



The Teacher's Role in Developing Student Social Attitudes

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ABSTRAK

Kurangnya sikap sosial yang dimiliki siswa akan berdampak pada afektif siswa yang kurang baik. Penelitian ini bertujuan untuk menganalisis peran guru dalam mengembangkan sikap sosial siswa. Penelitian ini merukan penelitian kualitatif dengan pendekatan teoritis. Populasi dalam penelitian ini adalah seluruh siswa kelas V di SD 2 Tenggeles yang berjumlah 19 siswa. Teknik pengumpulan data dilakukan dengan 3 tahapan yaitu observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini dengan menggunakan menggunakan teknik yang bermacam-macam (triangulasi) dan dilakukan secara terus menerus sampai tuntas. Hasil analisis terhadap sikap sosial siswa selama pembelajaran berlangsung menemukan temuan beberapa aspek sikap sosial pada diri siswa diantaranya sikap jujur, disiplin, tanggung jawab, peduli, santun dan percaya diri. Sikap sosial diamati melalui aktivitas siswa dalam pembelajaran seperti

jujur dalam mengerjakan tugas secara mandiri dan bertanggung jawab atas tugas yang sudah diberikan oleh guru yang harus dikerjakan secara tepat waktu. Dapat disimpulkan bahwa sikap sosial siswa di SD 2 Tenggeles terbilang baik. Maka, peran guru dalam membentuk sikap sosial siswa sangat penting untuk diterapkan dalam kehidupan siswa sehari-hari di lingkungan sekolah, keluarga, dan masyarakat.

ABSTRACT

Lack of social attitudes that students have will have an impact on students' unfavorable affective. This research aimed to analyze the role of teachers in developing students' social attitudes. This research was a qualitative research with a theoretical approach. The population in this study was all students of grade V at SD 2 Tenggeles, totaling 19 students. The data collection technique was carried out in 3 stages, namely observation, interview and documentation. The data analysis technique in this study used a variety of techniques (triangulation) and was carried out continuously to completion. The results of the analysis of students' social attitudes during the learning process found the findings of several aspects of social attitudes in students including honesty, discipline, responsibility, caring, polite and self-confidence. Social attitudes are observed through student activities in learning such as being honest in doing assignments independently and being responsible for assignments that have been given by the teacher which must be done in a timely manner. It can be concluded that the social attitude of students at SD 2 Tenggeles is fairly good. Thus, the role of the teacher in shaping students' social attitudes is very important to be applied in the daily life of students in the school, family, and community environment.

1. Introduction

Education is needed by a nation to improve the quality of superior human resources. Education has an important role in building a quality society. Education is an important need for humans because it is a process that includes the dimensions of the individual and the national community that can form intellectual quality human resources (Nurkholis, 2013; Paramita, 2016). Education can provide opportunities to develop the potential of every human being. Through education, someone will develop in a better direction, so they can compete, because in this industrial revolution era, the opportunity to achieve success is open to anyone. One way is to improve the quality of human resources. Education will strive for human life to be better because there are changes in itself (Nurfitriana, 2015; Renny, Sonbay, Yohana, 2019). Preparing humans to contribute to social life is the goal of the 2013 curriculum. Therefore, teachers should be able to interact and collaborate well with students so that learning objectives can be maximally achieved. With the implementation of the 2013 curriculum, it is hoped that students can improve their cognitive, affective, and psychomotor skills. Therefore, education cannot be separated from moral formation. Learning will be achieved in students if there has been a change in knowledge and a change in behavior. Learning does not only

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prioritize knowledge, but is responsible for changing behavior with the transfer of values (Puspitorini, Subali, & Jumadi, 2014). So that social attitude is also the most important aspect that is produced through the educational process.

The problem that occurs at this time is the lack of social attitudes possessed by students. The results of research conducted by (Jaedun & Nuryadin, 2017; Wuryandani, Sapriya, & Budimansyah, 2014) found that undisciplined behavior is common in primary schools. Undisciplined behavior examples are such as coming to school not on time, not wearing a complete uniform, and not obeying school rules. Suryadi (Wuryandani et al., 2014) explained that the main cause of the moral crisis and student character is the contraction between intellectual education on the one hand and value education on the other. There are three dominant in the learning process, namely cognitive, affective, and psychomotor. This problem was also found in one elementary school. Based on the results of observations and interviews at SD 2 Tenggeles, several problems were found, namely the lack of social attitudes experienced by students when learning could be seen by the mistakes made in the learning process. This error arises because students do not have the courage to ask questions, provide responses to the delivery of the teacher and be active in the discussion.

