



Cultivation of Social Attitudes in Social Studies Subjects for Sixth Grade of Elementary School

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ABSTRAK

Masih ada beberapa siswa yang memiliki sikap sosial yang rendah. Hal ini menunjukkan bahwa siswa masih kurang peka terhadap teman, tidak peduli dengan lingkungan sekitar, tidak percaya dengan teman sekelas, sulit menyesuaikan diri dengan pergaulan baru, ingin menang sendiri ketika bermain, dan sering berkelahi ketika bermain. Penelitian ini bertujuan untuk mengevaluasi penanaman sikap sosial siswa yang mengikuti pelajaran IPS. Informan pendukung dari penelitian ini yaitu guru dan siswa kelas VI. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data penelitian ini dikumpulkan melalui observasi, wawancara, angket dan dokumentasi. Analisis data penelitian dimulai dari reduksi data, penyajian data, dan penyimpulan. Keabsahan data diperiksa dengan menggunakan triangulasi teknik dan triangulasi sumber. Indikator yang akan diteliti pada sikap sosial siswa mencakup jujur, disiplin, tolong menolong, toleransi dan sopan santun. Hasil penelitian menunjukkan bahwa sikap sosial siswa, terutama yang berkaitan dengan rasa toleransi dan tolong menolong sudah tertanam dengan baik sejak observasi dan wawancara. arahan, teguran, sanksi, dan memberikan contoh yang baik kepada siswa mereka. Penelitian ini berimplikasi pada proses pelaksanaan penanaman sikap sosial siswa kelas VI, dalam dunia pendidikan siswa tidak hanya diberi ilmu dan pengetahuan agar menjadi manusia yang cerdas, namun siswa juga diberi bekal agar memiliki keterampilan serta mampu membentuk perilaku siswa sesuai dengan norma dan nilai yang berlaku. Pengembangan sikap sosial tersebut dapat menjadi bekal siswa dalam menghadapi tantangan-tantangan dan kondisi sosial yang akan dihadapinya nanti.

ABSTRACT

There are still some students who have low social attitudes. This shows that students are still less sensitive to friends, do not care about their surroundings, do not trust classmates, have difficulty adjusting to new relationships, want to win alone when playing, and often fight when playing. This study aims to evaluate the instillation of social attitudes in students who take social studies lessons. Supporting informants for this study were teachers and grade VI students. This study uses a qualitative method with a case study approach. The research data were collected through observation, interviews, questionnaires and documentation. Analysis of research data begins with data reduction, data presentation, and conclusions. The validity of the data is checked using technical triangulation and source triangulation. Indicators to be studied in students' social attitudes include honesty, discipline, helping each other, tolerance and politeness. The results of the study show that students' social attitudes, especially those related to tolerance and helping each other have been well ingrained since observation and interviews. directions, reprimands, sanctions, and providing good examples to their students. This study has implications for the process of implementing the instillation of social attitudes in grade VI students, in the world of education students are not only given knowledge and science to become intelligent people, but students are also given provisions to have skills and be able to shape student behavior in accordance with applicable norms and values. The development of these social attitudes can be a provision for students in facing the challenges and social conditions that they will face later.

1. INTRODUCTION

Education is an activity that is carried out in a conscious and planned manner to provide guidance in developing potential. Through education, humans are able to live a better life, learn to develop potential, intelligence skills, and personality that are useful for their future lives. The application of various teaching methods and strategies can effectively increase student motivation and engagement at the primary level, in integrating social learning with academics can help students develop self-awareness, social awareness, relationship skills, and responsible decision-making (Aseery, 2023; Mancini et al., 2023). Teachers can help students become more self-aware and understand their emotional and social development by encouraging reflection and integrating out-of-school experiences into lessons. Teachers conduct attitude assessment to assess student behavior, which can be observed during the learning process and outside the learning process. It emphasizes the importance of strengthening institutional systems that require support in the education of good social attitudes (Curren et al., 2022k; Strahan & Poteat, 2020).

