The Development of an Integrated Social Sciences Learning Model in Character Building of Junior High School Students in Banda Aceh

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Abstract

Character education is a vital aspect of junior high school education. This research aims to investigate the integrated social sciences learning practices to shape the character of students at the junior high school level. The research was conducted to introduce, develop, test, and find social sciences learning models suitable for building students' character. Employing the Research and Development(R&D) methodology, the research procedures in this study included preliminary study, model development, and model validation. To obtain the data, the researchers conducted pre-test and post-test, interviews, observations, and documentation at the four selected junior high schools in Banda Aceh. The qualitative data were then analyzed using the following stages: (1) data reduction, aimed at simplifying the data that has been collected; (2) data presentation; and (3) conclusion or verification. In addition, the effectiveness of changes in student character was analyzed using descriptive statistics of the pre-test and post-test. The findings of the study have shown that the learning models that could be applied in the integrated social sciences learning process were direct learning, cooperative learning, problem-based learning, contextual learning strategies, and wisdom-based learning. The model developed in this study was quite effective because the obtained scores were greater than >66.66%, namely 68.42%. There were changes in student character after the implementation of the wisdom-based learning model in integrated social sciences lessons. The development of a wisdom learning model in the integrated social sciences subject was effective in building student character. It is hoped that this study can contribute to the teaching of integrated social sciences learning at the junior high school level.

Keywords: *character building, learning model, integrated social sciences learning, junior high school, research and development.*

1. Introduction

Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (2) states that: "National education is education based on Pancasila and the 1945 Constitution which is rooted in religious values, Indonesian national culture and is responsive to demands of changing times." Thus, education is a conscious effort to prepare students through guidance and teaching activities. The definition of education is

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in line with the national education objectives stated in Law no. 20 of 2003 concerning the National Education System, in Chapter II Article 3. Furthermore, the law explains that education in Indonesia consists of formal, non-formal, and informal education. Formal education is a tiered educational path consisting of basic education (SD/equivalent and SMP/equivalent), secondary education (SMA/equivalent), and higher education (university).

Schools have the responsibility to carry out the goals of national education through developing knowledge and skills as well as forming the character of students, better known as character education. Character education in schools is an effort to produce the next generation who have character. With character education, students will gain provisions not only in science and technology but also in the form of good character. Character education involves all parties, namely the government, educational institutions, families, and society. Character education is now becoming a concern of all educational institutions in Indonesia, both formal, informal, and non-formal educational institutions. These three educational components must be integrated to create good character education practices through the learning process.

Learning is a system, which consists of various components comprehensively interconnected with each other. These components include objectives, materials, methods, and evaluation. Teachers must pay attention to these four components in selecting and determining the learning approaches and models. One of the sciences studied by students in the learning process at school is Social Sciences (IPS). The material contained in this lesson is varied. Social sciences at the Junior High School (SMP) level include the study of geography, economics, and history. All aspects of scientific study are combined into an integrated Social Sciences (IPS) subject unit. This social sciences lesson aims to develop the potential of students to be sensitive to social problems. Thus, social sciences subjects are a simplification of several other scientific disciplines presented systematically and comprehensively. It is integrated to achieve educational goals so that students can gain broad and in-depth knowledge and understanding.

One of the objectives of social sciences subjects at junior high school/equivalent level in Indonesia is to develop the student's awareness and concern for society and the environment. This is stated in Minister of National Education Regulation No. 22 of 2006. The goals will be easily achieved if teachers can package learning with an interesting learning model so that it will influence the formation of students' character. The learning model clearly describes the steps and activities that educators and students will carry out in the learning process. Several learning models can be applied in integrated social sciences learning in schools, including the inquiry training model, inductive thinking model, reasoning and problem-solving model, and group investigation model.

Nowadays, it can be seen that the behavior of high school-level students has experienced significant degradation. This can be seen from the students' activities in daily life which are far from the character values. For instance, many students use motorized vehicles and do not even comply with traffic rules. Another example is bullying which is often carried out by fellow students. Other deviant behaviors are often carried out by students such as truancy, cheating, being late for school, not doing assignments, playing with cell phones during the teaching and learning process, pornography, disobedience, drugs, alcohol, and so on. This indicates that the character education policy made by the government has not been implemented. This deviation in behavior originates from a moral crisis directly or indirectly related to education. The character crisis that the nation is currently experiencing is caused by damage to individuals in society that occurs collectively.

Therefore, faced with the various student problems above, the implementation of character education becomes increasingly urgent. The problem of shifting character values among the younger generation occurs because character values are not included in the learning process, including in integrated social sciences lessons. Learning based on

character education and sustainable development that includes values and insight has also not been widely implemented in education. These competencies are rarely given proper attention. Another problem in current learning is that educators do not innovate enough in learning. Teachers do not make enough effort to implement effective and creative learning models. As a result, the goals of learning are not achieved.

The same problem also occurs in several junior high schools in Banda Aceh. The integrated social sciences lessons are assumed to be unable to build students' character. There is also a lack of students' attention to these subjects. Learning activities are still carried out classically. Learning models tend to be observant and dominated by teacher-centric lectures. Students are not being involved in learning activities. They are just sitting, being quiet, listening, taking notes, and memorizing. As a result, they get bored quickly and become lazy about learning. To achieve the goals of education, a new atmosphere must be created in the learning process that can motivate students to take learning seriously. Among the important aspects of the learning process is the learning model during the teaching and learning process. This learning model must also contain the character values outlined in the RPP as a guide for teachers in carrying out teaching and learning activities. To obtain results from learning, especially in the formation of students' character, it is necessary to develop a learning model to accelerate the formation of students' character. Thus, the results of learning can be seen in the student's daily behavior. It is hoped that integrated social sciences lessons in junior high school can provide changes in the character of students.

Based on the explanation above, it is interesting for researchers to conduct further research on learning activities and offer the development of an integrated social sciences learning model to achieve educational goals to shape student character. The title of this research is "The Development of an Integrated Social Sciences Learning Model in Character Building of Junior High School Students in Banda Aceh." Based on the reality of shifting student character values which continue to be eroded by developments in time and technology which have been identified in the background above, the author formulates a problem formulation so that this research is more focused. The issues that will be discussed are:

1. What are the learning models that can be applied in the integrated social sciences learning process?

2. What is the integrated social sciences learning model that is effective in building student character at junior high schools in Banda Aceh?

3. How is the design and implementation of the wisdom-based learning model in integrated social sciences learning at junior high schools in Banda Aceh?

This research aims to look at integrated social sciences learning practices carried out at the junior high school level to build the character of students. Apart from that, research was conducted to introduce, develop, test, and find social sciences learning models that are suitable for building students' character.

2. Literature Review

2.1   Relevant Previous Research Results

Many studies have been conducted on the development of learning models and character formation. However, researchers have not found any work that comprehensively discusses the development of learning models in forming students' character. Baene & Lahagu (2023) have researched the application of the problem-solving learning model in improving student learning outcomes in integrated social sciences subjects. The results of teacher observations in the first semester reached an average of 62.49%. In the second semester, the teacher's ability to carry out the process of teaching increased to 87.49%.

The percentage of completion in semester I was around 61.53%, while the percentage of completion in semester II was around 84.61%. Research findings show that there has been an increase in student learning outcomes in the integrated social sciences class through the use of the problem-solving learning model.

