# The Integration Models of Character Education in Social Studies: A Literature Review

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| A R T I C L E   I N F O | A B S T R A C T |
|---|---|
| *Keyword*<br>Character education<br>elementary school<br>integration models<br>social studies | Current character education needs to be integrated into every lesson, including the integration of character education in social studies. The ideas that should be prioritized in character education are values such as experience, empathy for others, personal obligation, feelings of the same destiny, suffering, peaceful conflict solvers. This study aimed to determine how to integrated character education in social studies. The method used in this research is a literature review. The study focus is to reveal models that can be used to integrate character education in social studies in elementary schools. The result is that character education can be integrated with the following four models: ARCS, VC, CTL, and LVE models. These models have in common is integrating values through contextual problems. These contextual problems are the main components for the development of values that are integrated into character education. However, the differences between the four models can be distinguished by the nature, context and application of social studies learning. The integration of character education in every subject is essential for students' readiness to face every problem in their life. Further research needs to clarify the effectiveness of these models in efforts to develop character education. |

**Introduction**

Character education is the basic values that must be lived up to if a society wants to live and work together peacefully. The ideas that should be prioritized in character education are values such as experience, empathy for others, personal obligation, feelings of the same destiny, suffering, peaceful conflict solvers. (Kusuma, 2007). Hurlock (1993) states that the growth of children is affected by at least six environmental factors: pleasant interpersonal interactions, emotional conditions, methods of child care, early roles provided to children, childhood family structure, and environmental stimulation. According to Megawangi (2004), these six factors are the starting points for building good character. The character education meant here has more to do with introducing values in students, such as values that are useful for personal development as individuals and social beings in the school environment. So, in this case, a character environment is needed to optimize the positive character of students. There are 11 principles of effective character education to optimize positive character, namely: (1) promoting the values of a positive character-based code of ethics; (2) comprehensively defining characters to think, feel, and behave; (3) using an effective, comprehensive, intensive, and proactive approach; (4) creating a caring school community; (5) providing students with opportunities to perform and improve moral action; (6) to establish a stimulating and meaningful curriculum to help all students achieve success; (7) to stimulate the intrinsic motivation of students to learn and become successful people in their environment; (8) to recommend all teachers in the learning process as a professional and moral community; (9) to stimulate the growth of transformative leadership to build lifelong character education; (10) including members of the family and community as partners in classroom instruction; (11)

examining the character of school members in order to gain knowledge and design further efforts for character education (Lickona, Schaps, & Lewis: 2003).

In the Indonesia curriculum, the imposition of character education is not only imposed on one/two subjects' matter, but also in teaching and learning activities in the classroom is carried out with an integrated approach into all subjects (Yuliatiwati, 2014). Social studies is one of the topics that can be incorporated into character education (IPS). Thus, teachers as agents of change in value education and attitudes (affective) are required to integrate into character education to students' personal subjects. Character building must continue to be carried out holistically from all educational environments, namely family, school, and community. According to Miftahudin (2010). The task of educators is to provide a good learning environment to shape, develop, and strengthen the character of their students. Therefore, Santrock (2004) reported that education in schools plays a very important role in influencing the behavior, actions, and character of students. School is thus an important tool for internalizing the character of students. Character education has been taught in formal schools. The character of social care, which is one of the characters expected by students, seems less reflected in student behavior in the classroom. Social studies education is closely related to character education and value education. Under social studies, education's objectives to become good citizens. Social studies is needed to prepare the next generation with national character and spirit (Khairunisa, 2017). In integrating character education into social studies subjects, several strategies or models are definitely needed so that the integration runs optimally. Based on the above opinion, it is necessary to study the Integration models of Character Education in Social studies.

**Research Methodology**

The method used in this research is a literature study. Matheson, Lacey, & Jesson, (2011) a literature study is a review or a study that has been written and provides a variety of information that aims to provide general descriptions. The literature study informs readers of other studies that are closely related to the research conducted and connects the research with existing literature (Creswell, 2014). Library research is carried out based on books and written works, including research results to provide insights into what is being studied (Booth et al., 2016; Haert, 2018; Machi & McEvoy, 2016). Through this literature study, several sources of theory and literature relevant to the topic of discussion are examined. The information used in this analysis is secondary information. Secondary data is a source of research data obtained indirectly through intermediary media by researchers. The collected research data were analyzed using content analysis techniques, namely examining the content of various figures' thoughts in various reference sources to find Integration of Character Education models in Social studies Learning in Elementary Schools.

