

Efforts in Science and Social Studies Learning to Shape the Character of Students at MI Al Falah Baron Nganjuk

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Keywords: *Character; Learning; Primary School; Science and Social Studies; Character.*

Article history

Received: 18 June 2026

Revised: 23 June 2026

Accepted: 21 June 2026

Published: 31 June 2026

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DOI: 10.20961/paedagogia.v29i2.124312

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Abstract: This study aims to explore and analyze efforts in teaching science and social studies in shaping the character of students at MI Al Falah Baron Nganjuk. The background of this study is the importance of character education in supporting students' moral and social development, particularly through subjects that are integrated with life values. This study uses a qualitative approach with a case study method at MI Al Falah Baron Nganjuk, involving observation, interviews, and documentation as data collection techniques. The results of the study show that science and social studies learning efforts at MI Al Falah Baron Nganjuk not only focus on understanding the material but also emphasize character building, such as responsibility, discipline, and cooperation among students. The methods used include project-based learning, group discussions, and extracurricular activities that support the development of positive attitudes in students. Overall, this study found that science and social studies learning can play a significant role in shaping students' character, especially in increasing their awareness of social and environmental values. The conclusion of this study is that integrating character values into science and social studies learning can help create students who are not only academically intelligent but also have good attitudes in their social lives.

How to cite: Albab, A. W, Purwowododo. A, Jani. Islam, Muhammad Thoriqul (2026). Efforts in Science and Social Studies Learning to Shape the Character of Students at MI Al Falah Baron Nganjuk. *PAEDAGOGIA*, 29(2), 333-345. DOI: 10.20961/paedagogia.v29i2.124312

INTRODUCTION

Science and social studies are an integral part of the Indonesian education curriculum, which aims not only to develop students' knowledge in science and social studies, but also to shape their character. In this context, science and social studies plays an important role in building students' competencies and character so that they can develop holistically, in terms of cognitive, affective and psychomotor aspects. Science and social studies are an adaptation of science and social studies learning combined into one subject. Science and social studies are combined because the material in both subjects is interrelated with human life (Juliyana et al., 2024).

Science and Social Studies in primary school is one of the subjects that plays a crucial role in shaping students' character, knowledge, and skills about the world around them. Science and Social Studies learning in Year 4 combines two different fields of study, namely natural sciences, which covers natural phenomena, and social sciences, which relates to society and culture. Science and Social studies aim to foster curiosity, interest, and active involvement, as well as the potential to advance knowledge and abilities. In fact, because the content of science is in line with experiences connected to everyday life, there is a strong interest in learning science, learning becomes more enjoyable, and students achieve the desired learning outcomes. Science is actually seen by primary school students as a fun and simple subject (Wati & Sukmayasa, 2025).

Learning with the science and social studies concept aims to provide experiences and improve abilities. In the independent curriculum, science and social studies are combined into science and social

studies. The objective of science and social studies in the independent curriculum is to develop interest, curiosity, active participation, and the ability to develop knowledge and skills. In reality, students consider science and social studies to be an enjoyable and easy-to-understand subject at the primary school level because the science and social studies material is relevant to their daily lives. With a high level of interest in learning science and social studies, the learning process becomes more enjoyable and students achieve the desired learning outcomes (Purwasih et al., 2026).

Character education should not be treated as a separate component of the curriculum but should be integrated across all subjects to promote students' cognitive, moral, and social development simultaneously (Islam & Nasution, 2024). Such integration is particularly important in primary education, as this developmental stage is crucial for fostering moral reasoning, empathy, responsibility, and lifelong values. In today's era of globalization, digital transformation, environmental degradation, and rapid social change, primary school students are increasingly exposed to diverse influences that require them to develop ethical judgment, critical thinking, and responsible decision-making from an early age (Birhan et al., 2021).

Character-oriented learning therefore plays a vital role in cultivating positive attitudes, values, and behaviors that support both individual well-being and social responsibility (Hoge, 2002). Thomas Lickona argues that character involves knowing the good, desiring the good, and acting upon the good. Within this framework, science and social studies provide authentic contexts for integrating character education because they connect academic knowledge with real-world environmental and social issues. Science learning promotes scientific literacy, environmental responsibility, and critical thinking, while social studies foster civic responsibility, cooperation, cultural understanding, and respect for diversity. Consequently, integrating character education into these subjects not only enhances academic achievement but also prepares students to become responsible citizens capable of adopting sustainable lifestyles and contributing to the goals of Education for Sustainable Development (ESD) (Lickona, 1992).