Furthermore, research conducted by Laoli & Lahagu (2023) has shown that the learning outcomes at the end of the semester I were 63.441 (in the sufficient category), and at the end of semester II were 86.19 (in the good category). Furthermore, research conducted by Nadila, et al. (2023) has investigated the influence of the social inquiry learning model on students' creative thinking ability in integrated social sciences subjects. Research findings show that there is a difference between the social-inquiry learning model and students' creative learning ability in social sciences subjects. Tanjung, et al. (2023) investigated the project-based learning models in social sciences learning. The research results showed that the average scores obtained by students in cycles I and II were 62.75% and 72.25% respectively with a standard deviation of 9.5%. Because students' pedagogy towards the environment has improved, it has reached the expected level. Therefore, it can be concluded that a project-based education approach can improve students' environmental literacy. Then Maunah (2015) studied the implementation of character education in the formation of students' holistic personalities. It is said that the formation of children's character can be done through two strategies, namely internal school and external school. Apart from that, the school's internal strategy can be carried out through four pillars, namely teaching and learning activities in the classroom, daily activities in the form of school culture, habituation, co-curricular and extra-curricular.

Wibowo (2016) looked into the development of a local history learning model at the Madiun City High School. Based on various existing models, the researcher developed a model for presenting local historical information by creating learning media based on Madiun's local historical sites. The learning media based on local historical sites are then used in learning by the teacher. The teacher displays the media in learning. Students observe and pay attention to the content of the media. Next, students break into groups to discuss the learning material displayed in the media. Each group presents the results of their discussion in front of the class according to the topic they were assigned. After the presentation, other participants responded in the form of questions, asking for further explanation or adding new data and information that had not been revealed.

As for this research, when compared with books and previous research results, there are similarities regarding themes and character education in general. However, there is a significant difference. The focus of this research is on developing learning models to build the character of students at junior high schools in Banda Aceh.

2.2 Development of a Learning Model

In this research, the author wants to develop a learning model to achieve educational goals in character formation. There are several reasons why it is important to develop learning models, including a) effective learning models are very helpful in the learning process so that learning goals are more easily achieved, especially for character formation. Students; b) learning models can provide useful information for students in the learning process; c) variations in learning models can give students enthusiasm for learning; d) developing variety of learning models is very urgent because of the differences in characteristics, personalities, learning habits of students, e) the varying abilities of educators in using learning models, and f) to motivate educators to have a spirit of renewal so as not to be fixated on certain learning models in carrying out his profession.

Developing a learning model can be done through various approaches and using development models that have been applied by previous experts. A learning product developed will have a model from the hypothetical to the implementation level. A model is a description of objects, procedures, situations, or thoughts to design a learning

program. A learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve certain learning goals. Therefore, teachers who are also designers and implementers of learning activities must be able to understand learning models well so that learning can be carried out effectively and efficiently.

Arends (1977) states that the learning model refers to the learning approach that will be applied. There are four distinctive characteristics of the learning model proposed by Arends, namely: 1) theoretical rationale which is logical and originates from design; 2) basic ideas about the learning tasks to be achieved and how students learn to achieve these goals; 3) teacher activities necessary for the learning model to be implemented; and 4) the learning environment necessary to achieve learning objectives. The learning model is a guide for teachers in planning and implementing learning in the classroom. Regarding learning models, Joyce, Weil, and Calhoun (2004), there are four families/groups, namely: (1) the Information Processing Model Family; (2) the Personal Model Family; (3) the Social Model Family; (4) the Family of Behavioral System.

In this research, the integrated social sciences learning model in forming student character at junior high schools in Banda Aceh refers to the model put forward by Joyce, Weil, and Calhoun (2004). The aim is to obtain changes in behavior in the expected direction, both in the cognitive and social aspects. affective. Therefore, this model refers more to groups of behavior. There are several integrated social sciences learning models, namely: (1) Inquiry Training Learning Model. The inquiry training learning model emphasizes the process of searching for and finding your answers to problems given by the teacher. (2) VCT (Value Clarification Technique) Learning Model. (3) Reasoning and Problem-Solving Learning Model. According to September problem solving and decision-making strategies. (4) Discovery Learning Model. Discovery learning is a learning model developed based on a constructivist view. This model emphasizes the importance of understanding the structure or important ideas of a scientific discipline, through active student involvement in the learning process.

Table 1. Integrated Social Sciences Learning Model

(1)	(2)	(3)	(4)	(New Model)
Inquiry Training	VCT Learning Model	Reasoning and Problem Solving	Discovery Learning	Wisdom Based Model
The inquiry training learning model is designed to bring students directly involved in the scientific process. This model is effective for increasing understanding and critical	The VCT learning model is a value education technique that trains students to find, choose, analyze and help students take their own stance. existing research. This learning model is suitable for instilling	This learning model trains students to face various problems, both personal and individual or in groups, to be solved individually or together. Through this learning model it will produce understanding, critical and creative thinking skills, problem	The Discovery Learning learning model can increase students' individual ability to discover new knowledge, this model places more emphasis on students' direct experience and prioritizes the process rather than learning outcomes. Students are	The learning model developed is a Wisdom-Based Learning Model where the implementation is carried out in several stages, summarized as follows: 1. The teacher provides learning material and explains the material briefly. 2. Students are asked:

| thinking skills as well as forming students' skills in analyzing information. This learning model does not touch on aspects of students' character. | good values in students, including character values. However, because its application is difficult, this learning model is rarely used in the learning process. | solving abilities, communication skills, skills in using knowledge in students. This learning model also has little impact on the formation of students' character. | expected to be able to find and express their ideas regarding the material being studied, this model also focuses more on students' cognitive development. | - Understand the essence of learning.

 - Reflect on each event/story/character contained in the lesson material.

 - Students are assisted by the teacher in making details in the form of notes about good or bad character/attitudes contained in the learning material. |

2.3 Character Education

Character education consists of the two words education and character. Experts have provided many definitions of the challenge of education. Education is a conscious human effort to develop personality within and outside of school and last a lifetime. Meanwhile in Law Number 20 of 2003 concerning the national education system in Article 1 paragraph (1), it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. In essence, education is an effort to help humans develop all the potential they have (taste, body, and reason) to achieve success. Meanwhile, a character also has various meanings. According to the Language Center of the Ministry of National Education, a character is innate, heart, soul, personality, manners, behavior, and personality.

Character is the mental or moral strength of an individual. A person can be said to have character if he has succeeded in absorbing the values and beliefs desired by society's norms and using them as morals in his life. Character consists of three aspects, namely behavioral displays consisting of moral knowledge, morally based feelings, and morally based behavior. Character education is a conscious effort made by educators towards students to shape students' personalities. Character education teaches and shapes morals, ethics a sense of good culture, and noble character which fosters students' ability to make good and bad decisions and realize that goodness in everyday life. Character education is connected with every school plan, designed together with other community institutions, to directly and systematically shape the behavior of young people. Character education aims to correct students' negative behavior and instill good behavioral habits in students. Noble character (good character) includes knowledge about goodness (moral knowing) which gives rise to commitment to goodness (moral feeling) and ultimately actually doing good (moral behavior). Character refers to a series of knowledge (cognitive), attitudes, and motivations as well as behaviors and skills.

The implementation of character education in schools cannot be done independently, but rather by applying character values that form a universal unity in every lesson. Instilling character values in students requires a process, meaning that the results of implementing these character values are not immediately visible. It requires time and must be done consistently and continuously. The implementation of character education requires all aspects of the education unit at school, both in the classroom and outside the classroom such as extra-curricular activities. In short, the implementation of character education in schools can be done by (1) integrating values and ethics in subjects, (2) internalizing positive values instilled by all school members (principals, teachers, and parents), (3) habituation and training, (4) providing examples and role models, (5) creating an

atmosphere of character in schools, and (6) cultivating. The role of teachers in character education is to be exemplary, inspirators, motivators, and disseminators.

2.4   Wisdom-Based Learning Model

One effort that can be made to create a pleasant learning atmosphere is through learning models. A learning model can simply be interpreted as a framework that provides a systematic description to be used in carrying out learning. With a learning model, educators and students will be helped to achieve certain goals of learning. The learning model can also be understood as a learning approach in which there are plans and pathways used as guidance in planning learning in the classroom. The learning model aims to increase the effectiveness of learning. By creating effective learning the objectives of learning will be achieved optimally.