**Results and Discussion**

*Social studies in elementary schools*

In Elementary School Education, there are several sciences, one of which is social studies. Social studies is called a very dynamic scientific field because it studies the state of society that is rapidly developing. The development of the social studies curriculum answers the communities' demands that will study it. The development of the social studies curriculum can be seen from the terms used in each curriculum, the content of the material contained in each curriculum, and the approach. Barr, Barth & Shermis (1978) showed that the committee on the social of the national education on association and reorganization of secondary education in 1916 explained that social studies are subjects that use social studies to study human relations society and humans as members of society. Integrated Social studies and Humanities can improve democratic competence. Social studies offers a coordinated and comprehensive research in the school curriculum focused on areas such as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as applicable humanities, mathematics and natural science materials. (Savage, Armstrong, & Potthoff, 2000). Social studies is an applied study in elementary school that is structured from the principles and skills of history, geography, sociology, anthropology, and economics to simplify, adapt, pick, and change. The social studies disciplines developed in Indonesian social studies curriculum usually consist of the disciplines of economics, history, geography, sociology, politics, law, and civic education (Hermanto, 2009). Social studies is based on (a) social studies, humanities, and basic human activities, (b) Natural sciences for the method of thinking, (c) Educational Science and Educational Psychology disciplines for their teaching and learning theory. In the elementary schools, social studies  education materials are provided in an integrated manner by taking themes related to the social field. (Supriatna Mulyani, Rokhayati, 2010). Social studies is integrated into social studies disciplines that are holistic (holistic) whose material is taken from social studies clusters that are adapted to the scope of the social conditions of society (Gunawan, 2013).  Education in social studies seeks to inspire students to become good people with the knowledge and social service that is valuable to themselves, culture, and the economy. (Soemaatmaja, 2006). There are 11 principles of effective character education to optimize positive character, namely: (1) promoting the values of a positive character-based code of ethics; (2) comprehensively defining characters to think, feel, and behave; (3)

