



## Exemplary Values of Social Studies Learning in Elementary School

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### Abstrak

Proses pembelajaran pendidikan IPS dijenjang persekolahan selama ini, sebagian besar masih bersifat konvensional. Tidak dapat dipungkiri bahwa dewasa ini sangat banyak terlihat gejala-gejala dan masalah sosial yang terus berkejang dan meresahkan kehidupan bermasyarakat, berbangsa dan bernegara. Kondisi pembelajaran IPS dewasa ini khususnya pada jenjang SD, menunjukkan indikasi adanya pengabaian terhadap kebudayaan lokal yang berfungsi untuk membangun karakter siswa. Hal ini disebabkan karena rendahnya nilai keteladanan dan moral dari seorang siswa. Penelitian ini bertujuan untuk menganalisis nilai-nilai keteladanan terhadap pembelajaran IPS di sekolah dasar. Jenis penelitian ini merupakan penelitian pendekatan kualitatif yang dipilih dalam penelitian ini untuk menjawab pertanyaan-pertanyaan. Pengumpulan data dalam penelitian ini yaitu dengan wawancara, dan dokumentasi. Metode yang digunakan dalam penelitian ini yaitu metode dengan pengumpulan data kualitatif. Teknik analisis data menggunakan analisis kualitatif. Hasil penelitian menunjukkan bahwa nilai-nilai keteladanan dalam pembelajaran IPS berpengaruh terhadap siswa Sekolah Dasar. Implikasi penelitian ini diharapkan dapat menanamkan nilai-nilai keteladanan dalam pembelajaran IPS di sekolah dasar.

**Kata kunci:** Nilai Karakter, Nilai Keteladanan, Pembelajaran IPS

### Abstract

So far, most of the social studies education learning process at the school level is still conventional. It is undeniable that nowadays, many symptoms and social problems continue to be turbulent and disturb the life of society, nation, and state. The current state of social studies learning, especially at the elementary level, indicates neglect of local culture, which functions to build student character. It is due to the low exemplary and moral values of a student. This study aims to analyze the values of exemplary social studies learning in elementary schools. This type of research is qualitative approach research chosen in this study to answer the questions. Data collection in this study is by interview and documentation. The method used in this study is a method with qualitative data collection. The data analysis technique used qualitative analysis. The results showed that exemplary values in social studies learning affected elementary school students. The implications of this research are expected to be able to instill exemplary values in social studies learning in elementary schools.

**Keywords:** Character Values, Exemplary Values, Social Studies Learning.

## 1. INTRODUCTION

Social studies subjects include geography, sociology, anthropology, political science, law, history, psychology, and economics (Aryawan et al., 2018; Ayuningsih, 2017; Puspitasari, 2016). Through social studies subjects, students are directed to become citizens of Indonesia who are democratic and responsible, as well as citizens of the world who love peace. Social studies subjects are designed to develop knowledge, understanding, and analytical skills of society's social conditions in a dynamic social life (Isnaeni & Ningsih, 2021; Nurjamaludin, 2020). Social studies subjects are arranged systematically, comprehensively, and integrated into the learning process toward maturity and success in society. Social studies learning is a change process in shaping and directing human personality (F. Handayani et al., 2022; Isnaeni & Ningsih, 2021). Social studies subjects are organized systematically, comprehensively, and integrated into the learning process to help

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students achieve maturity and success. Learning social studies shapes and directs human personality (Lasmawan, 2015; Widodo et al., 2020). Social studies learning objectives are for students to have the basic ability to think critically, think logically and critically, and have social skills. Social science education is a scientific discipline with an eclectic field of study. Social Sciences has the uniqueness of being an educational discipline in that its studies are integrated, interdisciplinary, and multidimensional (Marhayani, 2017; Nurhayati & Muharamsah, 2020). Social studies learning programs must be able to provide learning experiences oriented toward student learning activities so that students can solve problems in a learning environment designed to be as realistic as possible. The current social studies learning conditions, especially at the elementary level, show indications of neglect of local culture, which functions to build student character. It is reflected in the organization of the material prepared by social studies teachers in elementary schools. The material tends to only focus on global insights, which causes students' humanist attitudes and nationalism to fade (Aditya Dharma, 2019; Hutama, 2016).

