



## Integrated Social Sciences in Improving Achievement and Character Education to Elementary School Students in Pandemic Era

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### ARTICLE INFO

### ABSTRACT

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#### Keywords

Integrated ISS, learning achievement, educational applications, student habits of mind

**Purpose Purpose:** This study intends to investigate the impact of solution-based integrated social sciences (ISS) learning on student achievement at Madrasah Ibtaiyah (MI) in Salatiga City during the epidemic. Moreover, this study aims to evaluate the influence of solution-based ISS learning in enhancing the application of character education in the mental habits of MI students in Salatiga City during the pandemic. **Design / methodology / approach:** This research is based on quantitative data, and responses are gathered using a Likert-scale questionnaire. Participants in this study were MI instructors from Salatiga, Central Java.

**Findings:** The research revealed that employing activity theory to create learning content relevant to the learners' level boosted confidence and learning effectiveness. In this manner, student performance improved, but anxiousness became one of the variables that posed a barrier. **Research limitations/implications:** The implication of the answer is how the city of MI Salatiga regulates itself to improve success and the capacity to implement character education in the mental habits of students to adapt to the epidemic. **Originality/value:** The originality of the research relates to ISS learning in habits of mind, which has to do with enhancing learning achievement and learning applications in habits of mind.

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## 1. Introduction

In 2019, the Covid 19 pandemic swept the globe and impacted science and culture (Parlindungan, Rahmatillah, & Lisyati, 2021). Educational institutions ranging from elementary schools to colleges are severely affected, as students are forced to engage in online learning at home rather than at school (Churiyah et al., 2020). The study found intriguing findings of integrated Social Sciences (ISS) that can contribute to education to comprehend and overcome the Covid 19 dilemma by training its population with the scientific abilities necessary to understand and combat the pandemic. There has never been a greater need for social studies to prepare future scientists for critical thinking and socially responsible citizenship (Adli et al., 2022). This is because the pandemic situation places significant demands on the quality of the online learning environment, necessitating immediate solutions for the quality of an effective learning environment to meet educational goals. It is emphasized further that the existing student learning assessment system faces a significant risk of accountability issues in generating dependable learning results when students are required to engage in distance learning (Prasetyanto, Rizki, & Sunitiyoso, 2022).

ISS is a social science that investigates the social circumstances of society. In Rugby (England), between the 1940s to 1970s, the area of social studies felt tough, ambiguous, and immature. Until the 1970s, around the 18th century, following the Industrial Revolution, an educational curriculum evolved in schools. It is feared that the progress of science and technology, which stimulates industrialization to become contemporary and advanced, would negatively affect individuals' social conduct (Haiyudi & Art-In, 2021). During the pandemic, several modern literary research indicates that social studies are intimately tied to mental habits (Asvial, Mayangsari, & Yudistriansyah, 2021). The influence of the Covid-19 shutdown, also known as the virtue of stupidity from the perspective of reason and mind, has increased people's mental habits (Sukendro et al., 2020). This is one aspect that motivates educational institutions to seek the most effective method for enhancing students' mental habits. This relates to students' inquisitiveness and their habit of critical thinking; during the Covid 19 revolution, students dropped their social interactions, which led them to encourage healthy living practices and created exhaustion and cynicism (Wardani, Bistara, & Setiyowati, 2020).

The social studies teaching program in Indonesia is outlined in article 37 of the RI Law no. 20 of 2003 about the National Education System. The basic and secondary teaching curriculum must include several courses, and Social Studies is one of them. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020-2024, the goal of social studies education is the same as the goal of science taught in schools, namely developing dynamic, productive, skilled, hard-working human resources, mastering science and technology, and collaborating with global industry and talent. In the 1970s, social studies were included in the school curriculum known as the Pioneer School Development Curriculum (PSDC) IKIP Bandung in consideration of Indonesia's multicultural and conflict-prone surroundings (Prabawangi, Fatanti, & Ananda, 2021).