using an effective, comprehensive, intensive, and proactive approach; (4) creating a caring school community; (5) providing students with opportunities to perform. So it can be concluded, social studies education is not only synthesizing relevant concepts between educational sciences and social studies but also correlates with social, national, and state problems. Kemdiknas (2010) A collection of events, data, ideas, and generalizations related to social problems are studied in social studies. Geography, history, sociology, and economics were the subjects of social studies in grade school. Students are guided to become democratic, responsible citizens of Indonesia and peace-loving citizens of the world through the social studies issue. So that in this case, social studies education must be taught at the elementary school level as a provision to become good and character Indonesian citizens, and to have attitudes and skills in understanding the social environment so that it can solve personal problems and social problems, be able to make decisions and participate in social life. , nation and state. The implementation of social studies education is primarily aimed at forming good citizens. The entire content of social studies is presented with approaches and methods of shaping knowledge, social skills, and ultimately forming good attitudes and personalities (Hermanto, 2009). Social studies is an interdisciplinary field that incorporates elements from various social science disciplines, as well as history, civics, and geography (Figure 1). It is primarily taught in schools as part of the curriculum to provide students with a comprehensive understanding of society and its functioning. Social studies education often integrates concepts, theories, and methodologies from different social science disciplines to explore topics such as culture, society, government, economics, and global issues. It emphasizes the development of critical thinking, civic engagement, and an understanding of social and cultural diversity.
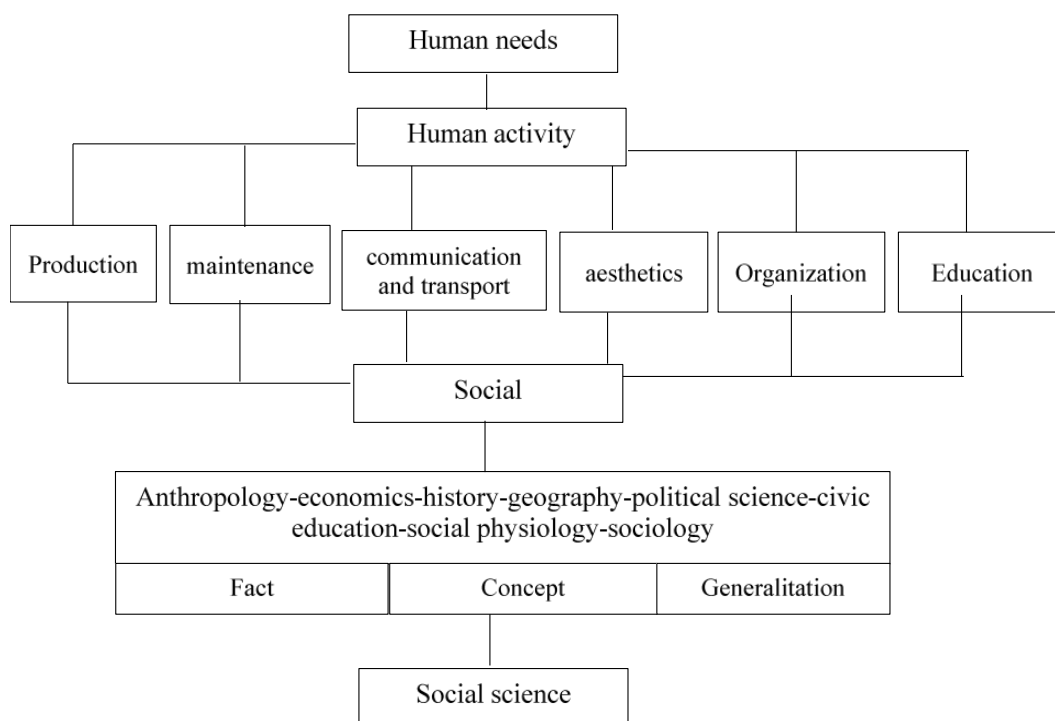


Figure 1. The flow of the origin of the emergence of Social science
(Hermanto, 2009)

The origin of the emergence of social science is due to the existence of basic human needs. Basic human needs are the main components that need to be fulfilled through an activity, for example, production or consumption, maintenance or protection, communication and transport, aesthetics, organizational governance, and education and recreation, activities. This basis forms a discipline called the social science because it examines the aspects of humans and their interactions with the social environment. The social science are divided into anthropology, economics, geography, history, political science, civics, social psychology, and sociology. Product aspects of all these disciplines are in the form of a collection of facts, concepts, and generalizations built into a field of social science. Social studies in the elementary level is a form of simplification and adaptation of social science disciplines.

*Character education*
Character education is essential for forming good character because it is impossible to form a good character if the learning process only emphasizes intellectual activities. Therefore, character education is the most important part of building a nation's identity. So good or quality character education needs to be formed from an early age. Otten

(2000) notes that character education is a common concept used for professional development to describe certain facets of teaching and learning. Character education is described by Elkind and Sweet (2004) as a concerted attempt to help people learn, care about, and behave on the basis of values. Afandi (2011) said that character education is an educational system with the inculcation of values by national culture with components of knowledge (cognitive), affection, and actions, towards God, oneself, society, and nation. Moral education is not a concept that's new. In fact, it is as old as education itself (Lickona, 1991). Down through history in countries worldwide, education has two goals: helping young people become smart and helping them become good. This character education is a strategic step to make a person with character. Character education should be introduced from an early age, especially in elementary schools, which are the main places for students. (Katilmis, Eksi, Ozturk. 2011). Character education has a positive influence on both grades and academic achievement. So, the integration of character education in every subject is essential for students' readiness to face every problem in their life (Yusinta & Wangid, 2016). The purpose of character education is to develop students' sense of equality and help them make rational decisions for themselves and equip students with characteristics that help them make fair decisions (Arthur, 2003). This is reinforced by Brand (1999) that character education equips students with positive characters. Character education also contributes to students acquiring a sensitive and tolerant character of violent behavior (Allard, 2001).