So it can be concluded that social attitude is an awareness within the individual towards the surrounding social environment. Social attitudes are usually shown because of a sense of attention and concern for the environment in which a person is located. Meanwhile, basic social attitudes are things or attitudes that underlie the social development of each individual (Alenezi, 2020; Kholifaturohmah et al., 2023). These basic social attitudes should be instilled in individuals from an early age. Social attitudes become an important thing in the common life of a society, considering that we live in the midst of a diverse Indonesian society and of course during his life humans will never be separated from the existence of an interaction with other humans. Because with good social interaction, it is hoped that it will give rise to social feelings that can bind individuals with fellow human beings in the form of helping, respecting and accepting each other, sympathy and so on. Attitude assessment methods are different from knowledge and skills assessment (Ramadhani & Ramadan, 2022; Shilfani et al., 2022).

Moral education is an effort to instill moral values that are internalized into the student's personality, so that it is hoped that a noble personality will be formed, teachers in moral education are related to being role models and believe that opportunities for self-reflection are important for moral growth (Arifin & Sukandar, 2022; González & Surikova, 2022). In the implementation of moral education, which includes social attitudes, many teachers face challenges and find it quite difficult to implement social attitudes assessment with their students. This is because of the large number of students and the fact that many educational institutions do not have the resources to create a curriculum that focuses on students' social attitude competencies. As a result, assessing students' attitudes individually becomes difficult and necessitates the development of social attitude assessment instruments (Anggreni et al., 2021; Nurul et al., 2023). Required to design and implement effective professional development activities that are aligned with teachers' knowledge, attitudes and professional development needs, ultimately leading to improved education for students (Kateryna et al., 2020; Smeets et al., 2023). A teacher would want to always improve the social attitudes of their students, so that they continue to get better. In terms of social attitude development, the research fields of social sciences cannot be separated from one another. In the process of student character building, attitude assessment is more directed at developing students' attitudes to be in accordance with ethics (Asdiana & Batubara, 2022; Kjellgren et al., 2022). Through students' ability to consider how to socialize, make friends, and whether friends are good or bad, cognitive development is essential to foster positive social attitudes. In addition, students may consider which friends they are comfortable with or vice versa.

School policies should implement school mediation because it has a personal impact that increases the likelihood of acting positively when dealing with conflict (Ibarrola-García, 2023; Patchen et al., 2022). Teachers in social studies learning by instilling the values of social attitudes of students with social studies learning strategies, the ability of teachers to provide examples of good interaction attitudes to students, because students who have a good nature will be more easily accepted in society (Nuraeni & Lubis, 2022; Rismayani et al., 2020). By instilling certain habits through knowledge, understanding, and skills, it is also expected to instill certain attitudes that will benefit students. As a provider of education, educational institutions are expected to be a place that has the ability to realize the goals of character education. Currently, character education needs to be incorporated into the overall educational process in educational institutions, because students must be formed good social attitudes and achievements, such as intelligence, talent, interest, motivation, self-discipline, and independence (Sugiarto et al., 2019; Suraji & Sastrodiharjo, 2021).

Social Science or abbreviated as IPS is a subject whose discussion is a simplification of learning geography, sociology, history, economics, and others (Fitria et al., 2021; Meyanti et al., 2021). In addition, social studies helps to study human relationships with the social environment, it is very important to have a social perspective to build relationships with others in everyday life (Karuppiyah et al., 2020; Pasek et al., 2019). Social studies education is full of objectives that include knowledge and understanding. Students studying social studies are expected to understand the various basic concepts of the field. When viewed

further, it is clear that social studies focuses on human relationships, which include individual relationships with groups, groups with groups, and groups with their environment. The social attitudes built by students are strongly influenced by their environment, which consists of family, school, neighborhood, and community. Every teacher can conduct effective learning for example by using interactive teaching methods, active learning strategies, parental involvement, and positive peer interaction in creating a conducive learning environment for students (Aseery, 2023; Perdiana & Jayanta, 2022).