In Indonesia, formal social studies education has been taught in grade III Elementary Schools (ES) and/or Madrasah Ibtaiyah (MI). At the onset of social studies courses, conventional ways reigned, where the lecture method was the only learning model in the

classroom, learning resources consisted of books, and the curriculum was still formal. To enhance the quality of education, educational institutions at the elementary level began to adopt an integrated strategy as the age progressed. ISS comprises five disciplines that are taught based on the child's age. The disciplines of history, geography, economics, sociology, and anthropology are included. This is done because the standard approach is deemed excessively boring and incapable of adequately developing pupils' skills (Saputra et al., 2021). According to studies, the typical strategy reduces student engagement in the learning process, diminishing the natural learning experience (Syahrudin et al., 2021). Based on the first observations, the issues encountered by teachers in MI Salatiga in their search for learning solutions are extremely different. Weak internet networks, insufficient facilities, children's laziness to study, busy parents, and a shortage of educators are among these obstacles. This is why scientists are investigating the subject of this study.

In September 2020, the population of Salatiga City was estimated to be 192,322; this number has increased by around 21,990. (Chinmi & Marta, 2020). Since 1975, the government's curriculum development program has urged teachers to employ an integrated approach so that social studies are of higher caliber and more relevant. By taking social studies courses, it is intended that students will be able to comprehend other people and their surroundings (Rahmayanti et al., 2020). In the era of globalization, social studies education aspires to produce democratic, knowledgeable, and concerned citizens for the nation and state. Recent studies on the extension of learning theory, ISS learning, and its relationship to habits of mind reveal several findings that the application environment of blended learning education has led to significant differences in students' academic achievement (Hidayat, Anisti, & Wibawa, 2020), has a habit effect (Pramukti et al., 2020).

Literature from the past suggests additional research on learning appropriate for the technology era during the pandemic, as well as preparing and comprehending the numerous ways and aspects that influence the success of the learning process (Giantari et al., 2021). The originality of the research relates to ISS learning in habits of mind, which has to do with enhancing learning achievement and learning applications in habits of mind. Previous research has demonstrated that ISS learning can facilitate character education. During the epidemic, this study investigates the effect of solution-based ISS learning on MI student achievement in Salatiga City. Moreover, this study aims to evaluate the influence of solution-based ISS learning in enhancing the application of character education in the mental habits of MI students in Salatiga City during the pandemic. This research is also important due to its theoretical and practical consequences.

## 2. Review of Literature

According to Tan, Tan, and Tan (2021), social sciences are a group of academic disciplines that emphasize the scientific method and human interaction with their social context when studying human-related topics. An integrated curriculum is connected with the term integrated. In integrated learning, topic borders are eliminated in units or as a whole. It is anticipated that integrating learning resources would result in an integrated student personality. Cohesion is defined by Pramukti et al. (2020) as a method that combines many studies simultaneously to make it more effective and efficient. The integrated approach begins with a meaningful and organized unit. The intended whole is not the sum of particular components but rather the form of a meaningful whole. Developing integrated activities naturally emphasizes the development of thinking. In ISS learning, it is believed that learning activities are effective if they can engage

students in the learning process by stressing practical actions rather than theoretical notions. Students are allowed to immediately integrate their information to enhance their critical thinking and creativity (Chinmi & Marta, 2020).

The literature describes the significance of ISS education to national development. Future studies must consider the need to enhance the caliber of social science instructors (Parlindungan et al., 2021). The ISS branches include anthropology, geography, economics, history, and sociology (which studies society and human relations). Integrated learning planning must follow three steps: selecting engaging topics and learning concepts, selecting resources pertinent to the child's developmental level, and establishing linkages with other relevant disciplines (Tan et al., 2021). According to the study, integrated learning is ideally suited for primary schools and early childhood education in which the teacher is at the core of the control over learning. The primary characteristic of integrated learning is the emphasis on the role of the instructor in delivering learning materials and establishing an environment that encourages students to be active and interact with their surroundings. It is anticipated that student involvement will strengthen their ability to think critically and analytically (Adli et al., 2022).

Learning attainment theory is a standard test for measuring a person's skills or knowledge in a received or completed learning process. Theoretically, if an action can fulfill a need, there is a strong tendency for it to be repeated. Sources of learning reinforcement can include extrinsically positive values, recognition, prizes, or intrinsically exciting events to examine and analyze (Rahmayanti et al., 2020). Due to the enduring nature of learning, human beings will always pursue achievements in their disciplines. The learning achievement function consists of four types: learning achievement as an indicator of the quality and quantity of students' knowledge, learning achievement as a curiosity-satisfaction institution, learning achievement as information and innovation material, learning achievement as an information and educational innovation in increasing knowledge and technology and playing a role in evaluating to improve the quality of education, and learning achievement as a curiosity-satisfaction institution. Results indicated that appropriate learning content employing activity theory with the level of learners boosted self-confidence and learning efficacy, resulting in increased student accomplishment; however, anxiety became one of the variables that posed a barrier (Tauhidah et al., 2021).