The development of character education is very strategic for the nation's sustainability and excellence in the future. Such development must be carried out with good planning, appropriate approaches, and effective learning and learning models. Following the nature of values , character education is a joint school effort and must be carried out jointly by all teachers, all subjects, and become an integral part of the school culture. Character education is in line with the aims of education in social studies, namely to enable students to become good citizens with the information, talents, and social care that are valuable to themselves and to society and the community. The teaching and learning process is not only limited to aspects of intelligence (cognitive) and ability (psychomotor) to accomplish these aims but also encompasses aspects of morality (affective) and obligation as found in Pancasilas' principles. (Kementerian Pendidikan Nasional, 2003). Lickona (1991) states that for many reasons, character education is important to help students understand the importance of understanding the ideas that exist in society, including:
a. Owing to a poor understanding of moral values, a significant percentage of young people kill each other.
b. In the younger generation, having universal principles is one of the most essential functions of civilisation.
c. As for character educators, when many kids get no moral instruction from parents, culture, or religious institutions, the role of schools becomes increasingly significant.
d. Morals, such as consideration, trust, reverence, and obligation, are also widely recognized.
e. Democracy requires moral education in particular, since democracy is the law of society.
f. As for value-free education, there is no such thing. The school teaches schooling that is value-free. By design or without design, classrooms teach principles every day.
g. If we want to and continue to be good teachers, and if we want to be good teachers, dedication to character education is critical.
h. Efficient teaching in character makes schools more humane, provides about society, and refers to better academic success.

*Integration models of character education in social studies*

Social studies researchers believe that an association occurs between character education and citizenship education (Johnson, 2005). Therefore, during classroom instruction, social studies teachers use character education exercises to educate students as responsible people and carry out character education activities as their missions and responsibilities. (Hoge, 2002). Social studies learning develops 3 aspects, including attitudes, values, and morals. Fatimah (2015) revealed that social studies develope students' personalities that are complete and society's demands so that societys' values and morals become part of the students. Sapriya (2008) because social studies learning also has elements of values instilled in students. According to Sumaatmadja, the values that must be instilled in social studies education are divine, educational values, practical values, philosophical values, and theoretical values. The values in social studies education are following the values of character education. Through this social study, education can instill the elements of character education values in social studies learning. The following illustrates the relationship between social studies learning and the values that can be developed in character education.

Table 1. Relationship between social studies learning and values which can be developed in character education.

| Subjects | Educational stage | |
| --- | --- | --- |
| | **Low Class (1-3)** | **High Class (4-6)** |
| Social studies (Sumber: Paskur 2010) | Religious | Religious |
| | Tolerance | Tolerance |
| | Hard work | Discipline |
| | Creative | Creative |
| | Friendly/communicative | Democratic |
| | Affection | Curiosity |
| | Unity | Spirit of nationality |
| | Self awareness | Appreciate achievements |
| | appreciation | Friendly |
| | Happiness | Happy reading |
| | Modesty | Environmental care |

Through social studies, character enhancement cannot be separated from the integrated educational values in social studies learning. IPS teaches a value system that exists in society, including human values such as social care. Learning values in social studies must develop social awareness and cultivate values in students. Cultivating fundamental values in students will develop positive attitudes and character of students (Khairunisa, 2017). Therefore, how can character education be optimized? One of them is by applying models of integrating character education into elementary social studies learning. There are various models for implementing or integrating character education in elementary social studies learning. Some of these models include:

*Model of Attention, Relevance, Confidence, dan Satisfaction (ARCS)*

ARCS model is a learning model that allegedly assists the teachers in increasing the curiosity and independence of children. ARCS Model is an acronym that is Attention, Relevance, Confidence, and Satisfaction. This learning model is designed by prioritizing learning that attracted learners' attention by adapting the learning material to the learning experience of learners, thus creating a sense of confidence and satisfaction in the self-learners. Applying this model can guide on what should be done by the students because the draft form of student-centered learning reinforces the learning model. Educators must consider four categories of this motivational condition to make learning interesting and meaningful for students. ARCS model is also shaped for solving problems that can motivate children's curiosity (Lumbantobing & Haryanto, 2018). Character education has also been integrated into science and social studies learning through the character-based science learning model and the Attention, Relevance, Confidence, and Satisfaction (ARCS) approach who conducted by Banawi and Baharudin. The results showed that the use of pictorial stories and role-playing methods was effective in increasing value practice. Honesty, patience, devotion to worship, and Indonesian language skills (listening, reading, and speaking). In increasing the principles of integrity, transparency, and adherence to worship and science/social studies learning results, the character-based science learning model and the ARCS methodology have proved to be successful (Darmiyati, Zuhdan & Muhsinatun, 2010).