In the 2013 curriculum errors that occur because students lack aspects of social attitudes such as 1) honesty, 2) discipline, 3) responsibility, 4) politeness, and 5) care. This is also supported by the results of interviews and observations made showing that in the delivery of learning students pay less attention to learning because the learning process is tedious and there are still many students who cheat when given simple question exercises, students are also less responsible when asked to discuss solving problems. In the learning process all students must be actively involved so that learning can be effective and not only go one way. The teacher as a facilitator is sufficient as a provider of information and students who must be more active in the learning process as a form of student social attitudes in learning. However, the lack of student activity that shows social attitudes in learning and responses to teacher statements a week of learning tends to be one-way and less effective in learning, ultimately showing a lack of student understanding of the lesson. Based on these problems, it can be concluded that the social attitudes possessed by students are still lacking.

Social attitude is an individual's awareness to determine behavior or actions in real life towards social objects (Ahmadi, 2009; Jaedun & Nuryadin, 2017). A person's attitude is a reflection of individual behavior in socializing. Social attitudes cannot be formed just like that, there needs to be guidance and habituation on an ongoing basis in order to form a good social attitude. There are two types of social attitudes, namely positive attitudes and negative attitudes (Arifin, 2015). A positive attitude defines an attitude that has a good impact, such as solidarity and responsibility, while an attitude of egoism gives a bad impact or harms others, such as prejudice, racism, and stereotypes. A person will have different social attitudes, depending on habits and the influence of the surrounding environment. So it can be concluded that social attitude is a person's awareness in responding to a real behavior to determine positive or negative behavior.

Humans are unique creatures that have a variety of differences for each individual, including differences in attitudes. Attitude is behavior that is embedded in humans from an early age. attitude is referred to as a person's subjective assessment of an attitude object (Desmita, 2012). Attitude is a persistent pattern of calm evaluative responses to people, objects, or issues. Eagly and Chaiken (Djamarah, 2015) explained that attitude is the tendency to react in a way of liking or disliking to an object. Attitude is one that determines study habits. Learning habits are the regularity of behavior patterns adopted by students, be it in the family environment or at school (Ningsih, Sulistyaningsih, & Hardjo, 2014; Sartika & Dahlan, 2018). Teachers have a role in shaping students' good social attitudes. This was also stated by (Asmani, 2011; Sardiman, 2014) which states that the teacher is an inspiration and a facilitator who provides facilities and develops creative ideas that can be exemplified to students so as to create a pleasant learning environment. The teacher has a duty to create a pleasant learning atmosphere, but the teacher also needs to prove his social emotional behavior to students. Learning activities become effective if the teacher also shows a good social attitude so that it will be imitated by students. The social attitude instilled in students will have a positive impact on the affective aspects of students. The formation and fostering of social attitudes by teachers will be successful by forming individuals who have and practice social attitudes in everyday life (Virani, Riastini, & Suarjana, 2016b).

Research conducted by Utami, Purnomo, & Salam (2018) also stated that teachers who instill social preparedness affect the increasing social attitudes of students. Research conducted by Virani, Riastini, & Suarjana (2016) The results of the study show that the teacher has taught and fostered a lot of students to apply social attitudes, both in learning and outside learning so that the social attitudes of students are good in the aspects of honesty, discipline, responsibility, polite, and caring.

Positive activities carried out by the teacher, namely fairy tales in the morning foster social attitudes in students. Positive activities carried out between teachers and students can provide and instill positive values in students such as discipline, responsibility, courtesy, obedience to rules, and confidence. From some of the opinions above, it can be concluded that social attitude is the behavior of a person who grows because of conscious habituation so that it can form positive and negative social attitudes Halimah & Nur (2017).