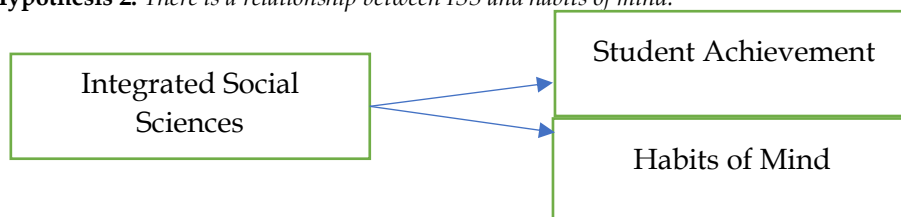
The factors that influence student achievement can be categorized according to three criteria: internal factors (health and disability), psychological factors (intelligence, attention, interest, motivation, maturity, and readiness), and fatigue; external factors (family education, home environment, economic conditions, and culture); and school environment (teaching methods, teachers, educational curriculum) (strategies and methods used to carry out learning activities). Learning is a never-ending process of accumulating knowledge to achieve human perfection through acquiring values, information, and practical skills. Modern education tends to be realistic. As a result, the educational system no longer considers the potential of its students. Humanistic learning theory is a theory whose discourse focuses on human behavior and is intimately associated with learning achievement. This hypothesis proposes that pupils will achieve success if they comprehend their environment and themselves. In this learning theory, students are expected to be independent, courageous, not constrained by the opinions of others, and responsible for their well-being without compromising the rights of others or violating applicable rules, norms, discipline, or ethics, with the teacher serving merely as a facilitator. The independence of students to explore their potential is anticipated to increase academic performance (Parlindungan et al., 2021).

Habits of mind are a person's ability to control positive conduct to have the self-assurance and a stable personality. Mindsets are crucial to the formation of a positive student's learning character. According to the study, students' mental habits include self-regulated thinking, which is the ability to realize one's style of thinking, develop effective plans, and locate information, and critical thinking, which involves pursuing accuracy, being open-minded, and avoiding unthinking behavior. It is also suggested that advice and encouragement from instructors and parents will push kids to generate and consider innovative and creative viewpoints in pursuing life-applicable new ideas (Giantari et al., 2021). The seven habits of effective children are used to instill character in students: being proactive and responsible in making good decisions; having plans and goals; putting things priority; when faced with a conflict looking for the best answer; listening to ideas, and respecting the feelings of others; being able to synergize and learn from others; and being able to balance the four parts of himself.

The four components of the self are the body, which maintains health via nutrition and exercise. The mind (brain), through learning and seeks information. The heart (emotions), through establishing healthy relationships, effective communication, and the desire to live a meaningful life. Students' self-control and self-discipline influence or shape Habits 1-3. In this instance, students will gain more experience by constructing meaningful communication with teachers, peers, and others in Exhibit 4-6. Then, in habit number seven, students will refresh themselves by harmonizing their bodies, mind, emotions, and spirit (Pramukti et al., 2020). Good mental habits entail intelligent problem-solving behavior. Individuals develop this when they reply to issues or situations whose answers are not immediately apparent, allowing them to observe and acquire knowledge (Tan et al., 2021). In their research, Syahrudin et al. (2021) found that mental habits can assist students with self-regulation in their studies and problem-solving in their social relationships. Online learning facilitates the improvement and formation of mental habits. At least five signs are evaluated: self-awareness of thinking, accuracy and the pursuit of accuracy, open-mindedness, taking a stand when the situation permits, and sensitivity to others. The practice of "self-aware thinking" and "open-mindedness" increased the frequency of habitual thinking, "self-awareness thinking," and "open-mindedness," according to a later study (Prabawangi et al., 2021).

