values, Norms and Morals in Forming Character Through Social Studies Learning

In exploring the relationship between values, norms, and morals in shaping character through learning Social Sciences, it is necessary to understand that the values instilled through IPS learning do not only cover aspects of historical and geographical knowledge, but also include social, cultural, and moral dimensions. The values conveyed through Social Sciences play a central role in shaping the character of students. Values such as a sense of nationalism, a spirit of togetherness, and awareness of human rights are important foundations that need to be instilled in every Social Sciences learning. A deep understanding of these values helps shape a strong identity and personality at the individual level, which in turn can contribute to the character of the nation as a whole.

In addition, social norms also play a significant role in shaping character through social studies learning. Social studies provides a platform to help students understand the norms that govern social relations in society. Through an understanding of these norms, individuals can develop behaviors that are in accordance with the values upheld in society. Social studies education serves as a means to equip students with knowledge of applicable norms, so that they can interact positively and make good contributions to social life.

While values and norms provide a framework, the moral dimension in social studies learning includes the ethical aspects and moral values that underlie every decision and action. Social studies education is an effective medium for teaching moral values, such as integrity, empathy, and social responsibility. By integrating moral learning into social studies material, it is hoped that students can understand the moral consequences of every choice they make, forming a character that is not only intellectually intelligent but also has a solid moral foundation.

Holistically, the relationship between values, norms, and morals in social studies learning becomes a strong foundation in shaping the character of the nation. Through instilled values, understanding of applicable norms, and learning moral values, students can become agents of positive change in society. Through active involvement in the social studies learning process, students can apply the values, norms, and morals learned in real-life situations. This process helps them internalize these values so that they can become an integral part of their character.

In addition, social studies learning also includes historical case studies, social controversies, and contemporary moral issues. By facing and discussing these complex issues, students can develop a deeper understanding of the meaning, norms, and morals in everyday life. This understanding is not only theoretical, but also related to practical experiences that shape students' attitudes and behavior in facing challenges in life.

Active learning methods, such as group discussions, simulations, and research projects, can be used to enhance students' understanding of how values, norms, and morals are interrelated and influence the formation of individual and collective character. The use of these methods can create a learning environment that allows students to think about and explore values more deeply, and understand the consequences of behavior that result from certain value and norm choices.

Thus, social studies learning not only provides a conceptual foundation, but also provides practical experiences that can shape the character of students as a whole. In this context, the relationship between values, norms, and morals becomes clearer and is manifested in real actions, forming a generation that is not only academically intelligent but also has a strong, ethical character, and is able to bring positive change to society

Differences Between Personality and Character According to Social Studies Learning

The difference between personality and character in the context of learning Social Sciences is an important aspect to understand. Personality Refers to a series of individual traits that include aspects such

as temperament, habits, and ways of thinking. Social Sciences learning plays a role in shaping personality by providing an in-depth understanding of the various social, historical, and geographical aspects that influence an individual's perception and attitude towards the world around them.

On the other hand, character refers to the values, norms, and morals that form the basis of an individual's integrity and ethical behavior. In the context of social studies learning, character is closely related to the understanding of social values, societal norms, and moral considerations applied in everyday life. Social studies learning not only explores factual information, but also teaches students to think about these values and apply them in everyday life.

Social studies learning shapes personality by providing broad insights into various cultures, history, and social realities. Through social studies exploration materials, students can develop a better understanding of individual and group differences, increase tolerance, and appreciate appreciation. Thus, social studies learning contributes to the development of a personality that is open, adaptive, and critical of differences.

Meanwhile, social studies learning also plays a key role in shaping character by instilling moral and ethical values. In the learning process, participants are invited to understand the moral consequences of decisions and actions, as well as how social values and norms can shape responsible and ethical characters. Thus, social studies learning builds character by forming a strong moral foundation that guides students' behavior.

Although personality and character are closely related, social studies learning makes a unique contribution to the development of both. Social studies learning shapes personality through a deep understanding of the world and society, while character is built through internalizing moral values and applying norms in everyday life. Therefore, social studies learning plays an integral role in shaping individuals who not only have diverse personalities, but also strong and ethical characters.

Social studies learning does not only provide information passively, but also encourages students to think, discuss, and apply the concepts learned in everyday life. In this context, interaction with social studies learning materials not only forms personality through knowledge and understanding, but also leads to character formation through real experience and action.

Social studies learning also allows students to recognize the social and global impacts of individual actions, opening up awareness of their responsibilities as members of society. For example, when studying the environmental impacts of economic decisions or social conflicts at the global level, students can internalize the values of social responsibility and justice. This not only forms a personality that cares about the environment and society, but also strengthens a responsible character.

In addition, social studies learning provides a platform to explore concepts such as justice, human rights, and democratic participation. Through a deep understanding of these values, students can develop characters that have a strong moral foundation, recognizing their rights and responsibilities as active citizens. This process strengthens social and political engagement, forming characters who are committed to the values of democracy and justice.

Thus, social studies learning is not only about digging up information, but also about forming individuals who have strong identities and characters. Through interaction with the concepts of values, norms, and morals in the context of social studies, students not only become individuals who understand the world around them, but also become responsible and ethical citizens.

Social Studies Learning Methods and Models

Learning methods are a way that educators use to implement learning plans. Social Studies education in elementary schools requires a variety of approaches to increase student understanding and engagement. Several learning methods can be applied, each with different advantages and disadvantages. Some methods commonly used in teaching IPS:

1. Lecture Method

   The lecture method is a way of delivering information orally by an instructor to students. Although effective for conveying a lot of information in a short time, the disadvantage of

this method is that it is one-way communication which can reduce student attention if it lasts too long.