Character education becomes more effective when moral values are integrated into subject-based learning rather than being taught separately (Islam, Albab, et al., 2025). The study demonstrates that social studies instruction can serve as a meaningful context for developing students' character by connecting academic content with values and ethical behaviors (Katilmiş et al., 2011).

Science and Social Studies learning plays a very important role in shaping the character of students. Through learning that integrates character values and a contextual approach, students not only acquire knowledge that is useful for their lives, but also develop positive attitudes and behaviors. Integrating local wisdom into elementary school learning provides an effective approach to character education. Local cultural values help students develop moral responsibility, social awareness, and positive behavior while maintaining their cultural identity in the face of globalization (Siska et al., 2021). Therefore, effective science and social studies learning should not only emphasize the acquisition of disciplinary knowledge but also foster students' character development, enabling them to become responsible, ethical, and socially engaged individuals. Despite the growing recognition of integrated character education, empirical evidence regarding how science and social studies learning contribute to character formation at the primary school level remains limited, particularly within Indonesian Islamic elementary schools. To address this gap, the present study investigates the implementation of character education through science and social studies learning at MI Al Falah Baron Nganjuk.

METHOD

Research Design

This study employed a qualitative research design using a field research approach to gain an in-depth understanding of how character education is implemented through science and social studies learning at MI Al Falah Baron Nganjuk, Indonesia. A qualitative approach was considered appropriate because it enables researchers to explore participants' experiences, perceptions, and educational practices within their natural setting. The study focused on understanding the learning process, instructional strategies, classroom interactions, and the integration of character values in science and social studies instruction (Qomar, 2024).

Research Participants

The participants consisted of one principal, four science and social studies teachers, and twelve students selected through purposive sampling. Participants were chosen because they were directly involved in the implementation of science and social studies learning and possessed relevant knowledge regarding character education practices. Purposive sampling enabled the researcher to obtain rich and information-intensive data relevant to the research objectives (Qomar, 2022).

Ethical Considerations

Prior to data collection, permission was obtained from the head of MI Al Falah Baron Nganjuk. All participants voluntarily agreed to participate after receiving information regarding the objectives of the study. Written informed consent was obtained from teachers and the principal, while parental consent and student assent were obtained for student participants. Participants were informed that their identities would remain confidential and that they could withdraw from the study at any time without consequences. All data were anonymized and used solely for research purposes (Sugiyono, 2015).

Research Instruments

The supporting instruments in this study are available in Table 1.

Table 1. Research Instrumens

Instrument	Indicators
Observation	Classroom interaction, teacher strategy, student participation, character values
Interview	Planning, implementation, challenges, assessment
Documentation	Syllabus, lesson plan, teaching module, students' worksheets

Data Collection

Data collection was conducted from February to April 2026. The researcher first observed classroom learning activities, followed by semi-structured interviews with teachers, students, and the principal. Finally, curriculum documents, lesson plans, and student work were analyzed to triangulate the findings (Qomar, 2022).

Data Analysis

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing/verification. Interview recordings were transcribed verbatim, observation notes were coded, and emerging themes were identified through thematic analysis. Triangulation across interviews, observations, and documents was employed to enhance the credibility of the findings (Miles & Huberman, A. Michael Saldaña, 2018).

RESULT

The conclusions presented in Table 2 were not derived from a single source of evidence. Rather, they resulted from an iterative comparison between classroom observations, interview transcripts, and documentary evidence. Observation data were first coded to identify recurring instructional practices and students' character-related behaviours. These preliminary findings were then compared with teachers' and the principal's interview responses to determine whether similar themes emerged. Documentary evidence, including lesson plans and teaching modules, was subsequently analysed to verify whether the observed instructional practices were intentionally planned. Only themes consistently supported across these multiple sources were retained as the final findings. The consistency of the findings across observations, interviews, and documentary evidence indicates a high level of data credibility. Themes related to contextual learning, inquiry-based learning, project-based learning, and character education emerged consistently from all three data sources. Furthermore, participants confirmed that the researchers' interpretations accurately reflected their experiences during the member-checking process, thereby

strengthening the trustworthiness of the findings. The author explains the research data as shown in figure 1