| Category | Definition | Basic Tactics |
|---|---|---|
| Attention | Capturing the curiosity of the learners; Stimulating learning curiosity. | • Perceptual arousal: catching attention from learners<br>• Inquiry arousal: activation of an inquiry mindset<br>• Variability: Retaining the focus of learners over time |
| Relevance | Meeting the learner's needs and goals, effecting a positive outcome | • Goal orientation: satisfying the needs of learners<br>• Motive matching: offering suitable options, obligations, and influences for learners<br>• Familiarity: attempting teaching to fulfill the needs and aims of the learner, affecting a favorable result<br>• Experience of Trust |
| Confidence | Helping the learner build the belief that s/he will succeed, and giving the learner control over his/her success | • The criteria for learning: creating a realistic standard of success<br>• Opportunities of success: reinforcing the beliefs of learners in their skills<br>• Personal control: showing that the success of learners is dependent on their efforts and skills. |
| Satisfaction | Reinforcing the learner's accomplishments with internal/ external rewards. | • Normal consequences: supplying learners with realistic opportunities to use their newly learned skills<br>• Good consequences: reinforcing the success of learners. |

Table 2. ARCS model summaries (marshall et.al, 2012)

The ARCS model starts from phase one, namely attention. The attention phase can be interpreted as an activity to form student curiosity to learn and build student interest. In this phase, it is hoped that learning will describe the interest and stimulate students' curiosity. These activities can be accumulated through providing motivation, the spirit of inquiry, and focusing attention. The second phase is the relevance phase, where in this phase students will find their needs and goals independently of positive results. This phase can be done through goal orientation, finding a fit, habits, and self-confidence. In general, the relevance phase is directed so that students can find meaning in learning independently. Phase three is self-confidence, intending to build their confidence in being successful and controlling their success. Students are given the belief that they really need learning to support their chances of success and self-regulation. Students are illustrated that effort and ability are essential assets for success. In the last phase, namely the satisfaction phase, students believe that they need to complete their work through awarding. In this phase, students are given natural and positive consequences. The natural consequence is allowing students to gain new knowledge, while the positive consequence phase is a consequence for students considering the need for success.

*Model of Value Clarification (VC)*
The VC model is a learning technique to help students achieve and determine a value that is considered good in dealing with a problem by analyzing existing values embedded in students. Clarification techniques can be used in social studies to encourage students to analyze problems containing social caring character values (Taniredja, 2011).

Jarolimek (1974) describes the steps of learning with the VC model in 7 stages, which are divided into 3 levels, each stage is described as follows:

Table 3. Stage of value clarification

| Stages | Activity |
|---|---|
| Freedom of choice | • Choose freely, meaning the opportunity to make choices that he thinks are good. The enforced value will not belong to him fully.<br>• Choose from several alternatives. That is, to determine the choice of several alternative options freely.<br>• Choosing after analysis of the consequences that will arise as a result of the choice. |
| Appreciate | • There is a feeling of being happy and proud of the value he has chosen, so that the value will become a part of him.<br>• Affirming the values that have become an integral part of him in public. This means that if we consider the value to be a choice, then we will consciously dare to show it in front of others. |
| Do | • Willingness and ability to try to implement it<br>• Repeating the behavior according to the value of the choice. This means that the value that becomes the choice must be reflected in their daily life. |

Lickona (2012) states that they care about the meaning of sacrifice to help, know what their responsibility is, and feel it. Through the VC model learning, students have been able to carry out their responsibilities by working on group and individual questions and can show tolerance towards differences by accepting other people's opinions and listening to their friends. Al-lamri *et al* (2006) show that the VC model is a means of showing and expressing student values. Therefore, the VC model can help students to define and express the values of social care and then apply these values in everyday life. The habit of applying social care values will develop the character of students' social care. Through the application of the VC model, students who initially still showed bad habits such as annoying and teasing friends during class learning, after implementing the VC model learning model students were able to change these bad habits. In addition, students have shown customs that are in accordance with aspects of social care. Therefore, this VC model is a model that helps teachers in social studies learning, especially in integrating characters such as instilling the values of social care so that they are able to apply these values in everyday life.