Social attitudes need to be instilled in students at school because students spend part of their time at school (Gerungan, 2004; Kurniasih, 2014). To be able to shape the personality of students in order to have a better social attitude cannot be separated from the role of the teacher. In the hands of the teachers lies the possibility of success or failure in achieving the goals of the learning process and shaping the child's personality attitudes, so that they have a positive or negative social attitude. So that all teachers are able to carry out their duties as well as possible to achieve the goals of education, teachers must understand correctly the situation of students individually and in groups, especially with the formation of their personality attitudes, especially in cultivating social attitudes. So, it is important to instill social attitudes in school. The description above shows that social attitudes, in this case appearing in students, are very influential by their social environment. The environment is in the form of family, school and community environments. If the social environment in question facilitates or provides opportunities for positive child development, then the child will be able to achieve mature social development (Virani, Riastini, & Suarjana, 2016).

Based on the explanation above, the research objectives were formulated, namely to analyze the role of teachers in developing students' social attitudes. In the learning process the teacher will pay attention to several aspects, namely aspects of honesty, discipline, responsibility, courtesy and care. The role of the teacher in the learning process is expected to help students develop and foster good social attitudes.

2. Research Method

This type of research was conducted using a qualitative approach. This research used a qualitative approach that used 3 stages including; (1) Orientation or Description Stage. At this stage, the researcher obtained data from observations and information from interviews with teachers and grade V students regarding the methods used in learning and students' academic behavior in learning activities; (2) The Reduction or Focus Stage. At this stage, the researcher selected useful and important data that has been obtained from the first stage, which could then be used as the research focus; (3) Selection Stage. At this stage, the researcher analyzed the research focus through the data and information that has been obtained into new knowledge.

This research was conducted through observation using a questionnaire in the learning process in progress. The subjects in this research were students of class V which consisted of 19 students including 13 girls and 6 boys. Observations and interviews were conducted from February to March. Then, the research was carried out from April to May.

The data collection technique was carried out in 3 stages, 1) observation, carried out about the social attitudes of the student characteristics. By observing directly, researchers can record important points needed in the study. 2) Interviews, conducted to several grade V students who were randomly selected to dig up information about problems faced during the learning process and after learning, and conducted to class V teachers to explore information on problems faced from the teacher's point of view. 3) Documentation used to collect data and then analyzed. The documentation used in this research included the syllabus, lesson plans and school profiles. Documentation also supports research because it is realistic, such as; photographs and the results of the questionnaire conducted during the study.

Data analysis techniques in qualitative research, data obtained from various sources, using various techniques (triangulation) and carried out continuously to completion. The data that has been obtained is then summarized, focusing on important things. Thus the data that has been reduced will provide a clear picture and make it easier for researchers to carry out further data collection. After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of a short description or narrative in nature. The third step in qualitative data analysis is drawing conclusions and verification.

3. Result and Discussion

One of the character educations that is emphasized in the 2013 curriculum is the social attitude of students. Social attitude is needed to build relationships with other people. A good social attitude will reflect a person's behavior is said to be good or not, because the basis for socializing is someone's behavior. Therefore, habituation of good social attitudes in school needs to be prioritized, aspects that need to be cultivated in students, namely 1) honesty, 2) discipline, 3) responsibility, 4) polite, and 5) caring. This is in accordance with the indicators of each aspect in the 2013 curriculum learning. To find out the social attitudes of students in the scope of school, it can be seen from the following recitation:

(1) Context: Researchers (PN) and several students (TNH, NS, DNHP) asked questions about the social attitudes of fifth grade students at SD 2 Tenggeles.

Researcher: When you act or talk to the teacher and your friends should be polite? If so, try tell!

TNH: Yes, ma'am. The problem is if it is not polite to the teacher later scolded.

NS: When talking to teachers, I am always polite, ma'am. Continue if you are with friends you are usually not ignorant if you are not friends familiar.

DNHP: I am always polite in front of the teacher, ma'am. Then if speak too. But with friends I am normal only. Especially with boys who like to be nosy.

Researcher: Are you picky about your friends? What is the reason if you answered yes.

TNH: No, ma'am. Ordinary.

NS: Sometimes yes ma'am.

DNHP: Never, Mom. I like friends here and there.

Researcher: Would you like it when the teacher gave assignments group?

TNH: I am happy. The problem is that you can work on it together.

NS: I am happy. If the task which is my share is complete, you can don't just play

DNHP: Happy. But I don't like it when someone doesn't want to do their part, ma'am. Usually don't report the same female teacher.

