academic achievement in schools that implement character education. The classes which are comprehensively engaged in character education show drastic decline in the negative behavior of students that can hinder their academic success.

This study also demonstrates the integration of cognitive, affective and psychomotor domains so that inclusion of noble values in social studies can be realized. Thus, it is possible to develop an attitude of citizenship in students for them to become better. At the end of the lesson students can find the real meaning of social studies. Therefore, this method can suppress a decrease in civic attitude, especially in the research object.

Conclusion

Some conclusions can be drawn. First, efforts to improve the good citizen attitude in the fifth-grade students of SD Negeri 07 Panreng Sinjai District can be realized through the integration of character education in social studies with the CTL approach. The process of character education is integrated in the learning of social studies conducted by including the values of character education in learning tailored to the content of the subject matter. Learning is also conducted by applying some of the components of CTL and always contextuatizing or connecting learning with everyday life, so that students can find learning more meaningful. The process of integration of character education into social studies with the CTL approach makes the interactions between students and students and teachers more intensive and in turn it creates a fun and meaningful environment. Second, the improvement of a good citizen attitude in social studies through the integration of character education with the CTL approach in SD Negeri 07 Panreng Sinjai can be shown through the results of attitude scale tests in each cycle, which are increased continuously from cycle I, to cycle II, to cycle III.

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