Among the goals of learning is the formation of students' character. Efforts to shape the character of students are a necessity that must be carried out in learning at school because schools also have the responsibility to shape the character of students. So far, the learning models applied in schools tend not to achieve maximum results in forming the character of students. Therefore this research seeks to present a learning model that is expected to be effectively used for building the character of students. This learning model is called the wisdom-based learning model.

Wisdom comes from the word wise. In the Big Indonesian Dictionary, it means always using one's reason (experience and knowledge), wise and sharp-minded, or also interpreted as clever and careful when experiencing difficulties, and so on. Meanwhile, wisdom means cleverness in using reason (experience and knowledge) or the ability to act when faced with difficulties and so on. The wisdom-based learning model is carried out using cognitive (mind) and emotional (heart) aspects. This concept was chosen because the goal to be achieved through this learning model is the formation of students' character. The wisdom-based learning model will apply a balanced pattern between the use of reason as a critical thinking tool and the heart to feel emotionally. For example, in applying learning material about independence, the teacher will provide material about the independence of the Republic of Indonesia. In the cognitive aspect, students gain knowledge about Indonesian independence. Then, the students' emotions through stimulus from educators reflect on how it was so difficult for the fighters to win independence, by in this way, the character of love for the country will be formed. So, through this wisdom learning model, students will form two intelligences at once, namely intellectual intelligence (cognitive) and emotional/heart intelligence (affective), this will later influence the students' character.

3. Research Methodology

Using qualitative and quantitative approaches (see Parjaman, T., & Akhmad, D., 2019), this research focused on developing learning models in integrated social sciences learning. After this research was carried out, an ideal learning model was applied in integrated social sciences learning to shape student character. The objects in this research were the integrated social sciences learning model, activities for building student character, and student character components. This research involved teachers and students from junior high schools in Banda Aceh that were represented by four junior high schools, namely SMP Negeri 11 Banda Aceh, SMP Negeri 3 Banda Aceh, SMP Negeri 17 Banda Aceh and Private Junior High School Dayah Terpadu Inshafuddin. This research was conducted in the odd semester of the 2021/2022 academic year

The method used in this research was Research and Development (R & D). Borg and Gall (1989: 626) define this method as "a process used to develop and validate educational products" which means a process used to develop and validate educational products. He also explained that product in the R&D method for educational research was not only

limited to material materials such as books, educational films, and others, but included matters related to procedures and processes such as teaching methods, methods of organizing learning, and also developing learning models. The product developed in this research was a learning model that could be used to shape student character. In learning, researchers also developed learning tools in the form of a Learning Implementation Plan (RPP) which would be a reference in carrying out the learning process using the learning model developed. The implementation was carried out in several stages, as follows: the teacher provided learning material and explained the material briefly. The students were then asked to understand the essence of the learning and reflected on each event/story/character contained in the lesson material. Students were then assisted by the teacher in making details in the form of notes about good or bad characters/attitudes contained in the learning material.

The data in this research were obtained using observations, interviews, and documentation. Observations were used to measure individual behavior or the process of an activity that could be observed. Observations were also used to see the learning process carried out by the teacher which included planning, implementation, and evaluation.. Interviews were conducted to obtain valid data by asking informants questions related to the problem being studied. The informants in question were the school principal, head of curriculum, teachers, and students.

The research procedures and steps used in this research were in accordance with those formulated by Sukmadinata (2007), namely preliminary study, model development, and model validation. In implementing this R & D method, this study used a preliminary study to observe social sciences learning practices carried out in schools and see the learning models applied. Then the results of this preliminary study were developed in certain conditions, then tested, revised, and tested again until finally the learning model was considered perfect for validation. For more details, the flow of research is presented in the following chart:
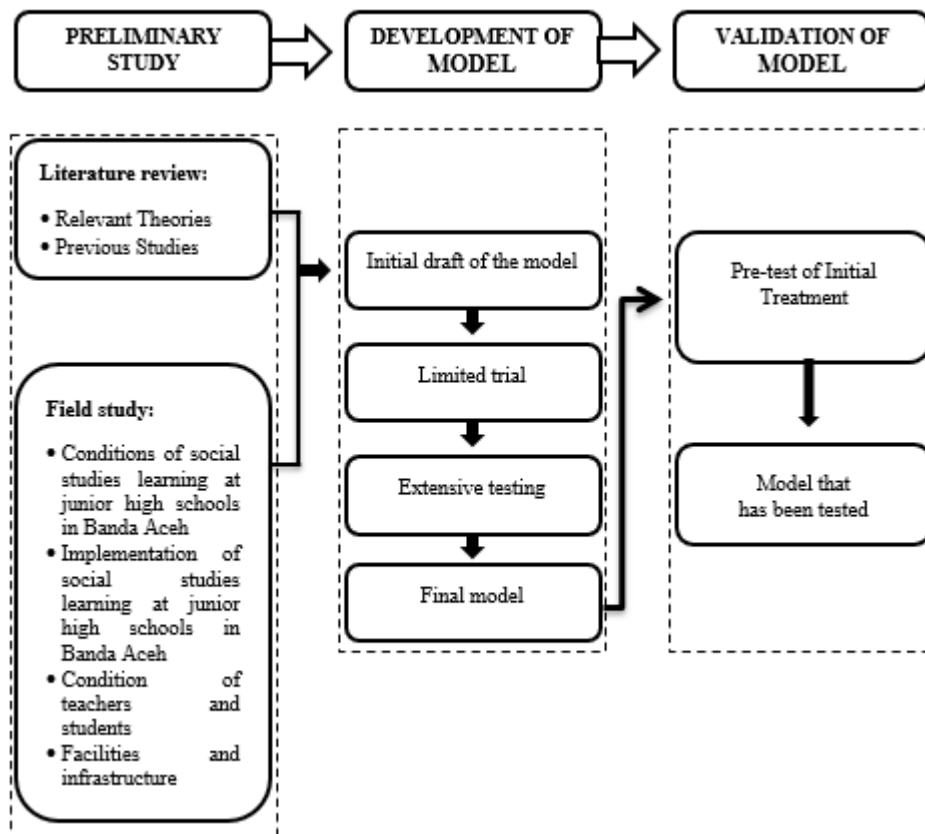

Figure 1. R&D research method procedures

Regarding data analysis techniques, the data in the research were presented using descriptive patterns. This research was carried out to systematically describe the facts and characteristics by observing the phenomena of the research subject. The findings of the research were then presented descriptively. Qualitative data analysis techniques were efforts made to work with data, organize data, sort data into manageable units, synthesize, search for and find patterns, discover what was important and what was learned, and decide what could be told to others (Moleong, 2002). The qualitative data analysis process was carried out through the following stages: (1) data reduction, aimed at simplifying the data that has been collected. Data reduction was in the form of summarizing, selecting the main things, focusing on the important things, looking for patterns, and then throwing away things that are unnecessary or unrelated to the research. (2) Data presentation was a collection of structured information that provides the possibility of drawing conclusions. (3) Conclusion or verification, was the final stage of qualitative data analysis. At this stage, the researcher expresses the conclusions drawn based on the data that has been reduced and presented previously.

To assess the character of students can be done using a questionnaire. The data used in analyzing student character is qualitative and quantitative data. Where the statements in the character questionnaire use negative and positive statements. Motivating students through questionnaires must first convert qualitative values into quantitative ones. Details of the character assessment questionnaire to assess student character can be seen in Appendix 1.

4. Results

4.1 Description of the Integrated Social Sciences Learning Model at Junior High Schools in Banda Aceh

Currently, educational institutions, both madrasas and schools, generally use the 2013 curriculum. The previous curriculum, namely KTSP (Education Unit Level Curriculum) did not focus on aspects of the character or affective domain of students, so learning was often criticized because it only focused on developing cognitive aspects or the intellectual abilities of participants. educate. The presence of the 2013 curriculum brought changes by including the affective or attitudinal domain as a learning objective. This is reflected in the formulation of content standards and competency standards which require that attitudinal and spiritual aspects be included in every learning activity. This policy is considered appropriate to shape the character of students.