2. Question and Answer Method
   This method involves interaction between instructor and students through questions and answers. This can stimulate critical thinking and help students understand the material better. However, its effectiveness depends on the quality of the questions asked.
3. Discussion Method
   Group discussions provide an opportunity for students to exchange ideas and opinions on a particular topic. This method can improve students' creativity and speaking skills, but it also requires sufficient time and can become unfocused if not managed properly.
4. Assignment Method
   In this method, the teacher gives students certain tasks to complete outside of class hours. This method encourages independence and a sense of responsibility, but can be less effective if not accompanied by adequate feedback from the teacher.
5. Role Playing Method
   This method gives students the opportunity to take on roles in certain situations, which helps them understand other people's perspectives and social values. This is an effective method for developing empathy, although it requires students' readiness to be actively involved.

In social studies learning, various models can be applied, one of which is the Problem-Based Learning (PBL) model. PBL presents problems to students and challenges them to actively learn and work collaboratively in finding solutions. This approach aims to enhance students' problem-solving skills by engaging them in real-world issues. The steps in implementing the PBL model include orienting students to the problem, organizing them for learning, guiding individual and group investigations, developing and presenting their findings, and finally analyzing and evaluating the problem-solving process. This structured approach fosters critical thinking, collaboration, and a deeper understanding of the subject matter.

Factors That Influence Character Building

There are many factors that influence in educating the character of students. One factor that can be mentioned is the quality of the school. The quality of the school can influence the instillation of values, norms and morals in students. The one who holds the quality of a school is the principal. Because, the principal is the one who understands the conditions and resources in his school the most.

The Principal has an important role in developing educational institutions, namely as a controller who is able to become a disciplined figure and will influence the growth and development of education both among educators and students. In this case, the role of the principal must be moved in such a way that it is in accordance with its role in improving education.

The principal can provide encouragement to educators or education personnel in improving education in order to gain new experiences to support the development of education quality. As a principal, he must be able to empower and invite all members of his school to jointly realize character education in his school.

Educators or teachers play a crucial role in facilitating the instillation of character values related to values, norms, and morals within the school environment. However, research on the relationship between values, norms, and morals in forming national character through social studies education has several shortcomings. First, the study employs a literature review method, which may limit the depth of analysis and overlook new perspectives or relevant empirical data, thereby affecting the validity and generalizability of the findings. Second, the discussion on values, norms, and morals tends to be generalized, lacking clear details on how each element is applied in the context of social studies education. Lastly, the absence of empirical data or concrete case studies to support the arguments weakens the research's ability to provide convincing conclusions and reflect real classroom conditions.

These gaps highlight the need for further research incorporating field data and practical applications to enhance its relevance and impact.

Previous research conducted by supports the results of this study by Sahira et al., (2022) emphasizing the role of social studies education as a strategic means in instilling national values in students. The findings of the study indicate that social studies education is able to build national character by integrating materials that foster awareness of national identity, tolerance, and love for the homeland. The study also highlights the importance of using a contextual approach in teaching these values, so that they are relevant to students' daily lives. This is in line with current research that expands the concept by adding dimensions of values, norms, and morals as integral components in the formation of national character, strengthening the argument that social studies education plays an important role in forming a generation with strong character and national insight.

A deep understanding of the relationship between values, norms, morals, personality, and character has significant meaning in various aspects of life, both at the individual and societal levels. Foreign values and norms have taken over Indonesia in the current era of globalization. As a result, the younger generation is experiencing erosion of existing values and norms. Therefore, we have a shared responsibility to safeguard the future of this nation's generation. To overcome this problem, it is important to instill values and norms in children in elementary schools so that they can become successors to the nation who have good character and principles.

Values, norms, and morals in shaping national character through social studies education can help students internalize noble values such as religious, nationalist, independent, mutual cooperation, critical thinking, and creativity. This increases individual integrity and is ready to face future challenges. The integration of moral and ethical values in every social studies learning emphasizes honesty, justice, and togetherness. They can apply the values, norms, and morals learned in real-life situations, helping students understand the moral consequences of every choice they make, forming characters that are not only intelligent but also have a solid moral foundation.

CONCLUSION

Overall, the discussion above illustrates the importance of learning Social Sciences (IPS) in shaping individual character and personality. Through the exploration of values, norms, and morals in the context of IPS learning, students can experience holistic development, not only in terms of knowledge but also in terms of character and personality. IPS learning not only provides a deep understanding of the world and society, but also involves students in reflecting on the values applied in everyday life. The relationship between values, norms, and morals is a strong foundation in shaping a personality that is open, adaptive, and critical of differences. This understanding helps students develop a personality that is responsive to existing social and cultural dynamics. In addition, social studies learning plays an important role in character building through the application of moral and ethical values. Teaching about the moral consequences of actions and decisions taken can help students build responsible and ethical characters. This process provides a solid moral foundation, guiding students' behavior in everyday life situations. Overall, social studies learning is not only about transferring knowledge, but also about forming individuals who are intellectually intelligent, have positive personalities, and responsible characters. By uniting values, norms, and morals in the context of social studies learning, the generation that is expected to become agents of positive change in society, brings good impacts not only to themselves but also to the progress of the nation as a whole. Further research is suggested to integrate empirical data through case studies or classroom experiments to test the effectiveness of applying values, norms, and morals in social studies education in shaping students' national character.

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