In the speech fragment (1), it occurred between the researcher and the students. In this speech, it is evident that students already have the awareness to have good social attitudes, so that the teacher's task is to systematically habituate so that the students' social attitudes increase. In student activities both in class and outside of class, they still want to hang out with all their friends rather than being picky about their friends. This also affects the group work they do. They like it when they have group assignments because they can be done together by dividing them according to their assignments.

This was also proven when the researcher conducted an interview with a class V teacher. The following is an example of a speech fragment to determine the condition of students in the school environment.

(1) Context: Researcher (PN) and teacher (GR) ask questions about the condition of student learning motivation.

Researcher: What is the current condition of the students' motivation in grade V?

GR: Yes, how about it, miss. Here, active students are active. What isn't, is just being a passive student. Then if students have homework the parents don't care. So yes, there are student jobs that are not optimal in doing it. Less form of responsibility. Therefore, as a classroom teacher, I try to create an active and conducive class. So the enthusiasm of students in learning at school is high.

Researcher: How do mothers form a conducive class?

GR: By approaching the students, Ms. Lack of parental concern for the child makes me as a teacher have to work extra hard. I slowly give directions about how the positive

attitude is, such as not making noise in class, not fighting with friends, or giving understanding so as not to make friends in a picky way.

In the speech fragment (2) it occurs between the researcher and the teacher. In the speech, there are several forms of social attitudes that are carried out to students, including by creating a conducive atmosphere. The way that can be done to create a conducive learning atmosphere is by providing direct directions or through motivations for implementing good social attitudes.

First, the Teacher as a demonstrator, the teacher shows how each student can understand and appreciate the subject matter by relating conditions that exist in the environment or things found in everyday life. The material that has not been understood by students is explained properly by the teacher. The teacher chooses the material that is really needed by the students because in learning the subject matter must be adapted to the students' conditions. Second, as a class manager, the teacher is in accordance with the learning objectives to be achieved and the learning time is in accordance with the predetermined schedule and all students can be well conditioned. The teacher arranges the seats individually because of the situation that is not possible. This can sabotage the group work process. Third, as a mediator, when learning takes place the teacher uses learning media only in certain circumstances. Learning media are used when students do not understand the learning material that the teacher delivers verbally. The teacher engages students to use the media provided so that students are interested in learning. Fourth, as a communicator, the teacher delivers learning material clearly and uses language that is easily understood by students. Teachers always provide important information related to activities at school. The teacher informs the students when they will carry out tests. The teacher was also seen informing the benefits of the learning activities carried out by students at school.

Fifth, as a motivator, the teacher listens to the complaints of students who convey their discomfort while studying at home having to do assignments via cellphones while the cellphones belong to their parents and are taken to work. If you want to do or send an assignment you have to wait for your parents to come home from work. Sixth, as an inspiration, the teacher inspires students, namely: First, the teacher tells students the benefits of learning for the future. Second, teachers provide inspirational stories and relate to everyday life. Inspirational stories can stimulate students to be enthusiastic in learning; students will be motivated to imitate what is exemplified by the teacher. Third, the teacher provides encouragement in the form of life experiences. Seventh, as educators, teachers are role models seen from the clothes worn by teachers are always neat, teachers' words and words are always good, respect for their students. Students who make mistakes or things that are not good are always advised by the teacher. Eighth, as an evaluator, the teacher always conducts assessments in the form of tests, namely doing daily tests and semester assessments. The non-test assessment is in the form of an attitude assessment. Based on these findings, it can be concluded that teachers have an important role in the learning process to form positive social attitudes of students. This is influenced by several aspects, namely as follows.

First, in the learning process teachers need to pay attention to aspects of honesty. Curriculum, 2013 (Virani et al., 2016; Wuryandani et al., 2014) expressing an honest attitude is behavior based on efforts to make himself a person who can always be trusted in his words, actions and work. Honesty is the most important aspect, because someone can be said to be good or not from his honesty. Honesty does not only apply when learning at school, but can be applied in the family and community environment. In the learning process, the teacher provides practice questions and provides instructions so that students do not cheat themselves, if there are still students who cheat, it means that the honesty aspect of the student is lacking, and the teacher's job is to improve so that students consciously have this aspect of honesty. Research conducted by Wuryandani et al. (2014) which stated that honesty is one of the most important social attitudes that every student must have.