From the results of observations made by researchers pre-research, generally the implementation of integrated social sciences learning at several junior high schools in Banda Aceh (which is the location of this dissertation research) still uses a learning model in the form of lectures, learning activities are still very much dominated by teachers (teacher-centered learning), while students only become listeners, students do not get the opportunity to be actively involved in the learning process. Learning like this will make students quickly bored and less enthusiastic so the learning results are far from what was expected.

Based on observations made by researchers, the implementation of Integrated Social Sciences learning at SMPN Banda Aceh can generally be said to be almost the same, learning is carried out in three stages, namely introduction, core activities, and closing. In the introductory session, teaching and learning activities begin with a greeting from the educator and students respond to the greeting, then continue with reading a study prayer together. After that, the teacher checks attendance and observes the attitude and condition of the students. After checking attendance is complete, some educators carry out question-and-answer activities with students about the material from the last meeting and

insight into the learning that will be carried out. Some educators go straight into the learning material that will be studied.

Entering the core activities in learning, in this core activity, as far as researchers observe, educators dominate the learning process by delivering lectures to provide detailed material information, after providing information, students write a summary of the material studied using a dictation system by the educator. When educators use an observing lecture model, students tend to feel bored, and the application of character values cannot even be applied. Learning can certainly be effective and meaningful when students can be actively involved in teaching and learning activities and educators can instill character values by relating the material studied.

Meanwhile, at the final or closing activity, educators very rarely reflect on the lessons they have learned, even when the bell signaling the end of class time rings, the teacher quickly ends the lesson, because if it is not ended, the students will no longer concentrate on the lesson, and the students will even be seen immediately pack his study devices into his bag.

Results of interviews with social sciences teachers at SMP 3 Negeri Banda Aceh

"Including character values in integrated social sciences learning is still very minimal. Here educators focus more on teaching material delivered through lectures and then giving assignments to students. The use of other methods in learning is still rarely done. "Some educators also do not carry out apperception during initial learning activities and do not convey the competencies and learning objectives that should be achieved during learning." (August 2022)

It can be seen that the character value in integrated social sciences learning is still lacking. Implementation of the learning model through lecture methods and assignments. The use of other methods in learning is still rarely done. Some educators also do not carry out apperception during initial learning activities and do not convey the competencies and learning objectives that should be achieved during learning.

When conducting observations, it was also found that educators carried out learning by first explaining the material and then asking students to read the material in the textbook. After that, the teacher asks students to work on the questions in the textbook. These activities are gradually repeated in the next session using the same method and classical learning model. The use of media by teachers is still very minimal. Learning is done by watching and tends to be one way, without any innovation and development in terms of the learning media used or models.

Researchers saw that educators did not prepare teaching aids that would be used in the integrated social sciences learning process. Props are needed to help educators explain lesson material so that students know real things by using real objects. Teaching aids are used not only to convey knowledge verbally but to act as a bridge when there is a communication gap between teachers and students. From this, it is known that educators do not vary enough in learning. Occasionally educators also punctuate learning by making jokes to relieve boredom and lighten the learning atmosphere, but these jokes are not related to the teaching material.

Occasionally teachers also use infocus and laptops as learning aids, educators show pictures related to the lesson material. When asked whether they had ever used other media, teachers in the integrated social sciences field generally admitted that they did not use much media in integrated social sciences learning. However, when asked again whether media was important, the teachers answered that media was very important because sometimes certain materials required media or tools other than textbooks. The following is an explanation of Mrs. Salimah's learning.

"In general, not all innovative methods can be applied in every class. Because each group of students has their characteristics, the bicycle method used must also be appropriate to the students' conditions. But usually, I use various kinds of Buk. "Sometimes the teacher explains it like a lecture, sometimes they also tell them to form Buk groups. After the teacher explains the material in the RPP, students are allowed to discuss the topics discussed in the LKS textbook and sometimes the teacher is also a student at SMPN 3 Banda Aceh" (August 2022)

Mrs. Salimah consistently uses a variety of lecture learning models. After the teacher explains the material in the lesson plan, students are allowed to discuss the topics discussed in the LKS textbook, and occasionally the teacher too. During the learning process, teachers use what is in the classroom as learning media, such as posters of heroes stuck on the classroom walls. Maybe this is the reason why social science lessons are less popular with students and tend to be considered boring.

It is hoped that the development of an integrated social sciences learning model that will be developed in this research can make students the center of learning (student-centered). This is in line with the opinion that learning is not a passive activity where knowledge is given by the teacher, but rather an active process of exploring, seeking, and discovering new experiences, as well as assimilating and linking existing components in learning so that learning becomes meaningful for students.

The school has been involved in building student character with several school programs that are directly related to learning. The following are the results of an interview with Qadarusmi, the principal of SMP Negeri 17 Banda Aceh,

"In our school, there are several programs that we carry out at school to build students' character, for example: read 10-20 verses of the Koran every morning before lessons start, with this we hope that children will have religious character and monotheism. Apart from that, every time it comes to prayer time, students are directed to join in congregational prayers and occasionally practice Duha prayers. There are also scout activities and other extracurricular activities, all of which are held to shape student character." (10 August 2022)

He said: there are several programs in schools to build students' character, for example: read 10-20 verses of the Koran every morning before lessons start, with this it is hoped that children will have religious character and monotheism. Apart from that, every time it comes to prayer time, students are directed to join in congregational prayers and occasionally practice Duha prayers. There are also scout activities and other extracurricular activities, all of which are held to shape student character. Next, the deputy head of curriculum for SMP Negeri 3 Banda Aceh, Kumad, explained student character formation, namely

"At early-year learning planning meetings, it is often discussed that learning for each subject needs to be emphasized in efforts to build student character both in class and outside of class. Also student activities, both extracurricular and intracurricular, such as scout movements, cleanliness and environmental care movements, social and religious activities, and also activities related to subject learning. This is directed at efforts to emphasize the formation of student character." (September 13, 2022.)

So it can be seen that at SMP Negeri 3 Banda Aceh, at the beginning of the year learning planning meeting, learning for each subject is often discussed. This needs to be emphasized in efforts to build student character both in class and outside of class.

Based on the results of observations and interviews as the researcher has described above, it can be concluded that integrated social sciences learning in junior high schools in Banda Aceh as long as it does not use the social sciences learning model is carried out using the lecture method and educators as the learning center, learning like this is

certainly less effective in achieving One of the learning objectives is to shape student character.

4.2 Effective Integrated Social Sciences Learning Model in Junior High Schools in Banda Aceh

Before conducting the research, observations were made at the school to see the situation and conditions, and consulted with the integrated social sciences teacher regarding the students who would be used as research subjects. Next, the researcher collected data using the Student Worksheet (LKPD) instrument which consisted of student observations during learning, teacher observations during learning, conducting pretests, posttests, and Learning Implementation Plans (RPP).

Character formation conveyed through the learning model can be identified through three activities carried out by educators, namely planning, implementation, and assessment. Based on the planning carried out by educators by preparing learning implementation plans (RPP) which contain various learning models and methods. Learning models and methods are chosen to suit the objectives and material to be taught. The aim of choosing the right method for the material to be taught is so that the learning objectives can be achieved as expected. However, sometimes learning models and methods are only included in the RPP, and are not implemented when learning takes place.

An effective way to implement character formation is by integrating character values into every lesson to make students aware of the importance of these values and internalizing them into daily behavior. This can be done either through the learning process in the classroom. or outside the classroom. because basically, learning activities do not only aim for students to master the targeted material, but to recognize, realize, and internalize character values and turn them into behavior.

Another important and basic component that must be considered in forming students' character during the learning process at school is the quality of relationships between the school community. For example, relationships in the classroom, especially personal relationships between teachers and students and between students themselves. The relationship between class members is very important for the success of character formation in learning.