**Hypothesis 1:** *There is a relationship between ISS and student achievement.*

**Hypothesis 2:** *There is a relationship between ISS and habits of mind.*



**Figure 1.** *Theoretical Framework of the Study*

### 3. Methodology

This research is based on quantitative data, which is utilized to acquire empirical evidence. A questionnaire based on the Likert scale has been devised for data collection. After thoroughly examining the literature and operational definitions, items are drawn

from various studies for each construct of the study. This study has adapted the scale items for ISS developed by Manowong (2016) to examine its impact on students' achievement and mental habits. Similarly, this study has altered Amiri and Ghonsooly's (2015) items for the construct "student achievement" to determine its link with ISS.

Similarly, this study has updated the items for the "habits of mind" construct from Uiterwijk-Luijk et al. (2019) to establish its association with ISS. Participants are "people who participate and respond to research questions" and will later respond to study questions concerning the mental habits of students during the pandemic. Participants in this study were MI instructors from Salatiga, Central Java. Fourteen ISS teachers from MI Salatiga City participated in the study. Participants in the study included 9 female teachers and 5 male teachers with an average age between 28 and 50 years. Participants are instructors from grades 1 through 6 who match the criteria for research participants for MI teachers in Salatiga, having taught ISS for at least one year during the Covid-19 pandemic.

#### 4. Data Analysis

This research uses "structural equation modeling" to determine the study's findings. For the data normality test, kurtosis and skewness scores were employed. Royston (1992) states that "skewness is a measure of symmetry, or more precisely the absence of symmetry, and kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution." Similarly, according to Babbie, Wagner III, and Zaino (2022), "a general rule of thumb for skewness is that if the number is greater than +1 or less than -1, this indicates a significantly skewed distribution, and for kurtosis if the number is greater than +1, the distribution is too peaked." The acceptable "skewness and kurtosis" results are listed in Table 1.

**Table 1**

*Skewness and Kurtosis*

|      | Mean  | Standard Deviation | Excess Kurtosis | Skewness |
|------|-------|--------------------|-----------------|----------|
| ISS1 | 3.268 | 1.503              | -0.435          | 0.084    |
| ISS2 | 3.277 | 1.779              | -0.558          | 0.428    |
| ISS3 | 3.513 | 1.883              | -0.813          | 0.304    |
| ISS4 | 3.513 | 1.897              | -0.794          | 0.376    |
| ISS5 | 3.536 | 1.7                | -0.444          | 0.289    |
| ISS6 | 3.513 | 1.79               | -0.664          | 0.239    |
| ISS7 | 3.509 | 1.84               | -0.893          | 0.144    |
| SA1  | 3.692 | 1.851              | -0.772          | 0.182    |
| SA2  | 3.732 | 1.852              | -0.745          | 0.3      |
| SA3  | 3.674 | 1.926              | -0.776          | 0.349    |
| SA4  | 3.558 | 1.872              | -0.707          | 0.371    |
| SA5  | 3.585 | 1.845              | -0.62           | 0.354    |
| SA6  | 3.625 | 1.833              | -0.676          | 0.316    |
| SA7  | 3.487 | 1.768              | -0.485          | 0.413    |
| HM1  | 3.549 | 1.899              | -0.891          | 0.203    |
| HM2  | 3.482 | 1.795              | -0.625          | 0.288    |
| HM3  | 3.67  | 1.744              | -0.576          | 0.247    |
| HM4  | 3.067 | 1.485              | -0.119          | 0.601    |
| HM5  | 3.192 | 1.498              | 0.472           | 0.863    |
| HM6  | 3.237 | 1.437              | 0.828           | 0.933    |
| HM7  | 3.165 | 1.453              | 0.451           | 0.756    |

The “measurement model” findings are used to test the “reliability and validity.” According to the research by Shevlin and Miles (1998), “factor loading shows how well an item represents the underlying construct, and it must be over 0.70.” According to the research by Tavakol and Dennick (2011), “Cronbach’s alpha ( $\alpha > 0.70$ ) is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.” Indeed, according to the research by Raykov (1997), “composite reliability (CR  $> 0.70$ ) is a measure of internal consistency in scale items, much like Cronbach's alpha.” Additionally, according to the research by Alarcón, Sánchez, and De Olavide (2015), “average variance extracted (AVE  $> 0.50$ ) is a measure of the amount of variance that is captured by a construct in relation to the amount of variance due to measurement error.” The significant findings of these factors are reported in Table 2 and Figure 2.