Table 2. Research Instrumens

No	Research Focus	Observation Findings	Interview Findings	Triangulation Result	Conclusion
1	The Essence of Science and Social Studies Learning at MI Al Falah Baron Nganjuk	Observations showed that science and social studies learning was implemented contextually by connecting learning materials with students' daily lives. Teachers acted as facilitators who encouraged students to observe, discuss, and solve real-life problems while instilling discipline, responsibility, and curiosity. Science learning emphasized direct observation of natural phenomena, while Social Studies learning emphasized cooperation, empathy, and tolerance through discussions and case studies.	According to Asrofi (2026), Natural and Social Sciences should be introduced from Grade III after students have mastered basic literacy and numeracy skills. Teachers explained that science and social studies learning is not only intended to improve academic achievement but also to cultivate students' attitudes and character through meaningful learning experiences connected to everyday life.	To enhance the credibility and trustworthiness of the findings, this study employed several qualitative validation strategies. <i>First</i> , method triangulation was conducted by comparing evidence obtained from classroom observations, semi-structured interviews, and document analysis, including lesson plans, teaching modules, and students' assignments.	The essence of science and social studies learning at MI Al Falah Baron Nganjuk is not merely the transfer of scientific knowledge but also the integration of character education into every learning activity. Learning is designed to develop students' cognitive abilities alongside positive attitudes and behaviours through contextual and meaningful experiences.
2	The Objectives of science and social studies Learning at MI Al Falah Baron Nganjuk	Classroom observations indicated that learning objectives extended beyond conceptual understanding. Students were encouraged to become disciplined, responsible, environmentally aware, cooperative, and socially caring through practical	Interviews revealed that the objectives of science and social studies learning are to develop scientific knowledge together with religious, social, and moral character. Teachers emphasized contextual	<i>Second</i> , source triangulation was applied by collecting information from multiple participants, namely the principal, science and social studies teachers, and students, to ensure consistency	The objectives of science and social studies learning at MI Al Falah Baron Nganjuk are holistic, integrating cognitive, affective, and psychomotor development. Learning aims not only to improve students' academic

No	Research Focus	Observation Findings	Interview Findings	Triangulation Result	Conclusion
		activities, discussions, inquiry, and collaborative learning. Teachers consistently integrated moral values into classroom instruction.	learning (CTL), Project-Based Learning (PjBL), inquiry learning, discussions, technology integration, and character assessment as strategies to achieve these objectives. According to Anwar (2026) and Alfiyah (2026), active learning strategies strengthen creativity, critical thinking, cooperation, independence, and character development.	across different perspectives.	competence but also to build character values aligned with the Pancasila Student Profile, including responsibility, honesty, cooperation, independence, creativity, and environmental awareness.
3	The Outcomes of science and social studies Learning in Shaping Students' Character at MI Al Falah Baron Nganjuk	Observations demonstrated positive changes in students' behaviour. Students became more disciplined in classroom routines, more responsible during experiments and projects, more concerned about environmental cleanliness, and more cooperative during group discussions. They also showed respect for differing opinions and demonstrated empathy toward classmates.	Interviews with teachers confirmed that integrating character values into science and social studies learning had successfully strengthened students' religious attitudes, social responsibility, environmental awareness, cooperation, honesty, and independence. Teachers stated that character assessment was conducted through continuous observation of	<i>Third</i> , member checking was undertaken by returning interview summaries to selected participants to confirm the accuracy of the researchers' interpretations. In addition, peer debriefing was conducted through discussions with fellow researchers and educational experts to review the coding process and thematic interpretations.	The findings indicate that science and social studies learning at MI Al Falah Baron Nganjuk has successfully contributed to students' character formation. Character values are developed systematically through contextual, inquiry-based, project-based, collaborative, and value-oriented learning, resulting in students who are academically competent while demonstrating discipline,

No	Research Focus	Observation Findings	Interview Findings	Triangulation Result	Conclusion
			students' attitudes and behaviours during classroom and school activities.	Finally, the observation findings were continuously compared with interview data during the coding process, and only themes consistently supported by multiple sources were reported as the final findings.	responsibility, cooperation, honesty, environmental awareness, curiosity, critical thinking, creativity, and social concern in their daily lives.