On the first day of the research, the researcher did not carry out full-scale learning activities; instead, it only carried out an initial test (pre-test) on students. The pre-test was carried out at SMP 3 Negeri Banda Aceh on Monday 08-08-2022, then at SMP 11 Negeri Banda Aceh on Monday 05-09-2022, at SMP 11 Negeri Banda Aceh on Monday 19-09 -2022, and at Insafuddin Junior High School Banda Aceh it will also be held on Monday 10-03-2022. The test was carried out during 40 minutes of classroom teaching. The results of the pre-test scores can be seen in Appendix 2. From the results of the pre-test conducted in 4 junior high schools in Banda Aceh, it can be seen that the highest score was 75 the lowest score was 59 and the average score obtained was 69. Activities after pre test were the implementation of the model.

1) Design Stage

The researcher prepared several aspects at this stage, namely the Learning Implementation Plan (RPP), Student Worksheet (LKPD I), Cycle I Test, student activity observation sheet, and teacher activity observation sheet for managing learning with a wisdom model that has been validated by the lecturer and integrated social sciences teacher at junior high school level.

2) Implementation Stage

The wisdom learning model in the first cycle of integrated social sciences subjects was carried out on Wednesday/10-08-2022 SMP 3 Negeri Banda Aceh, Wednesday/07-09-2022 SMP 11 Negeri Banda Aceh, Wednesday/21-09-2022 SMP 17 Negeri Banda Aceh,

and Wednesday/05-10-2022 SMP Insafuddin Banda Aceh 1st/2nd hour, and material presented on the Life of Indonesian Society in the Pre-Literacy, Hindu-Buddhist and Islamic Periods. In this study, the researcher himself acted as an integrated social sciences subject teacher. Learning activities were divided into three stages, namely initial activities, core activities, and final activities.

During the learning process, students together with the teacher conveyed greetings and prayed, then the teacher provided motivation by explaining the importance of knowing the history of the Indonesian nation. The teacher motivated the students by explaining the importance of knowing the history of the Indonesian nation. Most of the students were in a sitting position and listened carefully. Next, in the core activity, the teacher briefly conveyed material about human life in the preliterate period. The teacher asked students to understand the material explained. Then the teacher asked questions to test students' understanding.

At this stage, the students were still active, only 4 people asked questions and most of the others sat quietly. Then the teacher explained and the students reflected on the characters and events in the material of human life during the preliterate period and broadcast it on the PowerPoint slot which the teacher displayed via a character image projector. and videos of human life in preliterate times. Then students were asked to compare human life in preliterate times with today. Students were asked to reflect on the attitudes, character, and struggles of the characters contained in the material.

Then the students were asked to make a summary of the lesson material. They were also asked to make a summary of the character values of the characters contained in the material which had been broadcasted via a projector. The teacher then asked several students to present the summary results to the front. Students developed each character value found in the characters in the material according to what was understood. At the end, the teacher and students concluded the lesson, then the teacher gave additional assignments (PR). The teacher closed the lesson, according to the RPP plan that had been prepared. The following are the results of reflections from the implementation of the learning model.

Table 2. Reflection results of learning model

Weakness of Action	Improvement
Students' ability to understand the questions asked by the teacher was quite low. Only a few students could answer the questions asked by the teacher.	Inform students about the material that will be studied at upcoming meetings and provide reading materials to help them learn and understand the material
During the learning process, only certain students dare to raise questions or opinions.	The teacher provides encouragement and motivation to students to ask questions if there is something difficult to understand or vice versa to answer questions asked by the teacher.
Several groups had difficulty understanding the LKS and during discussions. Some students did not participate in answering questions about the LKS.	The teacher should supervise each group's discussion, provide support to groups that have difficulty answering questions, and provide advice to students who do not participate in group activities.
During the presentation of group work results, students from other groups did not ask questions or respond to the results that had been presented by the group as a whole.	The teacher must give responsibility to each group to ask questions and provide responses and continue to motivate students to dare to express their opinions.

3)   Observation stage

a)   Observing Teacher Activities

Observation of teachers in carrying out integrated social sciences learning activities using the policy model that had been designed in the RPP. The focus of observation was divided into three categories: initial, core, and closing activities. It was based on the percentage of teacher activity scores in carrying out integrated social sciences lessons using the wisdom model, both in terms of teacher ability in preliminary activities, teacher ability in core activities, and teacher ability in closing learning activities. It was conducted in four junior high schools in Banda Aceh and observed using the criteria assessment 80% <P ≤ 90% = Good

b)   Student Learning Results

The following is the distribution of scores obtained after carrying out the post-test, which can be seen in Appendix 2. From the post-test results, it can be seen that the distribution of students' scores after implementing the wisdom learning model showed an increase in student scores, this can be seen in the post-test scores carried out. The average post-test score obtained by students was 92, with the highest score being 98 and the lowest score being 75, which is above the required KKM score of 75. Next, the researchers assessed the teacher's ability to implement the wisdom-based learning model which was said to be effective because the scores obtained from each aspect which is considered to be in the good category.

c)   Effectiveness of Changes in Student Character

It was based on the results of testing the integrated social sciences learning model using a wisdom-based model on students in four locations, namely at SMP Negeri 3 Banda Aceh, SMP Negeri 11 Banda Aceh, SMP Negeri 17 Banda Aceh and SMP Inshafuddin Banda Aceh which were implemented from August to October 2022 with a total number of students tested on the development model of 120 students, with each school tested as many as 30 students. The scores of the pre-test and post-test obtained are as follows:

The formula for the effectiveness of character changes as follows:

$$EPK\Sigma = \frac{Ps - Pr}{N\,t\,Q\text{-}Pr} \times 100\,\%$$

Notes:

EPK^{Σ}	= Effectiveness of character change
Ps	= Post-test scores
Pr	= Pre-test scores
N	= Number of respondents
T	= Maximum score value
Q	= Number of questions

Results:

ΣPs	= 12.980
ΣPr	= 9.903
N	= 120
T	= 4

Q   = 30

$$EP = \frac{12.980 - 9.903}{120 \times 4 \times 30 - 9.903} \times 100\%$$

$$EP = \frac{3.077}{14.400 - 9.903} \times 100\%$$

$$EP = \frac{3.077}{4.497} \times 100\%$$

EP = <u>68,42 %</u>

Table 3. Character Change Effectiveness Category

Scale	Category
< 33,33%	Less effective
33,33% - 66,66%	Fairly effective
>66,66%	Very effective

Based on the obtained model development test scores, the model developed is quite effective because the obtained scores are greater than >66.66%, namely 68.42%. It can be seen that there has been a change in student character after implementing the integrated social sciences learning development model at junior high schools in Banda Aceh.

4.3   Wisdom Learning Model in Building Student Character

Previously, researchers explained that the learning process in junior high schools in Banda Aceh, especially in social sciences subjects, is still predominantly carried out using a teacher-centered learning pattern so that the formation of student character as one of the goals of social sciences lessons and educational goals cannot be achieved optimally. For this reason, the researcher felt the need to design a learning model that was expected to help shape students' character through social sciences learning. Finally, the researcher developed a new learning model, namely a wisdom-based integrated social sciences learning model.

The researcher also analyzed the learning model needed to improve student character, after that, the researcher designed a learning model that could be used in learning to improve student character. This research and development creates a product in the form of a learning model that aims to improve students' character. This research and development is also a form of innovation to provide alternative learning models so that they can be used by educators in integrated social sciences learning. So, successful innovation is an innovation that is created and then implemented at the point of need, with attention to quality, effectiveness, and efficiency. It is hoped that this model can make a positive contribution to improving the quality of learning in shaping student character, especially in integrated social sciences subjects.