Based on observations made by researchers in class VI wates 02 elementary school, on November 10, 2023 it was found that there were still some students who had low social attitudes. This shows that students are still insensitive to friends, do not care about the surrounding environment, do not trust classmates, have difficulty adjusting to new relationships, want to win alone when playing, and often fight when playing. From a number of indicators of social attitudes, researchers concentrated on conducting research on teacher efforts to instill social attitudes in social studies learning with metrics such as honesty, discipline, tolerance, helpfulness, and courtesy. So it can be concluded that social attitude is an awareness within the individual towards the surrounding social environment. Social attitudes are usually shown because of a sense of attention and concern for the environment in which a person is located. Meanwhile, basic social attitudes are things or attitudes that underlie the social development of each individual. These basic social attitudes should be instilled in individuals from an early age. Social attitudes become an important thing in the common life of a society, considering that we live in the midst of a diverse Indonesian society and of course during his life humans will never be separated from the existence of an interaction with other humans. Because with good social interaction, it is hoped that it will give rise to social feelings that can bind individuals with fellow human beings in the form of helping, respecting and accepting each other, sympathy and so on.

The formulation of the problem in this study is the form of social attitude cultivation, teacher constraints in cultivating students' social attitudes, and efforts made to overcome obstacles in cultivating social attitudes of grade VI students of wates 02 elementary school. The purpose of this study is to analyze and describe the cultivation of social attitudes, analyze and describe the constraints of teachers in cultivating social attitudes and analyze and describe how to overcome obstacles in cultivating social attitudes in class VI wates 02 elementary school. Based on the findings from observations and interviews conducted on January 9, 2023 at wates 02 elementary school, the 6th grade teacher has implemented social attitude values in education. He shows his understanding of social attitudes through activities of mutual respect and mutual appreciation, by modeling good attitudes to his students such as giving advice and incentives before learning.

2. METHOD

This research uses a qualitative approach with a descriptive case study approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2017). For this study, the sample used was grade VI elementary school students. The purposive sampling technique was used to select samples based on information needs that match the needs of the researcher (Sugiyono, 2019). In this study, the main subjects were grade VI students. Other research subjects came from and teachers.

Observation, interviews, questionnaires, and documentation were some of the data collection methods used in this study. The observation instrument is carried out by observing the behavior of the individual or situation under study. At the interview stage, researchers will conduct verbal interactions with respondents in collecting information and data. In the document, the data collection process is carried out by means of a literature study, meaning that the researcher must read a number of documents to obtain data related to the object of research.

Data analysis was conducted in four stages. (1) Data were collected through an interview approach from various sources. Researchers conducted interviews with students, and teachers. The interview results were supported by field documentation. (2) Data collection was carried out by sorting data according to research needs, then summarized into research data. (3) Narrative text was used to explain the research results, and (4) conclusions were made to identify important issues in the research.

3. RESULT AND DISCUSSION

Result

Based on data obtained through observations, interviews, and documentation, the role of teachers at school is expected to be able to foster students' social attitudes, help them become more sensitive to the surrounding world, and become better individuals in the future. Teachers are also expected to be able to

instill attitudes of helping, honesty, discipline, courtesy, and tolerance. Research shows that teachers try to instill social attitudes through social studies lessons at wates 02 elementary school. To foster good social attitudes in students, teachers have used approaches and efforts in social studies learning. Planting the value of social attitudes can be done one of them by way of habituation. Habituation is a way that can be done to make activities carried out routinely and continuously. Teachers' efforts to instill social attitudes in social studies learning at wates 02 elementary school through habituation activities are show in [Table 1](#).