*Model of Contextual, Teaching and Learning (CTL)*

Contextual Teaching and Learning (CTL) is a philosophy-based learning framework that helps students to accommodate lessons if 1) they grasp the significance of academic resources and schoolwork and 2) they link new details to previous knowledge and experience. It is in line with the consciousness of man, which still requires its sense to be identified. CTL invites students to associate schoolwork in everyday life with meaning. Students will absorb the lesson and remember it when students see the meaning in the task to be done (Johar *et al*., 2018). It is necessary for closer learning to create character education integrated into social studies using the CTL method. CTL is a term that enables teachers to apply learning resources to the real-world circumstances of students and helps learners to connection their experience through their implementation and daily life. In the intellectual content they research, the CTL paradigm seeks to help students see meaning by linking academic topics with the context of daily life, namely in personal, social, and cultural contexts. The following eight components are used in this framework to accomplish this objective: a) establishing productive partnerships, b) performing meaningful work, c) independent learning, d) partnership, e) critical and creative reasoning, f) helping to learn and improve students, g) attaining high expectations, h) using genuine judgement. CTL is called a systematic framework focused on these concepts. CTL consists of many sections which are interconnected. They can create an impact that reaches a certain yield from the different parts if these parts are connected to each other. (Johnson, 2002). The application of character education can be made with a learning method or strategy with the CTL approach. Conceptually, CTL with character is inserting character values into the CTL so that when the teacher teaches using the CTL method, the teacher automatically instills character values in the students. The way to enter character values into the CTL can be done in two ways. First, the CTL can be modified and developed more creatively to suit character values. This means that CTL can be filled with character values from outside, according to the interests of the teacher in the learning process. Second,

CTL is studied or explored for the character values contained in it to be actualized in learning so that these character values can be instilled or internalized in students. (Suyudi, 2013). With the CTL approach, the method of incorporating character education into social studies intensifies the connection between students and teachers to provide a fun and productive environment. (Rahman, Thalib, Mahmud, 2017).

Through instilling the ideals of character education in pupils, the incorporation of character education into social studies curriculum is carried out. These values are the Pancasila values, which are tailored to the subject matter content. Learning is often achieved by applying many components of CTL and often contextualizing or linking daily life with learning. Such that students feel more constructive studying. As good people, the effect will raise a healthy outlook, and students are more inspired to study because it creates a friendly environment. The teacher plays a significant role in creating this situation as indicated by Henderson (1947) that we can find the basis of morality in our own nature, in the behavior necessary to realize our best potential and the kind of society in which we can live as humans. In the CTL approach, the integration of character education in social studies can connect what students learn using it in the real world. Other reports also indicate that student enthusiasm for academic achievement in schools incorporating character education with the CTL model is growing. Classes who are fully engaged in character formation display a significant decline in the destructive conduct of pupils, which can impede their academic performance (Berkowitz, 2011). The CTL paradigm can also show the convergence of the perceptual, affective, and psychomotor realms so that the implementation of noble principles in social learning can be realized. Thus, for the best, it is possible to establish democratic attitudes in pupils. Students may discover the real sense of learning in social studies at the conclusion of learning.