The wisdom-based moral learning model is an effort to improve students' character through the student's knowledge and awareness, not through coercion or punishment from teachers, parents, or other people. Learning with the wisdom model is carried out so that students have a good understanding of good and bad characters and can analyze the impact of these character choices. The effect of this learning is that students tend to be independent in making character choices, different from punishment, the choice of character by students is influenced by other factors so that when there is no one to punish them, students do not behave with their proper character. This means that character values are not embedded in students and become behavior but only as an image for fear of being punished. Through this learning model, students are expected to prioritize their wisdom in choosing the right attitudes and actions. Students' wisdom is a factor that influences their character choices. Whether a character's choices are good or bad depends on their discretion.

Referring to the development steps developed by Borg and Gall, this research went through several stages including the exploration stage, model development stage, model testing stage, and dissemination. Below the author will explain each stage as follows:

1)   Exploration Stage

The exploration stage was the initial research activity carried out systematically to look at learning problems, the role of teachers, and other contexts that are related to research. At this stage, the researchers identified the problems of integrated social sciences learning at junior high schools in Banda Aceh. This process was carried out by directly observing the social sciences learning activities carried out at junior high schools in Banda Aceh and identifying students' characters when taking lessons in class and when outside the classroom. Data collection at this stage was carried out using interview and observation techniques.

"The aim of character education is to help students become good individuals. Systematic and practical education is to help students understand, learn and grow with good personalities and the current curriculum that is applied is character values. "In this way, students will be able to develop into individuals who are not only beneficial for themselves but also for their families, communities and countries" (September 13, 2022.)

The results of interviews with social sciences teachers conducted by researchers has shown that teachers already understand character education and the importance of forming students' character. Teachers also know that one of the demands of the current curriculum is to apply character values to students.

However, from the researchers' observations of students' attitudes and behavior, it was seen that some students did not pay attention when the teacher explained the lesson material, apart from that, students also talked with their friends during the learning process, and there were even students who joked and laughed while the teacher was still in class. During observation activities, researchers also found students who did not do the homework given by the teacher, this shows that the discipline character of the students can be said to be low. Apart from that, the low discipline character of students is also seen when starting class after a break, many students are 5 to 10 minutes late arriving.

Based on interviews with social sciences teachers at SMP Negeri 11 Banda Aceh,

"When we teach students tend not to be able to sit still while following lessons, there are always sales and activities that they do while the learning process is taking place. "These activities include throwing rolls of paper at other students, disturbing them by touching other students who are focused on studying and various other activities that can disrupt learning activities" (Yunaida and Herlianta, 6 September 2022.)

Researchers obtained information that students tend not to be able to sit still when attending lessons, there are always sales and activities that they do while the learning

process is in progress. These activities include throwing rolls of paper at other students, disturbing others by touching other students who are focused on studying, and various other activities that can disrupt learning activities. This kind of attitude can be classified as a lack of discipline and respect for teachers.

"Currently in our school... Apart from the disciplined character, the students' responsibility is also still low. The character of responsibility is not much different from the character of discipline. Students who have good discipline certainly have a good sense of responsibility too. For example, in social sciences learning, students do not bring social sciences textbooks and some students do not do assignments except with a little coercion from the educator" (Rasyidah, S.Pd, 12 September 2022.)

Apart from the disciplined character, the students' responsible character is also still low. Students who have good discipline certainly have a good sense of responsibility too. During social sciences learning at SMP Negeri 3 Banda Aceh, it was seen that several students did not bring social sciences textbooks and some students did not do their assignments except with a little coercion from the educators.

Furthermore, on another occasion the researcher made observations at SMP Negeri 17 Banda Aceh, it was seen that several students were late for class after the entrance bell rang with an interval of up to 10 minutes, this indicated a lack of student discipline. So it can be concluded that the learning activities carried out so far have not been optimally able to improve and change the character of students for the better.

2)   Model Development Stage

The next stage was model development. At this stage, the researcher carried out activities to compile the model, validate the model, and revise the model. The preparation of learning models should pay attention to several things (1) refer to educational theories and certain learning theories, (2) have objectives to be achieved, (3) can be used as support to improve learning activities, (4) contain learning steps and (5) there are results obtained from implementing the learning model.

The initial step at this stage was to design the learning product developed in this research, namely the learning model. The development of this learning model would produce a new learning model called the Wisdom Learning Model. After finding a new learning model, other learning support systems must also be developed, these support systems include Learning Implementation Plans (RPP), teaching materials, evaluation, and assessment systems.

The wisdom-based learning model sought to actively involve students and make students the center of learning activities. The principles that must be considered in the wisdom-based learning model include, 1) learning is centered on students, they are trained in their ability to learn independently and solve problems, 2) the learning carried out can shape students' self-concept in a better direction, 3) learning is not only verbal but also concrete by connecting learning material with everyday life, 4) learning must be able to stimulate students to think at a higher level, 5) educators act as facilitators and learning resources by preparing facilities and conditions so that participants students are stimulated to improve their character.

The development stage was the implementation stage of the product planning carried out in the previous stage. This stage aims to produce a final product, namely a learning model that is suitable for use. The steps taken are as follows: 1) Consultation with the Promoter. The development model consulted with the supervising lecturer would receive suggestions and criticism, which would become provisions for researchers to revise the product being developed. 2) Validation of Expert Lecturers and Integrated Social Sciences Teachers, at the development stage the product being developed was validated by expert lecturers and integrated social sciences teachers to determine the feasibility of the model developed by researchers before using it for field trials. Validation results from

expert lecturers and integrated social sciences teachers as revision material so that the learning model developed would be even better with criticism and suggestions from expert lecturers and integrated social sciences teachers. 3) Development Trial, field trials were carried out at Banda Aceh State Junior High School. This activity aims to determine whether the learning model developed is suitable for implementation.

The next stage in developing a learning model was the validation stage. This validation included the model that had been designed and a supporting system in the form of a lesson plan. This validation was carried out by education experts to see and assess the feasibility of the learning model that had been designed.

To obtain a product that aligned with the development model, revisions were carried out during the development process so that a final product was obtained that was feasible and tested theoretically and empirically. Revisions of this development product took place in several stages, namely after consultation with education experts and learning experts, then revision after testing, namely revision based on test results.

Products that had been revised at the development stage were then implemented on the actual target. During implementation, measurement of goal achievement is carried out. This measurement is used to determine the effectiveness of the product being developed. After the product is implemented, researchers need to see the results of achieving the goals. Goals that have not been achieved must be explained so that the same mistakes are not repeated after the product is disseminated.

In the first stage of model development, a draft model was developed based on the results of data analysis at the pre-study stage. In addition, a draft model was developed by conducting limited and more extensive experiments to obtain a final model that could be validated. The model development process involves several activities, especially creating a model draft. The draft model was created based on the results of a survey/preliminary study and the theoretical basis from the results of the literature review, as well as a combination of the suitability of the characteristics of the model to be developed with the characteristics of integrated social sciences learning and the conditions of Banda Aceh Junior High School students which would be used in the draft model. The draft was reviewed through discussions with integrated social sciences teachers and experts in the field of curriculum and learning methods to help perfect the draft model being developed.

After the preliminary study, a limited trial was carried out on the draft learning model for developing student character. At the limited trial stage, the learning model was focused on assessing the learning process and improving the steps of the learning model developed involving integrated social sciences teachers.

5. Discussion

5.1 Learning Models That Can Be Applied in the Integrated Social Sciences Learning Process

Based on the results of observations and interviews as the researcher has described above, the model used in integrated social sciences learning at junior high schools in Banda Aceh uses a lecture model and educators as learning centers. This type of model is certainly less effective in achieving one of the learning objectives, namely shaping students' character, this causes boredom among students and a lack of student activity locally, and teachers do not know the level of students' understanding of the material being taught even though this model is still often used by teachers in integrated social sciences subjects in Banda Aceh

According to Megawati, et al. (2023). Disadvantages of using the lecture method in the learning model include students becoming bored and fed up when the teacher uses ineffective teaching methods, sometimes students become less focused and less able to

understand the lessons being taught because other students are not present or have difficulty in class, and they are unable to. determine whether all students have understood the material or not

As stated by Liando & Kadamehang (2023), the results of their research found that there are four types of effective learning models for improving student character, namely: inquiry-based learning, discovery-based learning, project-based learning, and problem-based learning. Analysis of this teaching model facilitates the teacher's role in teaching character education to students in class.