Table 1. Observation Results of Social Attitude Cultivation Habituation

No	Indicator	Done	Undone
1.	Pray before starting the lesson	✓	
2.	Picket classes according to schedule	✓	
3.	Getting used to be polite	✓	
4.	Getting used to stand in line	✓	
5.	Getting used to dispose of garbage in its place	✓	
6.	Getting used to dress neatly	✓	
7.	Make it a habit to arrive on time	✓	

From [Table 1](#) we can see that there are habits that have been well embedded, students will easily accept the cultivation of social attitudes to them through the right strategy. Teachers should set a good example and relate the lesson to the world around the students. They should also use positive words to foster enthusiasm and motivate students to learn. Appropriate learning strategies can be applied regularly, spontaneously, and gradually, so that it becomes a habit and even an example that has been embedded in students. It is essential that teachers play a role in the learning process. In addition to acting as a guide, teachers must also be able to help and direct students to become good people. Teachers must have strategies to carry out the teaching and learning process so that the material they provide can be accepted by students. To see students' social attitudes, researchers conducted questionnaire filling activities by students. The results of filling out the questionnaire that students have done are shown in [Table 2](#).

Table 2. Results of Questionnaires filled out by class VI students

Indicator	Sub Indicator	Total number of students			
		Always	Often	Sometimes	Disagree
Honest	I do my assignments with honesty	0	3	2	0
Discipline	I submit my assignments on time	3	1	1	0
Good manners	I speak well and politely	0	3	2	0
Tolerance	I don't discriminate against friends	3	2	0	0
Helping each other	I help my friends if they are in trouble	2	1	2	0

The results of filling out the questionnaire in [Table 2](#) show that there are 3 students who feel that they rarely do without cheating and 2 others do the questions without cheating sometimes, this shows that more students realize the importance of being honest. Then there are 3 students who have applied the attitude of discipline well. On the indicator of courtesy, 3 students have been embedded quite well and 2 others need special attention. The indicator of tolerance is more students have applied it well and on the contrary, the indicator of helping is still relatively low because only 2 people have instilled the attitude of helping.

After collecting research data, researchers used descriptive qualitative data analysis techniques to analyze data collected from interviews and observations. The following are the results of the researcher's analysis, wates 02 elementary school is located on Jl. Gondoriyo, Wates, Ngaliyan District, Semarang City, Central Java Province. At wates 02 elementary school, grade VI students show strong social attitudes. However, some students still have low social attitudes. The results of interviews conducted by researchers with grade VI teachers at wates 02 elementary school Semarang City, show that there are still students who have low social attitudes, such as dressing untidily, not completing assignments, and not carrying out class pickets.

Cultivating Social Attitudes through Social Studies Learning for Grade VI Students

In learning social studies, students get a lot of lessons and input about the social attitudes that students should have. The material contained in social studies lessons already related to social attitudes such as material about the diversity of ethnic groups and cultures in Indonesia, the struggle to defend Indonesia's independence, and others. The teacher only re-develops the material with the teacher's words,

so that students understand, understand, enthusiasm and sense of social attitudes will grow by itself. By giving positive sentences at the beginning of social studies learning, can provide motivation to students so that students can think and absorb what is said by the teacher. In addition, teachers must always show good social attitudes when teaching social studies in the classroom. By giving group assignments to students, teachers must instill social attitudes such as cooperation and good communication with group mates. While working on group assignments, group leaders must also be able to accept ideas or suggestions from their group members and be able to overcome differences of opinion with their group members. No teacher can instill good social attitudes in their students if they do not have good social attitudes. This social attitude is one of the criteria in teacher competence that must be possessed. According to the teacher's social competence, a teacher must have an attractive personality, effective communication skills, and a positive social attitude. With the skills possessed by a teacher, it is hoped that the teacher can instill and shape the social attitudes of students through a learning process, namely in social studies learning in the classroom.