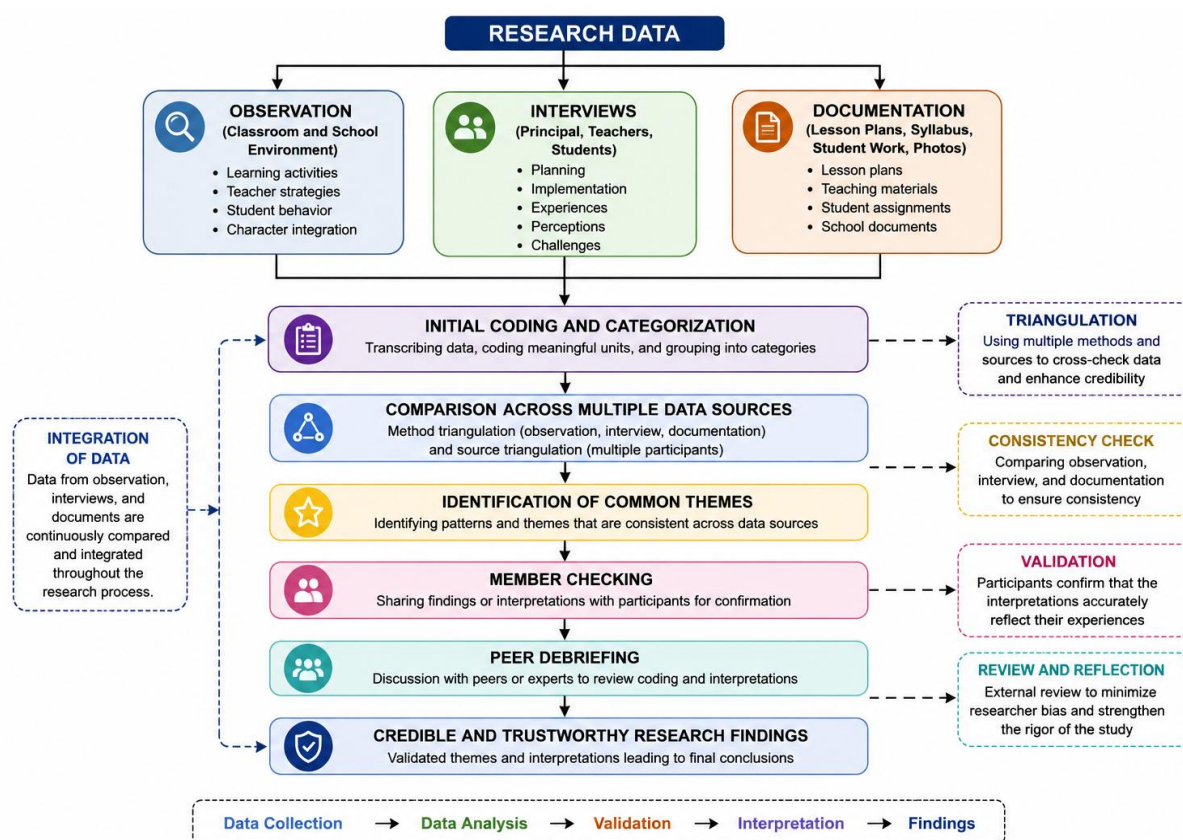


Figure 1. Research Data

DISCUSSION

The Essence of Science and Social Studies Learning at MI Al Falah Baron Nganjuk

The implementation of the Independent Curriculum has integrated science and social studies into a single subject, Science and Social Studies, to provide students with a holistic understanding of the natural and social world (Azmi et al., 2024). This interdisciplinary approach enables students to

understand the interconnectedness between scientific phenomena and human life while developing the knowledge, skills, and values necessary to respond to real-world challenges (Ramadhani & Erviastiw, 2023; Yulizah et al., 2023). Rather than emphasizing the acquisition of disciplinary knowledge alone, science and social studies learning is designed to help students relate scientific concepts to everyday experiences and cultivate meaningful learning (Mujahid, 2021).

The essence of science and social studies learning lies in its student-centered and inquiry-oriented approach, where students actively construct knowledge through observation, experimentation, discussion, problem-solving, and reflection (Mushaffa et al., 2025). In this process, teachers function as facilitators who encourage students to investigate natural and social phenomena, analyze evidence, and draw logical conclusions based on authentic learning experiences (Paramita et al., 2025; Risnawati et al., 2026). Such learning not only strengthens conceptual understanding but also promotes critical, analytical, creative, and reflective thinking skills that are essential for lifelong learning (Kosassy et al., 2018).