The same thing was also expressed by Ta'i, et al. (2023). The lecture method is a way of conveying learning material to students directly and orally. The essence of this method is very practical and effective in teaching by teachers, but this teaching method is often criticized for being ineffective. Specifically, interactions that occur during the teaching process of a subject that is not well defined only have an impact on the teacher, making the learning process less effective. This teaching method includes several characteristics of an active teacher, while students are only able to participate in class activities without feeling the need to express their creativity. According to Nazirin (2018), teaching methods such as lectures are still widely used because they are easy to use and do not require a lot of media so it is possible for students to become passive learners.

In several integrated social sciences learning models such as direct learning models, cooperative learning models can be used. Integrated social sciences learning can also use the Team Games Tournament (TGT) as a type of cooperative learning model (see Fitria, 2023; Mulyadi, 2022; Mamanda, 2018; Devasyah, 2023; Azwira, et al., 2023). In integrated social sciences learning, you can also use the Student Teams Achievement Division (STAD) type cooperative learning model (see Dolu, 2023; Husna & Hakim, 2023; Lutvaidah, et al., 2023; Rosit, et al., 2023; Awalunisah & Setianingsih, 2023).

Think Pair Share (TPS) type cooperative learning model. Problem-based learning model, contextual learning strategy in social sciences learning. The wisdom learning model can also be used, using an effective teaching model can significantly show the teacher's progress in teaching (Zalukhu, et al. 2023).

The problem-based learning model can improve student learning outcomes in integrated social sciences subjects (see Ismail et al., 2023; Giawa, et al., 2023). Meanwhile, the direct learning model in integrated social sciences learning can improve students' critical thinking (Sadiyyah, 2023; Musfiroh, 2023; Baene & Lahagu, 2023). Meanwhile, Heryanti & Rokmanah (2023) revealed that integrated social sciences learning using contextual models can improve student learning outcomes. Tanjung, et al. (2023) explained that the use of a project-based model in integrated social sciences learning increases students' awareness of the surrounding environment.

From several opinions discussed above, it can be understood that the learning models that can be applied in the integrated social sciences learning process include direct learning models, cooperative learning models, problem-based learning models, and contextual learning strategies in social sciences learning.

5.2   The Design of an Effective Integrated Social Sciences Learning Model Developed in Building Student Character at Junior High Schools in Banda Aceh

The use of an integrated social sciences learning model using a wisdom-based model is quite effective in changing student character after implementing the integrated social sciences learning development model at junior high schools in Banda Aceh, this is shown by the increase in student learning outcomes, namely by 68.42%. The application of the model by integrated social sciences subject teachers is in a good category, namely 80% $<P \leq 90\%$.

This is supported by the opinion of Harefa (2020) who says that teachers must be able to choose the right teaching model to use when conducting learning. Moreover, integrated lessons have a very broad discussion.

A learning model is a set of guidelines that are followed and given to students to carry out learning activities that originate from giving assignments, exercises, and learning assessments to achieve the expected learning goals. The educational model consists of learning methods and strategies used by teachers to ensure that learning objectives can be achieved as well as possible. By using a more structured teaching approach, it is hoped that student conditions will become more productive and learning will be more active, thus leading to more consistent development of the student body. The application of learning model must be applied to class conditions, learning duration, and student characteristics so that the educational model used can run well and appropriately (Khoerunnisa & Aqwal, 2020).

5.3   Design Development of a Wisdom-Based Learning Model for Integrated Social Sciences Learning in Junior High Schools in Banda Aceh

By using the wisdom model in integrated social sciences lessons, students will understand the lesson more easily, because the wisdom-based learning model is more discussion-based, making students more engrossed in learning by using topics that suit their respective learning environments.

In this way, they can easily understand the material provided make students more active, and not make students bored and bored. Apart from that, by applying the wisdom learning model in Wisdom-based Integrated Social Sciences, teachers will be able to develop their learning and have strong goals in the teaching process without having to use a lecture model which drains the teacher's energy. A policy model where in its implementation,

The students together with the teacher convey greetings and pray, and then the teacher gives motivation to the students, then in the core activities, the teacher conveys briefly about the material. The teacher asks students to understand the material explained. Then the teacher asks questions to test students' understanding. Next, the teacher explains and students reflect on the events in the material displayed on the PowerPoint slide which the teacher displays via image and video projector. Then students are asked to compare human life in preliterate times with the present. Students are asked to reflect on the attitudes, character, and struggles of the characters contained in the material. Then the students are asked to make a summary of the lesson material and the students are also asked to make a summary of the character values of the characters contained in the material which has been broadcast via a projector, then the teacher asks several students to present the summary results to the front. Students develop each character value found in the characters in the material according to what is understood. At the end, the teacher and students conclude the lesson, then the teacher gives additional assignments (PR) and the teacher closes the lesson.

According to Mayasari (2023), in implementing the model, teachers must be able to arouse student motivation. The model must also be appropriate to the subject matter (Liando & Kadamehang, 2023). Teachers must be smart in finding learning models (Auliah, A. 2023). A learning model is a description of a learning environment (Sindi, et al. 2023). A decrease in student response occurs if learning is often carried out repeatedly. (Artajaya, 2023), developing learning models must be fun so that children are motivated (Lestari, et al, 2023).

From some of the opinions above, it can be understood that the learning model development design, namely the learning model, is a description of the learning environment so that the learning model must be in accordance with the learning material and not repeat each stage in implementation, namely in a systematic and fun way to motivate students.

6.   Conclusion

The results of the research and discussion show that the learning models that can be applied in the integrated social sciences learning process are direct learning, cooperative learning, problem-based learning, and contextual learning strategies in social sciences learning as well as wisdom learning. Using effective teaching models significantly shows teacher progress in teaching. Based on the obtained model development test scores, the model developed is quite effective because the obtained scores are greater than >66.66%, namely 68.42%. It can be seen that there are changes in student character after implementing the wisdom-based learning model in integrated social sciences lessons. Meanwhile, the score obtained for teacher activities in implementing the wisdom model in integrated social sciences subjects is also with the assessment criteria of 80% <P ≤ 90% = Good. It can be concluded that the development of a wisdom learning model in Integrated Social Sciences subjects is easy to implement. It is also very effective in building student character at junior high schools in Banda Aceh. Apart from being effective, the model also has advantages, namely: 1) the policy model in implementation can be done outside the classroom; 2) the teacher does not always have to be bound by sequential syntax; 3) the teacher does not always have to explain at the beginning; 4) the teacher can give freedom to students to look for materials or references from outside the textbook; 5) children can ask questions while they are reading and writing; 6) teachers can directly observe changes in students' character. An effective integrated social sciences policy learning model design was developed in character building for students at junior high schools in Banda Aceh. The wisdom learning model can be implemented well by teachers. It means that the model is easy to implement. This can be shown by increasing class effectiveness at each stage with a better response rate shown in increasing student achievement in the post-test in the category of very effective in shaping student character.

As a suggestion of this research, it is hoped that social sciences teachers can apply appropriate learning models in building students' character. The goals of building students' character can thus be realized. For the school, it is hoped that all subjects can use the application of integrated learning, not only social sciences subjects so that the goal of building student character can be realized. The results of research on the development of a wisdom-based integrated social sciences learning model show that the level of application of the model by subject teachers is very good. The wisdom learning model is very good in improving students' character. It can be seen from the test results in research that has been carried out with very high scores. Therefore, this wisdom learning model can be said to be suitable for use in an integrated social sciences learning model.