Based on the findings, grade VI teachers have implemented positive sentences that contain social attitude values applied by teachers to start learning as a way to instill social attitudes in students. This research was conducted on social studies learning because it essentially aims to form students to become part of citizens with good social intelligence. In social studies lessons in the classroom, social attitude values such as honesty, tolerance, courtesy, helping, and discipline are instilled in elementary school students. The teacher also implements cooperative learning, before delivering the material the teacher is seen dividing students into small groups randomly by counting. At the time of starting counting, the teacher has been seen urging students to be self-disciplined, namely to remain orderly and not to be noisy in counting. After the counting is done the teacher again creates a conducive atmosphere. Students are invited to interact in arguing about what pictures the teacher has shown. Students participate in the discussion, the teacher repeatedly asks students to dare to voice their opinions and respect others.

Furthermore, the teacher provides opportunities for students to talk with fellow group members about matters related to the meaning of the proclamation and the struggle to maintain independence. The teacher also instills social attitudes through the character of Ir. Soekarno, who liked to deliberate with others to make decisions, and considered all group members equal. When social studies learning takes place, there is an interesting interaction between students and teachers. The teacher seemed adept at interacting with this strategy. In addition, the teacher asked each group to send their group members to be brave enough to perform in front of the class to summarize the learning. By considering the affective domain, there is a good social studies learning atmosphere. In addition, the teacher invites students to come forward by showing independence figures. Then, the teacher invited students to clap their hands as an appreciation for their courage. Efforts to form social attitudes of grade VI students can be seen from the implementation of learning and activities carried out at the school, namely in the activities of managing the class, delivering material and using learning methods. During the research, researchers found data on the social attitudes that are visible and less visible in class students. Table 3 shows the indicators of visible and less visible social attitudes.

Table 3. Observation Of Apparent And Less Apparent Social Attitudes

No	Visible	Less Visible
1	Honesty (Sub. Indicator of students returning borrowed items)	Honesty (Sub. Indicator of doing assignments without cheating)
2	Discipline (Sub. Indicator) <ul style="list-style-type: none"> • Students arrive and enter class on time • Collect assignments on time 	Discipline (Sub. Indicator) <ul style="list-style-type: none"> • Students wear complete and neat uniforms • Doing picket according to schedule
3	Good manners (Sub. Indicator) <ul style="list-style-type: none"> • Speak politely with elders • Respect mothers, fathers teachers and employees 	Good manners (Sub. Indicator of speaking kindly to friends)
4.	Tolerance (Sub. Indicator) <ul style="list-style-type: none"> • Not differentiating between friends • Respect each other if different beliefs 	Tolerance (Sub. Indicator) -
5.	Helping each other (Sub. Indicator) <ul style="list-style-type: none"> • Students help each other if there are difficulties • Learning together 	Helping each other (Sub. Indicator) -

The results of observations and interviews show that the cultivation of social attitudes can be facilitated by students themselves or by parents who set an example for their children. It is very important for teachers to shape students' social attitudes at school. Teachers are the most influential people in shaping

students' social attitudes, and they can be considered as substitutes for parents while students are at school. Therefore, it is very important for teachers to show good social attitudes in themselves as this can be an example or role model for their children. Social studies learning in the classroom, teachers have been quite good in teaching attitudes to students.

Teacher Constraints in Cultivating Social Attitudes through Grade VI Social Studies Learning

Every effort to instill attitudes in students must face challenges. These challenges can come from various sources, such as teachers, families, and the environment, as well as from the students themselves. Based on the results of this study, it can be explained that the obstacles faced by classroom teachers in instilling social attitudes through social studies learning are: limited learning time at school. One of the teacher's duties is place to gain knowledge and imitated. In this situation, teachers cannot supervise their students throughout the day. When students are outside of school learning, they are already involved in interactions with people around them, which may not necessarily have a positive impact on them. Teachers must be good at applying social attitudes to them, so that students become better individuals. Similarly, what was conveyed by the 6th grade teacher Mr. Arka Ghufon, S.Pd, that as a teacher, it is not 24 hours to supervise students, teachers really appreciate the time available to provide assignments. The researcher found that teachers cannot fully provide guidance and supervision to students throughout the day. All the activities that students do after they leave school are no longer under the control of the teacher. So, even though teachers have taught students moral attitudes, if their environment is not supportive, it will be difficult for teachers to teach them positive social attitudes.