Furthermore, science and social studies learning emphasizes contextual and problem-based learning by connecting classroom instruction with environmental, social, and global issues encountered in students' daily lives, including sustainability, climate change, and social responsibility (Erviana et al., 2026; Islam et al., 2023). Through authentic learning experiences, students are encouraged to apply their knowledge in solving real-life problems while developing collaboration, communication, and decision-making skills (Islam et al., 2024). This contextual orientation reflects the principles of student-centered learning, in which students actively participate in planning, exploring, and evaluating their own learning, while teachers provide guidance and meaningful learning opportunities (Järvenoja et al., 2015; Tholibon et al., 2022).

Ultimately, the fundamental purpose of science and social studies learning extends beyond improving academic achievement. It aims to foster responsible, ethical, and environmentally conscious citizens who possess strong scientific literacy, social awareness, and sustainable values (Keller et al., 2017). By integrating cognitive, social, and moral dimensions, science and social studies learning contributes to the development of students who are capable of thinking critically, collaborating effectively, and making responsible decisions that benefit both society and the environment (Duke et al., 2020; Hopipah et al., 2024).

The Objectives of Science and Social Studies Learning at MI Al Falah Baron Nganjuk

The primary objective of Science and Social Studies learning is to equip students with a comprehensive understanding of natural phenomena, social life, and the interrelationships between humans and their environment (Sudarmoko et al., 2025). Through this interdisciplinary subject, students are expected to acquire fundamental scientific and social knowledge while developing an appreciation of local wisdom, cultural diversity, and community values (Zarkasyi, 2020). Integrating local contexts into learning makes instruction more meaningful, strengthens students' cultural identity, and encourages respect for diversity in an increasingly globalized world (Islam, Nasution, et al., 2025).

In addition to building conceptual understanding, Science and Social Studies learning seeks to cultivate curiosity, critical thinking, creativity, and problem-solving skills through inquiry, observation, experimentation, discussion, and project-based activities (Bognar et al., 2025). These student-centered learning experiences encourage learners to actively explore ideas, analyze evidence, evaluate information, and construct solutions to authentic problems encountered in everyday life (Almulla & Al-Rahmi, 2023). Such competencies are essential for developing lifelong learners who can adapt to the rapidly changing demands of the twenty-first century (Osman, 2026).

Science and Social Studies learning also emphasizes the development of practical, social, and ethical competencies (Phan et al., 2024; Putra et al., 2026). Through collaborative learning, field observations, and real-world investigations, students strengthen communication, teamwork, empathy, and environmental awareness while learning to appreciate different perspectives and make responsible decisions (Imran & Mardhiah, 2023). Contextual learning experiences related to sustainability, climate change, biodiversity, and social issues help students understand their responsibilities toward society and the environment and foster values such as honesty, cooperation, tolerance, integrity, and social justice (Gan et al., 2015; Gilberto, 2022).

Ultimately, the overarching goal of Science and Social Studies learning extends beyond academic

achievement to the holistic development of students' character (Yasnita et al., 2025). By integrating cognitive, affective, and psychomotor domains, this subject prepares students to become responsible, environmentally conscious, and socially engaged citizens who embody the values of the Pancasila Student Profile (Izhar et al., 2022). Meaningful, enjoyable, and character-oriented learning experiences not only enhance students' scientific literacy and social understanding but also cultivate discipline, responsibility, resilience, collaboration, and ethical behavior, enabling them to contribute positively to sustainable development and the well-being of society (Campbell, 1997; Ramadhani & Erviastiw, 2023).

The Outcomes of Science and Social Studies Learning in Shaping Students' Character at MI Al Falah Baron Nganjuk

Based on observations conducted at Madrasah Ibtidaiyah Al Falah Baron Nganjuk, science and social studies lessons have been designed not only to improve students' academic understanding, but also to shape their character. The learning process takes place contextually by linking the subject matter to everyday life, so that students are able to understand the meaning of science and apply it in their attitudes and behavior. Teachers play an active role as facilitators who instill values of discipline, responsibility, and curiosity during teaching and learning activities.