The development of student behavior today is very worrying and tends to be concerning, as is often expressed in the mass media and the world of education. Students' behavior tends to lead to negative things such as brawls and bullying. It is due to the lack of moral exemplary that exists in students. If the problem is left unchecked, it will affect student behavior. One solution that can be done is to develop exemplary values to improve students' social skills in social studies learning. Social skills are behaviors that need to be learned and mastered by students because it allows individuals to interact to obtain positive responses and avoid negative responses (Alfianti et al., 2019; P. Handayani, 2017). Social skills serve a purpose in interacting with others, such as monitoring the environment, assisting others, working together, making decisions, communicating, and participating (Bali, 2017; P. Handayani, 2017). Exemplary values are required in social studies lessons to improve the quality of life for humans. Mulyana (2004:11) defines value as a reference and belief in making decisions. Value is something that is desired to affect a person. While being exemplary is the most important requirement in the educational process (Cahyaningrum et al., 2017; Hendriana & Jacobus, 2017). Previous research found that religious, nationalist, honesty, and integrity values were instilled in children aged 6-8 years, with character education in elementary schools (Sutarna et al., 2022). Character education is based on Pancasila values through example and habituation (Nurohmah & Dewi, 2021; Rahmawati & Harmanto, 2020). Based on these findings, education has three processes that influence each other and are interrelated: a habit formation process (habit formatting) and a teaching and learning process (teaching and learning process). As an exemplary process carried out by teachers (role models). . The importance of inculcating values is applied to children from an early age. Among other things is the inclusion of value education in the subject curriculum, especially regarding material about norms and values that apply in society. One of the subjects that support the implementation of value education is the Social Science subject at the elementary school level. This study aims to analyze the exemplary values of social studies learning in elementary schools.

## **2. METHODS**

Study's research method with a qualitative approach was chosen to answer the questions. Qualitative research is a form of research that aims to describe existing phenomena. In collecting data, the main research reference questions about the influence of exemplary values on social studies learning in elementary schools. The location used in this study was SDN 005 Rambah, which is located in Jalan Ponegoro, Rambah District, Rokan Hulu Regency, Riau Province. Data collection in this study is by interview and

documentation. The focus of data collection in this study is the teacher at SDN 005 Rambah. In contrast, the sub-focus used in this study is the exemplary values in social studies learning that exist in the students of SDN 005 Rambah.

Instilling character values into students' behavior at school is carried out through a learning process. Based on the perspective of Gagne's theory, learning contributes to the adaptations needed to develop logical processes and cumulative learning. After learning, people have skills, knowledge, attitudes, and values. Changes in behavior can take the form of changes in the capabilities of types of work or changes in attitudes, interests, or values. Gagne's theoretical perspective divides the learning process into four phases, namely the approaching phase, the acquisition phase, the storage phase, and the retrieval phase. Attitude assessment is carried out using observation techniques or other relevant techniques. Observational assessment techniques can use instruments such as observation sheets or journals (from now on, referred to as journals). Other assessment techniques are self-assessment and peer-to-peer assessment: observation techniques, self-assessment, assessment among students, and closing activities. The dimension/indicators on the influence of exemplary values in social studies learning on students are presented in [Table 1](#).

**Table 1. Variable and Indicators**

Variable	Indicators
social studies learning	The teaching and learning process depends on the values contained in social studies learning. The values contained in social studies learning are very important to instill in students. Students' low exemplary and moral values are very troubling to people's lives.

### 3. RESULTS AND DISCUSSION

#### Results

The research results on the influence of exemplary values in social studies learning on students are presented in [Table 2](#).