The second is the influence of technological progress, it cannot be denied that advances in science and technology in the current era of globalization bring many benefits to human life. In addition to the benefits, science and technology also has negative effects if not used properly. Most students already understand the use of gadgets such as playing games and social media. It was seen that some parents did not set a time limit for students to play gadgets. In this case, it shows that students are not time-disciplined, which results in them coming late to school and being sleepy during lessons due to playing social media late into the night. Students rarely work on assignments with their own minds instead, they use devices to access the questions given by the teachers at school. The development of highly advanced technology has positive and negative effects on human life from children to adults. researchers found that there are some students who still have not completed homework assignments. This was seen before class started, the teacher told students to finish it first, but some students did not do it because they forgot to bring the book. In addition, there were students who were heard talking during the lesson. Giving assignments is the right way to train students to be disciplined in learning in all fields of study, and chatting during class hours should not be done because if the teacher explains the material students do not know what is being explained then when there is an assignment students do not know how or the answer, during group work there are students who are selfish where there are students who do not do the task where the task is the responsibility of one group, this means that there is still a lack of student involvement in the group. As a substitute for parents for students at school, teachers must always supervise students and be able to teach students good social attitudes.

Efforts to Overcome Obstacles in Embedding Social Attitudes through Social Studies Learning

The role of family, school and community environment in the process of instilling social attitudes to students is still low. Even though habits outside of school have a major influence on the formation of students' social attitudes. At the risk of the above symptoms, teachers have a heavy responsibility in overseeing the process of instilling social attitudes in students. At every opportunity, teachers must always touch and motivate students with the cultivation of social attitudes. One way to overcome this problem is to invite parents. Teachers will hold meetings with parents to discuss the problems they have faced regarding students who do not get attention from their parents, which in turn causes students to have lower social attitudes towards responsibility, self-discipline, and other things. Parenting style has a positive effect on gadget use, highlighting the importance of parental guidance and supervision in responsible gadget use among students. The cultivation of social attitudes can simply be interpreted as any positive thing that the teacher does and affects the character of the students being taught. The role of parents and even teachers is very important in improving the character of future generations. Character cultivation in its role in the field of education can be done by Character development (honesty, courtesy, tolerance, discipline and helping) is the main task of education, Changing bad habits step by step which eventually becomes good.

Some of the habituation that has been carried out by grade VI students is through routine activities, such as Monday ceremonies, state ceremonies, body hygiene checks, class picket, routine literacy, lining up when entering class, and praying before the lesson begins and ends. Based on this discussion, the implementation of social attitudes in grade VI students that have been instilled in students is expected to make them students who are broad-minded, compassionate, and have good morals, so that they can create peace in the family, community, and country. The social character building strategies pursued by teachers

are honesty, courtesy, tolerance, discipline, and helping. During the observation, the researcher found several things that need attention, such as: (1) some students left the class for various reasons during the lesson, (2) some students often ignored the scheduled picket lines and (3) many students' excuses for not doing homework at school. Currently, character education is only used as one of the learning materials and focuses more on psychological concepts, although character education should be part of the whole education process. Every area of education should be filled with character education. So, the role of teachers in this school is very influential on the formation of students' social character. The teacher's strategy in shaping student character includes: reprimands, environmental conditioning, routine activities and providing advice or motivation. Therefore, it is expected that students who are nurtured not only have high intelligence and thinking skills, but also have high awareness and responsibility for themselves and their environment.

Discussion

Planting and changing attitudes does not happen by itself. The environment closest to daily life has a lot to do with it, such as the school environment and the family environment. Many people believe that it is the responsibility of parents or religious institutions to teach attitudes to children, but this is not the case, educational institutions also have the responsibility to encourage these attitudes. Hence, schools, as formal educational institutions, have the responsibility to inculcate and nurture students' attitudes towards the expected attitudes.