In science lessons, students are encouraged to observe natural phenomena directly through simple practical activities and group discussions. These activities train students to be thorough and honest in recording their observations, as well as fostering awareness of their surroundings. Meanwhile, social studies learning is aimed at developing social skills such as cooperation, tolerance, and empathy through discussions on topics such as community life, history, and culture. Through discussions and case studies, students are trained to respect differences of opinion and understand their role as part of society. Science and social studies are very important to learn from an early age, starting in third grade, after children have learned to read and count, because first and second grades are for reading and writing (Penulis, 2026).

Overall, the efforts to teach science and social studies at Madrasah Ibtidaiyah Al Falah Baron Nganjuk have had a positive impact on shaping the character of students. The integration of character values into each subject means that students are not only intellectually capable, but also have good religious, social, and moral attitudes. This is evident in the students' more disciplined behavior, their concern for the environment, and their ability to work well together in learning activities and daily activities at the madrasah. The character traits developed in social studies learning are independence and social skills, which are practiced directly during both theoretical and practical learning activities (Penulis, 2026).

Al Falah Baron Nganjuk Madrasah Ibtidaiyah (MI), as a basic education institution, plays a very important role in shaping the character of students, in addition to focusing on the development of scientific knowledge. The teaching of science and social studies is not only a means of acquiring scientific knowledge, but also of instilling character values that form the basis of children's behavior and personality. Character education at MI Al Falah Baron Nganjuk must be based on the values of good character, integrity, cooperation, and a love of knowledge. Therefore, an effective learning approach in science and social studies is essential to instill good character in students. The following are strategies or efforts in science and social studies learning to shape the character of students at Madrasah Ibtidaiyah Al Falah Baron Nganjuk in Table 3.

First, Contextual and Integrative Approach: a) Using the Contextual Teaching and Learning (CTL) approach, where students learn by relating science and social studies material to their daily lives. For example, in science lessons about ecosystems, students are encouraged to learn about their surrounding environment and the importance of protecting nature. On the other hand, in social studies, they can learn about the values of togetherness and mutual cooperation in the context of social life in the community. b) The integration between natural sciences and social sciences also needs to be introduced, so that students can see the relationship between natural sciences and social sciences. For example, how environmental changes (from the perspective of natural sciences) can affect social life (from the perspective of social sciences).

Second, Project-Based Learning: a) One effective way to develop character is to implement project-based learning. Students are given assignments to conduct simple research or projects related to science or social studies material. For example, a project to create an environmental model, or research

on cultural diversity in society. Through these projects, students not only develop their knowledge, but also practice cooperation, responsibility, and creativity. Effective methods include experiments/laboratories, group discussions, field studies, simulations, and project-based learning (PjBL). These strategies enhance creativity, critical thinking, and a comprehensive understanding of concepts (Penulis, 2026). b) Project-based learning can also foster leadership skills, as students learn to work in groups and lead activities, while developing empathy for the environment and society. Discussion-based learning will foster students' cooperative and independent character (Penulis, 2026).

Table 3. The Strategies of Science and Social Studies Learning

Number	Learning Strategy	Brief Explanation
1	Contextual and Integrative Approach	Science and social studies lessons are linked to students' daily lives and integrate moral and social values so that students understand the material while building character.
2	Project-Based Learning	Students are given project assignments related to the environment or social life so that they learn to work together, be responsible, and be creative.
3	Use of Discussion and Collaboration Methods	Teachers encourage students to discuss and work in groups so that they learn to respect other people's opinions, practice communication, and develop mutual respect.
4	Value- and Skill-Based Learning	The learning materials not only emphasize knowledge, but also instill values such as honesty, responsibility, and social awareness.
5	Application of Inquiry-Based Learning	Students are encouraged to ask questions, investigate, and find answers on their own, thereby increasing their curiosity, critical thinking, and independence in learning.
6	Utilizing Technology for Engaging Learning	Teachers use technological media such as videos, images, or digital presentations to make learning more interesting, interactive, and easier for students to understand.
7	Character Assessment Through Learning	Teachers assess not only academic results, but also students' attitudes and behavior, such as discipline, cooperation, responsibility, and concern for friends.