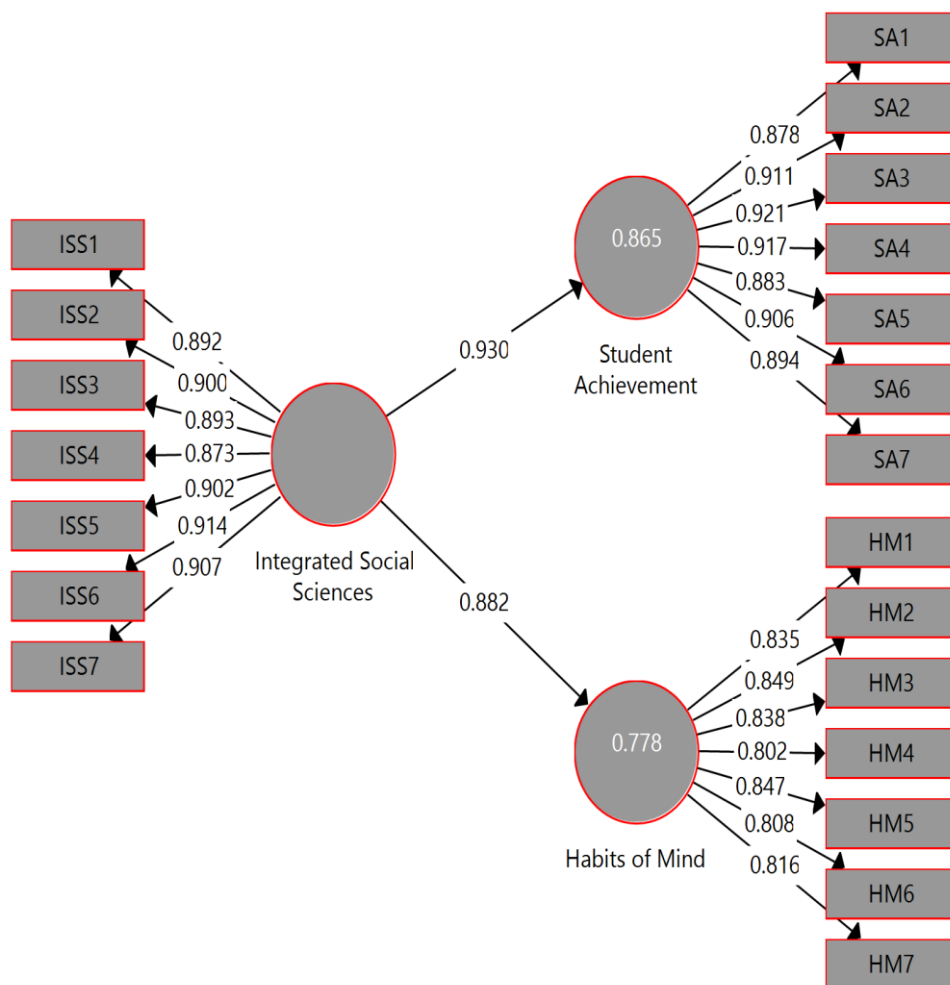


Figure 2. Measurement Model

**Table 2**

*Reliability and Validity*

| Variables                  | CR    | Indicators | Factor Loadings | Alpha | AVE   |
|----------------------------|-------|------------|-----------------|-------|-------|
| Habits of Mind             | 0.938 | HM1        | 0.835           | 0.925 | 0.685 |
|                            |       | HM2        | 0.849           |       |       |
|                            |       | HM3        | 0.838           |       |       |
|                            |       | HM4        | 0.802           |       |       |
|                            |       | HM5        | 0.847           |       |       |
|                            |       | HM6        | 0.808           |       |       |
|                            |       | HM7        | 0.816           |       |       |
| Integrated Social Sciences | 0.967 | ISS1       | 0.892           | 0.960 | 0.805 |
|                            |       | ISS2       | 0.900           |       |       |
|                            |       | ISS3       | 0.893           |       |       |
|                            |       | ISS4       | 0.873           |       |       |
|                            |       | ISS5       | 0.902           |       |       |
|                            |       | ISS6       | 0.914           |       |       |
|                            |       | ISS7       | 0.907           |       |       |
| Student Achievement        | 0.968 | SA1        | 0.878           | 0.962 | 0.813 |
|                            |       | SA2        | 0.911           |       |       |
|                            |       | SA3        | 0.921           |       |       |
|                            |       | SA4        | 0.917           |       |       |
|                            |       | SA5        | 0.883           |       |       |
|                            |       | SA6        | 0.906           |       |       |
|                            |       | SA7        | 0.894           |       |       |