Character education should permeate the school atmosphere and curriculum and involve all school parties. Character education is one of the goals implemented in the daily life of the school. As stakeholders, parents, teachers and administrators must work together to help their children implement these values (Singh, 2019; Susilowati et al., 2023). The importance of cultivating social attitudes through self-development and school culture in emotional intelligence and emotional sensitivity has a significant positive influence on teacher performance (Arimbi & Minsih, 2022; Kuswanto et al., 2023). This is related to the formation of students who are noble, independent, democratic and responsible. Social attitudes are not only expressed by a person, but also by other people in a group or society. Thus, it can be concluded that social attitudes are a form or type of behavior that influences a person's choice to act in response to a social object between individuals and groups in everyday life.

When a person faces certain conditions, they will act according to the social attitudes they have built. For example, when one faces a social situation such as seeing another person in need of help, humans will naturally take action according to their nature. Will they choose to help or ignore them? It is influenced by the character that exists within a person, the character determines how a person acts towards the social situation they are facing. To ensure that students have good social attitudes, teachers and parents are responsible for trying to shape them. As a provider of education, educational institutions are expected to be a place that has the ability to realize the goals of character education (Masdoki et al., 2021; Suraji & Sastrodiharjo, 2021). Unfortunately, character education is currently only used as one of the learning materials and focuses more on psychological concepts, even though character education should be part of the whole education process.

Instilling the value of honesty can be done through simple daily activities and as a habit. This concept should be applied in everyday life, whether at home, at school, or in the community. By using a positive approach towards students, an honest attitude can be applied (Abdurahman et al., 2023; Prihandoko, 2021). The observation shows that students like to cooperate in social studies learning, but not in all cases. Students readily complete tasks, if the teacher asks them to do it themselves. They look like they are honest in their work, and they do the tasks confidently based on their own abilities. Nevertheless, the researcher could not justify all, because there were some students who were dishonest because the students looked at the work of their friends. The results in the field also show that students cheat while at school and do not complete assignments. However, this does not happen to all students in grade VI, there are some students who are dishonest and lack confidence in their abilities, but most students in grade VI already have a good honest personality.

The results of observations and interviews conducted by researchers show that students' manners are quite good. They do not differentiate between friends and to researchers assessing students' attitudes remain respectful and speak politely. Indicators of good manners are well embedded in students. Not only that, children will also understand how to respect and be responsible. This is the main capital for children to be able to love the life they live. Based on the results of observations and interviews regarding being friendly with friends who have different opinions and to strengthen the data, researchers have conducted interviews with students. In this indicator, students do not see differences as a problem to be friendly, so as to avoid conflict or fights between students, even if they have different opinions because they understand the importance of tolerance.

Self-discipline can shape a person not to be easily satisfied with what has been achieved by developing abilities, working with purposeful time management, and producing something meaningful for

life. Schools should emphasize the need for character education as well as institutions that support development, as the current education system may not sufficiently value curiosity, cooperation and critical thinking skills (Bhat & Bhat, 2019; Hart, 2021). Based on the results of interviews and observations conducted by researchers, it was found that lack of discipline and lazy student behavior in doing assignments or homework are things that are often found in students. The researcher concluded that the attitude of self-discipline comes from the student's own family background. Students' parents must play an active role in building their character through daily activities at home, especially in terms of discipline. Students will apply a disciplined attitude, if their parents are firm in educating, both in terms of time and other things.

Peace can be created by humans through mutual help, in this world, no human being can fulfill their own needs (Ita, 2023; Jamaluddin et al., 2022). A helping attitude can provide guidance to do good with the heart. This can help a person in completing responsibilities towards ethics that apply in society. Based on the results of observations and interviews with students regarding social attitudes, actually grade VI students already understand what is meant by social attitudes themselves. Based on the indicators of helping, researchers see that most students provide assistance to each other, when there are friends or teachers who need help. Teachers have also instilled in the social studies learning process. The results of classroom observations made by researchers in essence, grade VI students like to help teachers and cooperate with each other. If there are teachers or students who need help, students quickly help each other, and during group work, they look very compact and help each other solve problems that the teacher gives with their group friends.