Third, Use of Discussion and Collaboration Methods: a) Encourage students to discuss specific topics in science and social studies in groups. For example, in a social studies lesson on the history of independence, students can be asked to discuss the role of heroes in the struggle for independence. In science, students can discuss the importance of nature conservation and how they can contribute. b) Through this discussion, students can learn to listen to others' opinions, communicate effectively, and develop tolerance.

Fourth, Value- and Skill-Based Learning: a) Science and social studies lessons at MI Al Falah must incorporate moral values and social skills into every process. For example, when learning about the solar system, students can be taught to appreciate God's creation and understand the order of nature as a sign of God's greatness. Similarly, in social studies, lessons about social life can emphasize the importance of differences and how to build harmony in diversity. b) Character education through this subject must be integrated with exercises that shape social ethics, concern for others, and mature thinking. Incorporating moral values (honesty, responsibility, environmental awareness) into lesson plans, using active learning methods such as group discussions and simulations, providing direct examples set by teachers, and appreciating positive student behavior, in accordance with curriculum principles that emphasize character building based on the Pancasila Student Profile (Penulis, 2026).

Fifth, Inquiry-Based Learning: a) This method encourages students to actively seek knowledge and ask questions about the natural and social phenomena around them. By guiding students to investigate and find answers on their own, they will become more accustomed to critical and analytical thinking processes. b) In addition, the inquiry method also fosters curiosity, a desire to learn, and the

courage to try new things, which are important parts of character building. Contextual Teaching and Learning provides meaningful learning experiences by connecting academic concepts with students' real-life situations. Through contextual activities, students are encouraged to understand learning materials while developing positive character values that can be applied in their daily lives (Lestari et al., 2021).

Sixth, Using Technology for Engaging Learning: a) The study suggests that game-based learning creates a more engaging classroom environment by encouraging students to participate actively throughout the learning process. Interactive platforms such as Kahoot and Quizizz increase students' attention and motivation, making science learning more meaningful and enjoyable (Janković & Lambić, 2022). b) Using technology, such as educational videos, interactive learning applications, or virtual experiments, can increase students' motivation and interest in learning. This will not only enrich science and social studies learning materials, but also teach students about creativity, innovation, and adaptation to rapid technological developments. c) Technology can be used to explore social issues in greater depth, such as cultural diversity or environmental conservation, which can build global understanding and social awareness. The provision of indoor and outdoor media at madrasahs is very important, and continuous learning in line with the theme in each class is a characteristic developed in science education at this madrasah (Penulis, 2026).

Seventh, Character Assessment Through Learning as shown in Table 4. The study highlights that character education becomes more effective when it is integrated into regular classroom instruction rather than being delivered as a separate subject (Islam & Syaifudin, 2024). Learning activities that incorporate ethical and cultural diversity provide meaningful opportunities for students to develop democratic values while improving their understanding of social issues (Hardiansyah, 2022). character education is most effective when it is systematically integrated into classroom instruction. Teachers incorporate character values into lesson planning, learning activities, and assessment so that students develop moral qualities alongside academic competencies (Hermanto et al., 2022). The successful implementation of character education depends largely on teachers' ability to integrate moral values into classroom instruction. Teachers are expected to connect subject content with character-building objectives so that students develop positive attitudes alongside academic knowledge (Muhajir, 2022).

Assessment in science and social studies learning should not only focus on academic results, but also on character aspects. Assessment can be done through observation of cooperation, responsibility, ethics in the learning process, and how students apply the values taught in their daily lives (Islam, Amelia, et al., 2025). In addition to cognitive assessment (knowledge), it is important to assess students' attitudes and behavior so that their character can be measured and properly formed.

Table 4. Character Assessment Through Learning

Number	Developed Characters
1	Environmental awareness, responsibility, and social consciousness
2	Cooperation, responsibility, creativity
3	Respecting opinions, communication, tolerance
4	Honesty, discipline, hard work
5	Curiosity, critical thinking, independence
6	Creativity, digital literacy, enthusiasm for learning
7	Discipline, responsibility, cooperation

CONCLUSION

The science and social studies learning strategy at Madrasah Ibtidaiyah Al Falah Baron Nganjuk plays a significant role in shaping the character of students. By integrating learning based on moral and social values, using creative and contextual approaches, and involving students in activities that encourage them to be active and responsible, students' characters can develop to their full potential. Education at MI Al Falah not only equips students with knowledge, but also shapes them into individuals with noble character, who care for others and have a broad perspective.

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