According to the study by Lucas, Diener, and Suh (1996), "discriminant validity examines whether or not concepts or measurements that are not expected to be related are unrelated." In addition, Heteritrait-Monotrait (HTMT) is a measure of similarity between latent variables, according to a study by Ab Hamid, Sami, and Sidek (2017). According to research by Gold, Malhotra, and Segars (2001), "the HTMT threshold is debatable, with the majority of publications recommending a value below 0.90." Table 3 lists the findings that can be relied upon for this component.

**Table 3**

*Discriminant Validity (HTMT)*

|                            | Habits of Mind | Integrated Social Sciences | Student Achievement |
|----------------------------|----------------|----------------------------|---------------------|
| Habits of Mind             |                |                            |                     |
| Integrated Social Sciences | 0.889          |                            |                     |
| Student Achievement        | 0.878          | 0.768                      |                     |

In addition, this study utilized the results of the "structural model" depicted in Figure 3. For the path findings, this study relies on Hair Jr., Howard, and Nitzl's endorsed "t > 1.96" and "p < 0.50" criteria (2020). The research demonstrated that the ISS considerably impacts the academic performance of MI students, and the first relationship is accepted. Similarly, the study showed that the ISS substantially affects the mental habits of MI students, and this second relationship is accepted. The path coefficient results are presented in Table 4 and Figure 4.