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Appendices

Appendix 1. Character Assessment Questionnaire

Positive Statements		Negative Statements	
Answers	**Scores**	**Answers**	**Scores**
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Converting percentages into values with categories. To determine the character of students, the data which was initially in the form of scores, was converted into qualitative data (interval data) on a five scale. The reference for changing the score to a scale of five

Operational Definition of Variables

Variable	Sub Variable	Definition	Indicator	No. Item
Character Values	Religious	Express gratitude to God Almighty.	a. Worship Discipline	1
			b. Pray before and after activities	2,3
			c. Tolerance Attitude	5,6
	Nationalism	Prioritize national interests above personal and group priorities.	a. Love of the nation	7,
			b. Having spirit of nationalism	8
	Independent	Don't expect help from others, use your own abilities to achieve your goals and dreams	a. Manage time effectively	9,10
			b. Creative and innovative	11,12
			c. Good communication	13,14
	Mutual Collaboration	Work together to solve common problems and reflect actions that respect the spirit of cooperation to	a. Cooperation between people	15
			b. Have a spirit of solidarity	16,17,18, 26
	Integrity	Become a person who can be trusted in words, actions and work,	a. Be honest	19, 20
			b. Good habits	21,29,30,
			c. Exemplary attitudes	22,23,27,
Total				30

Appendix 2. Implementation of Research Activities, Pre-Test Scores, Post-Test Scores

1) Implementation of Research Activities

SMP 3 Negeri Banda Aceh

	Date and time	Learning	Duration	
1.	Monday/08-08-2022	II	40 minutes	*Pre-test*
		I, and II,	80 minutes	*Teaching and Observation*
		I, and II,	80 minutes	*Teaching and Observation*
4.	Wednesday/17-08-	I	40 minutes	*Post-test*

SMP 11 Negeri Banda Aceh

1.	Monday/05-09-2022	II	40 minutes	*Pre-test*
2.	Wednesday/07-09-	I, and II,	80 minutes	*Teaching and Observation*
3.	Monday/12-09-2022	I, and II,	80 minutes	*Teaching and Observation*
4.	Wednesday/14-09-	I	40 minutes	*Post-test*

SMP 17 Negeri Banda Aceh

1.	Monday/19-09-2022	II	40 minutes	*Pre-test*
2.	Wednesday/21-09-	I, and II,	80 minutes	*Teaching and Observation*
3.	Monday/26-09-2022	I, and II,	80 minutes	*Teaching and Observation*
4.	Wednesday/28-09-	I	40 minutes	*Post-test*

SMP Insafuddin Banda Aceh

1.	Monday/03-10-2022	II	40 minutes	*Pre-test*
2.	Wednesday/05-10-	I, and II	80 minutes	Teaching and Observation
3.	Monday/10-10-2022	I, and II	80 minutes	Teaching and Observation
4.	Wednesday/12-10-	I	40 minutes	*Post-test*

Data 2022

In accordance with the planned schedule of activities carried out at the initial meeting, apart from conducting interviews with integrated social sciences teachers, researchers conducted tests or pre-tests on students. The pre-test was carried out during 40 minutes of classroom teaching. The pre-test results are in the following table below:

2) Pre-test Results

Pre-Test Scores											
STUDENT NAMES		GRADES	STUDENT NAMES		GRADES	STUDENT NAMES		GRADES	STUDENT NAMES		GRADES
SMP N 3 Banda Aceh	ADP	75	SMP N 17 Banda Aceh	AAM	71	SMPN 11 Banda Aceh	AZM	71	SMP Insafuddin	AT	68
	DN	64		AA	68		AGA	72		AK	71
	DD	71		AAU	66		ALS	70		AL	68

Name	Grade	Name	Grade	Name	Grade	Name	Grade
DZ	75	AAHA	73	APS	67	DCA	69
DNA	70	BM	74	ARA	65	FS	64
FAA	72	CA	67	AAHA	71	FA	69
FAH	72	DZH	68	CAA	69	FL	63
GHM	73	FD	70	DA	69	HS	70
HQA	63	FA	73	DF	69	HN	68
HA	72	HLH	71	DW	72	IA	69
HN	68	BEAP	73	FN	71	KG	65
KNRS	72	ITM	67	FH	66	MR	65
MAA	68	JM	71	F	64	MA	73
MIR	66	MRRT	73	GA	72	MF	68
MDP	68	MAH	72	HM	68	MN	63
MAAL	71	MI	72	IJ	68	MHM	63
MA	67	MAAT	73	KA	73	PR	66
MH	72	NM	69	MDIK	69	PR	65
MRM	69	NS	71	NM	69	QA	68
NRA	70	NAD	71	NA	74	RA	68
NFP	64	NL	70	OB	67	RRA	71
NB	72	NSK	65	PHT	63	RZ	68
RM	72	NMPR	72	RS	71	RAA	61
PB	68	NRO	68	RKF	64	RI	68
RA	71	RKN	69	ZAA	71	RRAL	71
RRH	66	SJ	68	RZ	59	SRJ	68
RF	68	TAAZ	59	SU	68	TMA	67
RF	68	VL	69	TDAA	70	VU	67
SA	68	WK	69	VA	69	WPR	73
TNZ	65	ZL	71	ZA	73	ZN	70
Highest	**75**	**Highest**	**74**	**Highest**	**74**	**Highest**	**73**
Average	**69**	**Average**	**70**	**Average**	**69**	**Average**	**67**
Lowest	**63**	**Lowest**	**59**	**Lowest**	**59**	**Lowest**	**61**

Data 2022

3) Post-Test Results

Post-Test Scores

	STUDENT NAMES	GRADES		STUDENT NAMES	GRADES		STUDENT NAMES	GRADES		STUDENT NAMES	GRADES
SMP N 3 Banda	ADP	83	SMP N 17 Banda	AAM	92	SMP N 11 Banda	AZM	92	Insafuddin Banda	AT	89
	DN	86		AA	91		AGA	91		AK	92
	DD	83		AAU	91		ALS	92		AL	92

Name	Score	Name	Score	Name	Score	Name	Score
DZ	94	AAHA	85	APS	95	DCA	91
DNA	87	BM	87	ARA	96	FS	93
FAA	77	CA	90	AAHA	97	FA	89
FAH	85	DZH	91	CAA	95	FL	89
GHM	80	FD	92	DA	94	HS	88
HQA	85	FA	93	DF	96	HN	93
HA	75	HLH	90	DW	94	IA	91
HN	86	BEAP	91	FN	93	KG	90
KNRS	88	ITM	93	FH	93	MR	93
MAA	86	JM	96	F	94	MA	87
MIR	88	MRRT	93	GA	93	MF	84
MDP	88	MAH	90	HM	93	MN	81
MAAL	83	MI	91	IJ	91	MHM	90
MA	93	MAAT	94	KA	88	PR	87
MH	89	NM	96	MDIK	88	PR	85
MRM	90	NS	93	NM	93	QA	88
NRA	88	NAD	98	NA	92	RA	87
NFP	85	NL	94	OB	93	RRA	84
NB	93	NSK	93	PHT	94	RZ	91
RM	87	NMPR	94	RS	93	RAA	93
PB	91	NRO	98	RKF	92	RI	88
RA	88	RKN	93	ZAA	92	RRAL	87
RRH	86	SJ	90	RZ	93	SRJ	86
RF	92	TAAZ	91	SU	90	TMA	86
RF	90	VL	97	TDAA	87	VU	92
SA	91	WK	93	VA	89	WPR	88
TNZ	92	ZL	96	ZA	92	ZN	93
Highest	**94**	**Highest**	**98**	**Highest**	**97**	**Highest**	**93**
Average	**87**	**Average**	**92**	**Average**	**92**	**Average**	**89**
Lowest	**75**	**Lowest**	**85**	**Lowest**	**87**	**Lowest**	**81**