*Living Values Educational (LVE) Model*

Living Values Educational (LVE) is a character model with comprehensive educational values. (Asfahani, Fauziyati, 2020). LVE departs from basic assumptions (Tillman, Diane, Hsu, 2004), namely: a) Universal values teach respect and respect for each human being. Learning from these values strengthens the welfare of individuals and society in general, b) each student really pays attention to values and can create and learn positively when given the opportunity, c) students struggle in an atmosphere based on values in a positive environment, safe with mutual respect and affection, where students are considered capable of learning to make environmentally conscious choices. Tillman (2000) explained the aims of the LVE to:

1. Enable people to learn about the various principles and realistic consequences of voicing them and draw on them.
2. To deepen awareness, support, and transparency for making good personal and social decisions.
3. Inspire people to choose personal, national, moral, and spiritual values of their own.
4. Encourage educators and caregivers to interpret schooling as a concept of presenting students

Drake (2002) LVE in changing the behavioral and intrapersonal actions and attitudes of students. Hasan & Kahil (2005) The introduction of LVE in schools will improve the abilities of students such as coping with others, seeking behavioural solutions, cognitive skills, respecting oneself and others, dispute mediation, and the ability to consider one's feelings and actions. LVE embraces life's values where its activities are aimed at peace, respect, love of cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom, and unity. (Tillman, 2000). The steps in carrying out the learning process using the LVE model include: a) the teacher explains the meaning of the value itself, b) students reflect on this value and relate it to their actions, c) students will implement it in their actions, d ) make sure staff exemplify these values from their behavior. Ensure that these values are taught implicitly through every aspect of the curriculum (Asfahani, Fauziyati, 2020).
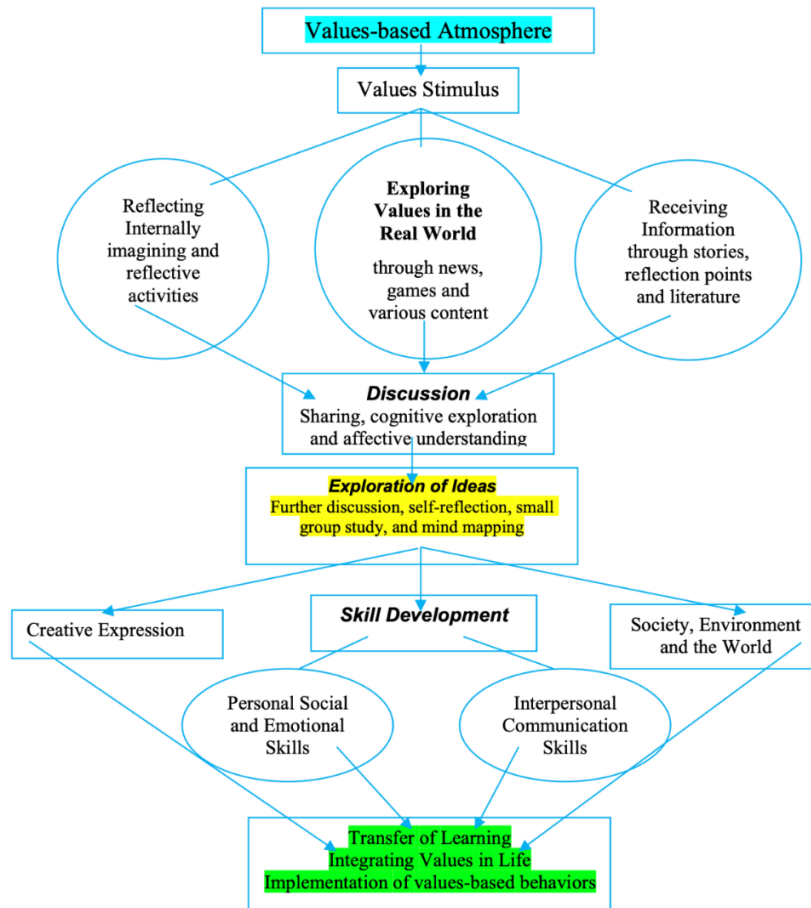
Figure 2. Developing Values Schematic: The LVEP (Tillman, 2000)