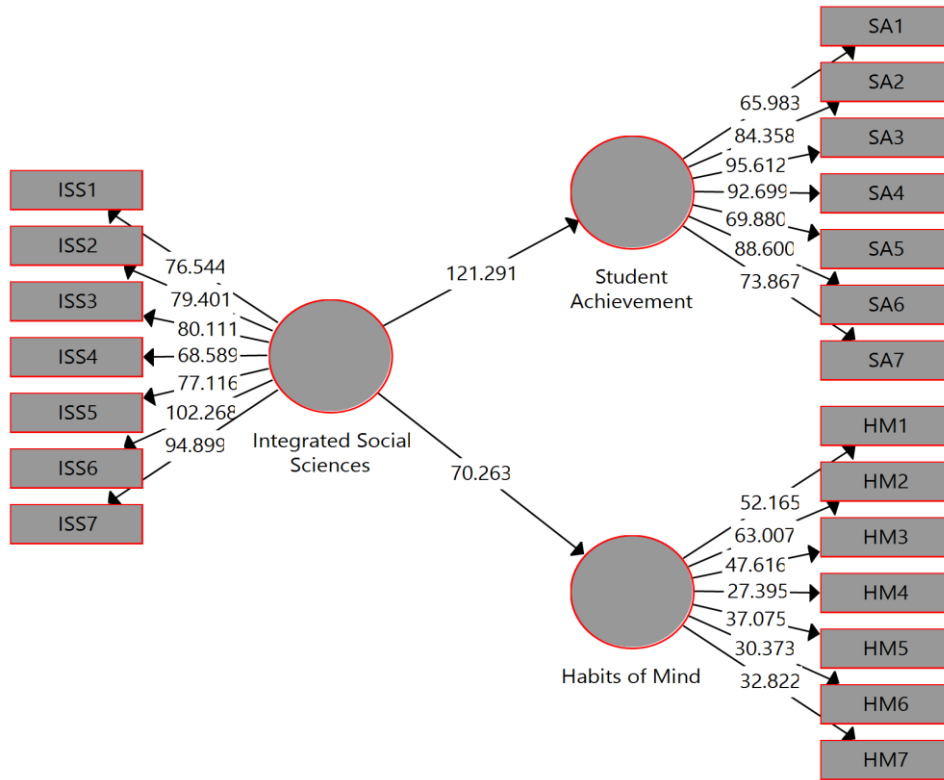


Figure 3. Structural Model

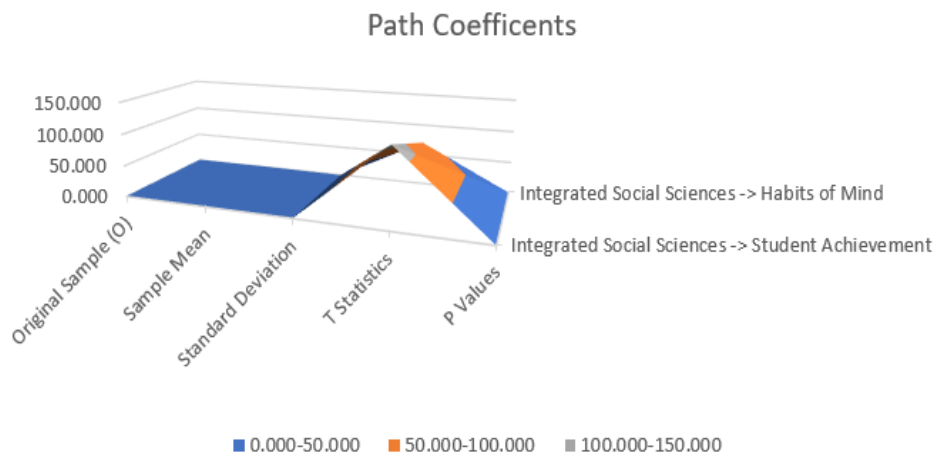


Figure 4. Path Coefficients

**Table 4***Path Coefficients*

|   | Original Sample | Sample Mean | SD    | t       | p |
|---|-----------------|-------------|-------|---------|---|
| Integrated Social Sciences -> Student Achievement | 0.930           | 0.931       | 0.008 | 121.291 | 0 |
| Integrated Social Sciences -> Habits of Mind      | 0.882           | 0.883       | 0.013 | 70.263  | 0 |

## 5. Discussion

The study of this research's data indicates that both hypotheses are significant. The initial findings were not significantly different from those before the outbreak. The implemented solutions adhere to curriculum guideline 13, which includes academic assessments, teacher journal assessments, practice assessments, and portfolio-based assessments. It is merely that the learning approach is more dominated by online learning and the addition of homework that emphasizes environmental learning. This investigation reveals that the city of Salatiga, Michigan, utilizes the 2013 curriculum that promotes activity-based learning. During the pandemic, internet education is used. At the beginning of online learning, many professors still had not optimally utilized online knowledge. The performance of students in social studies appears to be pretty excellent. The habit of mind stresses the assessment of the learning process in molding the character of students, which focuses on the development of attitudes, knowledge, and abilities to increase academic accomplishment. The assessment reference is geared toward measuring the achievement of basic competencies in KI-3 and KI-4 based on what students can do after participating in the learning process, planning a continuous assessment system, and adjustments to students' learning experiences in the online learning process during the pandemic.

In addition, this research reveals that the 2013 curriculum utilized as a reference for evaluation includes the following five characteristics: First, there is comprehensive learning, in which students acquire the competencies specified by the teacher based on the needs of the pupils. For the record, slow learners do not require additional time to cover the same topic. In addition, in the category of knowledge and skills, students are not permitted to go on to the next job or competency until achieving adequate results. Second, authentic qualities mean that evaluation and learning are intertwined and capable of reflecting real-world challenges, not the madrasa world. The authentic assessment focuses on pupils' accomplishments, such as addressing social problems, sharing tales, and creating travel maps. The third attribute is continuous, which refers to continual and constant evaluation. The objective is to track the process, development, and improvement of ISS learning via daily examinations, mid-semester tests, and final exams and use various evaluation methods, including written, oral, portfolio, and self-assessment assessments. Fifth, based on the minimum completeness reference requirements established by the city of MI Salatiga. The study revealed that ISS learning is essential to engage the community in a constructive discussion about how such learning may contribute to comprehending and addressing the Covid-19 situation (Tan et al., 2021). Field practice learning in ISS topics can be considered an effort to increase the quality of basic-level education during the epidemic when the role of instructors is diminishing owing to reduced school-based learning. This is why ISS learning is a method that enables students, individually and in groups, to search and discover relevant scientific concepts actively.