Second, in the learning process teachers need to pay attention to disciplinary aspects. Discipline is an action that shows orderly behavior and obeys various rules and regulations. In achieving educational goals, it can be passed by increasing student learning discipline. Discipline is a provision for students to become better human beings because at work, discipline is needed (Fasikhah, 2019; Marzuki & Basariah, 2017). Apart from that, students when they are at school must obey and order the school rules. When leaving for school at 07.00 the students must have entered the classroom, but there are students who are late which means that the disciplinary aspects of the students need to be improved, likewise if there are students who do not carry out pickets, they will receive a warning from the teacher. Discipline attitude can be honed from small things until students will get used to doing something themselves according to the applicable rules.

Third, responsibility is awareness of behavior or actions either intentionally or unintentionally. Responsibility is a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment and God Almighty (Asmani, 2011; Rosmilasar, 2018). Tolerance is attitudes and actions that respect differences in religion, ethnicity, opinion, attitudes, and actions of others who are different from oneself. Spiritual is a character value in relation to God. It shows that the thoughts, words, and actions of a person that is pursued are always based on Divine values and / or religious teachings. Self-confidence is a character value that is able to show a person's ability to be able to understand and believe in all of their potential so that they can be used in facing adjustments to their environment. This is shown when students get assignments from the teacher in groups. In doing group assignments, students will share their assignments with their group friends. Even though it is a group assignment, each student will get their own share. That's when students are required to be responsible for the tasks they do so that they are completed on time and not only rely on their group friends.

Fourth, polite, learning takes place or outside class hours. Based on the researcher's findings in the field, students can listen and listen to the teacher or friend who is talking in front of the class, then respond. There have been several times when the teacher reprimanded students who paid little attention to the teacher or friend who was speaking in front of the student, then the student was silent and did not argue with the teacher. To improve polite attitudes, students are accustomed to speaking by using the Kromo Alus language so that the students' upload and upload are formed.

Fifth, caring is an attitude of empathy for someone. Polite behavior helps in preventing and resolving conflict (Bunu, 2016; Hanurawan, 2012). In the study, there were students who did not carry a pencil, there were friends who saw them and the students took them. This shows that students already have a caring attitude towards others. Furthermore, the teacher can apply and develop into learning both in which there is social value or not. In this case, the teacher prepares the media and material that will be discussed later when teaching the teacher can relate the material to the value of social attitudes so that it can foster a sense of student social attitudes, especially in being honest, polite and caring. Basically, students prefer to imitate, so the teacher in behaving must provide examples of good and polite attitudes, so that later the students themselves will get used to being good. The cultivation of other social attitudes can also be applied in learning in class V in several forms, including integrating thematic learning, habituation, modeling, creating conducive atmosphere, providing rewards and punishments.

Cultivating social attitudes that are applied in learning and outside learning is sometimes not as expected, instilling social attitudes in students is not easy, and there are obstacles in the implementation process. Another factor is the community environment, parents find it difficult to control students with their environment, sometimes students imitate and imitate bad behavior from their friends, for example in terms of speech and behavior that should not be imitated and carried away in the school environment (Asmani, 2011; Wuryandani et al., 2014) . Based on the above problems, it can be concluded that there are 3 inhibiting factors for the cultivation of social attitudes of grade V students in thematic learning at SD 2 Tengeles, namely the family environment, the surrounding environment, and the mass media. In addition to the role of students, teachers must also play a role in developing the social aspects of students.

4. Conclusion

In accordance with the findings of the data, it can be concluded that the social attitudes developed in grade V SD 2 Tengeles during learning are in accordance with the 2013 curriculum, namely: honesty, discipline, caring, responsibility, polite, and self-confidence. The social attitude of students is shown by not cheating, having the courage to argue, revealing what actually happened, returning things that do not belong to them. The polite attitude of students is shown by students communicating with teachers and friends in polite and good language. The caring attitude of students in thematic learning in class V, namely helping each other, respecting each other, lending writing tools, breaking up friends. The role of the teacher in developing social attitudes in learning, namely: the teacher as a demonstrator, class manager, mediator, facilitator, motivator, educator, and evaluator.

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