The LVE model believes that value stimulation can be done in 3 ways, namely exploring the value of real phenomena, exploring value through information, and exploring value through imagination or internal activities. The activity of exploring values based on the phenomenon is an important and fundamental part because, through these values, students can really understand the problems in real phenomena that can be accessed through news, games, or other content. The stimulation is carried out through discussion and exploration activities, in which students explore and understand through the cognitive and affective domains. It is hoped that discussion and exploration activities will be able to develop students' skills, personal and emotional skills, and interpersonal communication skills. Apart from developing skills, these activities also accommodate students in expressing ideas creatively in a social environment. This impacts the transfer of values obtained by students, which can be integrated into the life and implemented in daily behavior. What these 4 models have in common is integrating values through contextual problems. These contextual problems are the main components for the development of values that are integrated into character education. However, the differences between the four models can be distinguished by the nature, context and application of social studies learning. Overall, the integrated models of character education in social studies learning can be seen in Table 4.

| Component | ARCS | VC | CTL | LVE |
|---|---|---|---|---|
| **Nature** | Learning model that helps teachers to increase children's curiosity and independence. This learning model is designed to prioritize learning that attracts the attention of students by | The learning model is to help students achieve and determine a value that is considered good in dealing with a problem through the process of analyzing the values that already exist and are embedded in students. | A concept that helps teachers to relate learning material to students' real-world situations and encourages students to connect the knowledge they have through its application and everyday life. | Character approach model with comprehensive educational values. LVE embraces the values of life where its activities are aimed at peace, respect, love of cooperation, happiness, honesty, humility, responsibility, |

| | | | | |
|---|---|---|---|---|
| | adapting learning materials to the learning experiences of students so as to create self-confidence and satisfaction in students. | | | simplicity, tolerance, freedom and unity. |
| **Context** | Use of picture stories and role-playing methods | Use of pictorial stories | Use of pictorial stories | Receiving information through stories / literature |
| **Application in social studies learning** | The ARCS model is integrated into social studies learning using pictorial stories and effective role playing methods. The character-based social studies learning model with the ARCS model is proven to be effective in increasing the values of honesty, responsibility and obedience to worship, as well as social studies learning outcomes. | The VC model helps students to define and express the values of social care and then apply these values in everyday life. The habit of applying social care values will develop the character of students' social care. besides that, it can help teachers in social studies learning, especially in integrating characters such as instilling social care values so that they are able to apply these values in everyday life. | This model is integrated in social studies learning carried out by instilling the values of character education in students. These values are the values of Pancasila which are adjusted to the content of the subject matter. Learning is also carried out by applying several components in CTL and always contextualizing or connecting learning with everyday life. integration of character education in social studies can connect what students learn with how they use it in the real world. So that students feel more meaningful learning. | This model is integrated into social studies learning with the following steps: a) the teacher explains the meaning of the value itself, b) the students reflect on this value and relate it to their actions, c) the students will implement it in their actions, d ) make sure staff exemplify these values from their behavior. Ensure that these values are taught implicitly through every aspect of the curriculum. |

**Conclusion**

One way to implement character education in elementary schools is to include it in social studies learning. To optimize this, it is necessary to have a model for integrating character education into SD social studies learning. There are four models for implementing or integrating character education in elementary social studies learning, including 1) ARCS model is integrated into social studies learning using pictorial stories and effective role-playing methods. The character-based social studies learning model with the ARCS model is proven to be effective in increasing the values of honesty, responsibility, and religious observance, as well as social studies learning outcomes, 2) The VC model helps students define and express the values of social care and then apply these values in everyday life. The habit of applying social care values will develop the character of students' social care. Besides that, it can help teachers in social studies learning, especially in integrating characters such as introducing social care values to apply these values in everyday life. 3) CTL, this model is integrated into social studies learning carried out by instilling character education values in students. These values are the values of Pancasila, which are adjusted to the content of the subject matter. Learning is also carried out by applying several CTL components and always

contextualizing or connecting learning with everyday life. Integration of character education in social studies can connect what students learn using it in the real world. So that students feel more meaningful learning. 4) LVE, this model is integrated into social science learning with the following steps: a) the teacher explains the meaning of the value itself, b) students reflect on this value and relate it to their actions, c) the students will implement it in Their actions, d) make sure the staff provides an example of these values from their behavior. Ensure that these values are taught implicitly through every aspect of the curriculum. What these four models have in common is integrating values through contextual problems. These contextual problems are the main components for the development of values that are integrated into character education. Further research needs to clarify the effectiveness of these models in efforts to develop character education.

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