According to the second finding, the teacher's room was the most popular educational application. The MI in the city of Salatiga uses the application provided by the Ministry of Education and Culture (Kemendikbud) RI, specifically the 'learning house,' which provides a variety of ISS instructional resources, the most. Freely accessible technologies include learning resources, virtual laboratories, digital courses, question banks, electronic school texts, cultural maps, and linguistic and literary masterpieces. This application's animations and interactive movies make the process of teaching and learning more enjoyable. This is pertinent to the distance learning model during the epidemic and agrees with the ISS learning program, which demands several new learning models in which students are actively involved in the learning process. The research revealed that the education app was selected by the teacher based on three important factors: the app's accessibility at any time and place, given that the students using it are elementary school students; the curriculum's conformity with the characteristics of MI as an Islamic religion-based school; and the app's fun learning orientation. Typically, the instructor evaluates this based on the application's rating and user reviews. ISS learning through the use of learning applications contributes significantly to the quantity of learning. This can be accomplished by creating product requirements for ISS learning products focused on outdoor education, such as syllabi, lesson plans, interactive CD media, worksheets, and assessment tools, such as cognitive tests, activity observation sheets, and student and teacher response questionnaires (Saputra et al., 2021).

The research revealed that appropriate learning content employing activity theory with the level of learners enhanced confidence and learning efficacy, leading to greater student accomplishment; nonetheless, anxiety became one of the variables that posed a problem (Pramukti et al., 2020). Giantari et al. (2021) observed that social sciences (SS) could contribute to education to comprehend and overcome the Covid 19 dilemma by training its residents with scientific abilities for understanding and combating the pandemic. Social studies education can instruct students on social responsibility. Because the pandemic situation is extremely demanding on the quality of the learning environment employing learning apps, the global education system is in dire need of solutions for the quality of an effective learning environment to meet educational objectives (Syahrudin et al., 2021). This study demonstrates the significance of mental habits in controlling positive behavior to have self-confidence, applying learning applications that promote self-competence, and adapting to the environment. This is the primary reason learning, and mental habits are crucial to forming a strong student learning character. During the epidemic, ISS education must be ready to adapt to the times so that students can realize their full potential as the nation's future leaders.

## 6. Conclusion, Implications, and Future Directions

Based on the results and discussion, the following conclusions have been drawn. First, solution-based ISS learning in the context of increasing achievement is implemented through a mindset that refers to the concept of authentic assessment in the 2013 curriculum, which must adhere to the technical guidelines for assessment from the Ministry of Religion, RI Law no. 20 of 2003 regarding the National Education System, and Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2020 regarding the Strategic Plan. In addition, parents must be included in the solution implemented during distance ISS learning. Second, the teacher's solution utilizes the Ministry of Education and Culture-recommended application capabilities of character education, including the teacher's room and study house. The ISS learning techniques are more diverse, and kids are expected to be more engaged.

This study built relationships in the literature in a novel way. The study provided additional evidence that ISS substantially affects student achievement. In addition, this study contributed to the body of knowledge that ISS has a substantial impact on the mental habits of pupils. In this way, these theoretical contributions of the research are significant and have significantly advanced the literature in ways not examined in previous studies. The implication of the answer is how the city of MI Salatiga regulates itself to improve success and the capacity to implement character education in the mental habits of students to adapt to the epidemic. It is intended that the central and local governments will support efforts to address the inadequacies of applying evaluation models and application capacities in mental habits so that students can reap the benefits of the proposed solutions for more optimal ISS learning. In the future, ISS will be able to implement a model of teaching and learning that incorporates the globalization imperative, including rapid and operative changes, the information era to strengthen links between individuals/society groups, and socioeconomic internationalization.

The originality of the research relates to ISS learning in habits of mind, which has to do with enhancing learning achievement and learning applications in habits of mind. Previous research has demonstrated that ISS learning can facilitate character education. Future research is encouraged to delve deeper into a broader understanding of social studies learning in MI because, according to data from the Central Statistics Agency, it has enormous potential with 25,826 MI, 289,814 teachers, and 3,559,905 MI students enrolled in the Ministry of Religion 2020/21. Indeed, the kids' character and academic accomplishments align with the objective of education, which is to foster the nation's intellectual life. Therefore, it is crucial to research how MI self-regulates to improve academic performance and the capacity to implement character education in kids' mental habits to adapt to the pandemic.

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