**Table 2. The Effect of Exemplary Values in Social Studies Learning on Students**

Social studies learning values in elementary school	Respondents about social studies learning values	
	Agree	Disagree
The teaching and learning process depends on the values contained in social studies learning.	55,5%	44,4%
The values contained in social studies learning are very important to instill in students.	90%	10%
Students' low exemplary and moral values are very troubling to people's lives.	50%	50%

The results obtained from [Table 2](#) are the results of student respondents regarding the teaching and learning process very much depends on the values contained in social studies learning, which is very beneficial for students. Most students choose yes or right about the values contained in social studies learning, which is very important to instill in students. For student respondents, the low exemplary and moral values in students disturb people's lives. The use of learning media is still not optimal as a means of inculcating values. Part of the

reason is that the teachers have not been optimal in developing challenging social studies learning media. Another cause is the incomplete facilities and infrastructure that support social studies learning media use. Ideally, creative social studies learning media can be used by making simple media variations but challenging students to explore values. Teachers in interactive learning carry out the inculcation of character values in learning. Character values must be instilled in the family, school, and community environment to form a higher-quality generation.

## **Discussion**

Based on the study results, most students chose yes or right about the values contained in social studies learning, which is very important to instill in students. For student respondents, students' low exemplary and moral values are very troubling to people's lives. Values are attitudes used as the basis for considerations, standards, or principles to measure behavior. Values will be used to determine one's behavior toward something worth pursuing by every human being. Values become standards of behavior, beauty, justice, truth, and efficiency that bind humans and should be carried out and maintained. Values are relative in nature and are the basis for change and can be instilled through various sources such as family, community, religion, mass media, traditions, and association. Values are classified into two, namely instrumental values and terminal values. The instrumental value is often called the intermediate value, and the terminal value is the final value. As an example of a human being who has the instrumental value of clean life, he has a consistent final value, namely the value of beauty and health. Three important conditions in educating and teaching are to pay attention to love, trust, and authority. These three conditions influence each other and are interrelated. In education and society, children are currently experiencing a critical role model. The lack of mass media raises the theme of role models for children. For example, television shows are dominated by entertainment soap operas in various variations. Soap operas should be able to provide an example of a fully intact life in general. In that respect, the portion of inculcating noble character through personal examples in school lessons is also still low.

Western figures recognize the success of applying exemplary theory in education. One of the exemplary theories introduced through social learning with the term social learning theory (social learning theory). Social learning theory emphasizes the need for imitation of the process of social and moral development of students. Integrating values in social studies learning helps students become good human beings in their daily social interactions. Therefore, in the social studies learning process, efforts should be made to contain values that are useful for forming the child's personality as a provision for life in society. Given that values develop through stages of development, methods are needed to instill values in children that can be done through exemplary education. Strengthening character education to create a cultured nation, it is necessary to instill values of a religious character, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communication, love peace, likes to read, cares about the environment, cares about social and is responsible. Social Studies examines events, facts, concepts, and generalizations related to social issues. At the junior high school level, social studies subjects contain material on Geography, History, Sociology, and Economics. Through social studies subjects, students are directed to be able to become Indonesian citizens who are democratic, responsible, and peaceful citizens of the world. Social studies lessons are made to develop knowledge, understanding, and analytical skills on the community's social conditions in entering a dynamic social life. This finding is reinforced by previous studies stating that four character and exemplary values are instilled in children aged 6-8 years, namely religious, nationalist, honesty and integrity values, character

education instilled in elementary school (Sutarna et al., 2022). Character education is based on Pancasila values through example and habituation (Nurohmah & Dewi, 2021; Rahmawati & Harmanto, 2020). The discussion shows that social studies subjects are arranged systematically, comprehensively, and integrated into the learning process toward maturity and success in society. Through this approach, students are expected to gain a broader and deeper understanding of related fields of knowledge. Value is an important foundation in determining the character of a society and a nation. Social studies education contains three sub-objectives: civic education, a science whose concepts and generalizations are in social science disciplines, and a science that absorbs educational material from real life in society and then reflects on it. The implications of this research are expected to instill exemplary values in social studies learning in elementary schools.

#### 4. CONCLUSION

The exemplary values of social studies teaching should be instilled in early childhood because the higher the level, the greater the element of understanding and responsibility. Exemplary values can be developed with social studies learning, which aims to improve moral and personal qualities that excel in society. The learning strategy used by the teachers in implementing social studies learning is through learning materials and learning activities such as inculcating the values of discipline, honesty and never giving up. So students are expected to respond positively to learning based on exemplary values in social studies learning.

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