Social character building strategies pursued by teachers are honesty, courtesy, tolerance, discipline, and helping. As a provider of education, educational institutions are expected to be a place that has the ability to realize the goals of character education (Asdiana & Batubara, 2022; Suraji & Sastrodiharjo, 2021). Based on the findings of the researchers, grade VI teachers have implemented positive sentences that contain social attitude values applied by teachers to start learning as a way to instill social attitudes in students. This research was conducted on social studies learning, because in essence it aims to form students in order to become part of citizens with good social intelligence. Getting a statement from one of the students that they always do the test honestly and do not cheat. But the researcher did not confirm to all students, there were still some who did cheating only a minority. Teachers instill in students an attitude of honesty by giving orders to do tests independently and in an orderly manner, without cheating.

When students are outside of school learning, students have interacted with people around them who do not necessarily have a positive influence on students. The role of parents as the first and main educators of children from birth to adulthood is very important to determine the physical and mental development of children, parents function as mentors, motivators, and educators for their children (Bayu Widiyanto & Nurfaizah, 2023; Fikriyah et al., 2022). Based on the results of interviews and observations, it can be stated that due to the limited time at school, the role of parents is also very necessary in instilling students' social attitudes. Teachers and parents should work together in shaping good social attitudes in students. Parents play an important role, they are very influential on the education of their children, and they are responsible for the education, care and guidance of their children to reach certain stages that prepare them for social life.

Technological advances affect the formation of a person's character. Elementary school students actually still need guidance and examples of their surrounding environment. Character can also be formed when they are excessive in using technology, including gadgets (Maritsa et al., 2021; Wijnen et al., 2023). Playing gadgets with excessive time duration is not good for children. The use of gadgets in children for too long continuously and inappropriately has an impact on an uncaring attitude, both in the family environment and the surrounding environment (Al Ulil Amri et al., 2020; Hashim, 2018). With the help of technology, it can increase student involvement and accessibility in developing tolerance characters in elementary school students (Anggito & Sartono, 2022; Gitiha et al., 2024). Based on the findings of researchers through observations and interviews, almost all students already have gadgets. They admitted that they often forget the time if they have played with gadgets. For students, they can be exposed to information overload, that is, they can access everything that exists and can find the information they are looking for continuously, such as opening things that smell like pornography which can cause them an addiction to accessing pornography and online games that make them willing to spend money and time just for the game and the problem is eye health, because they stare at the monitor screen too often.

What plays a role in preventing negative influences is the role of parents and teachers at school by reducing the use of cellphones or other technology every day and not advising children to go out at midnight, because it is a source of negative influences (Alviani et al., 2016; Kurnia & Edwar, 2021). Parenting style has a positive effect on gadget use, teachers should inform students on how to use healthy and effective, the role of parents is also very important in the guidance and supervision of responsible gadget use among students (Abdurahman et al., 2023; Subagio & Limbong, 2023). Parents' mental health can have a direct impact on children's well-being (Bilalli et al., 2023; Wang, 2021). The cultivation of social attitudes can simply be

interpreted as any positive thing that the teacher does and affects the character of the students being taught. The role of parents and even educators is very important in improving the character of future generations. Character cultivation in its role in the field of education can be done by building character (honesty, courtesy, tolerance, discipline, and helping) is the main task of education, changing bad habits step by step which eventually becomes good.

Based on the description of the findings, social studies can be used as a subject that has essence in cultivating students' social attitudes. The teacher's ability to plan, implement and evaluate the attitude component of students through a subject is very important. No exception in social studies subjects. Every learning process is closely related to the character of students, there are students who immediately digest the lessons presented, there are also students who are a little slow in accepting the learning presented. This different thing is the reason for educators, namely teachers must hone their abilities in organizing strategies in teaching skills so that the adjustment between the material presented and the ability of those who are slow in receiving lessons. Therefore, it is called the essence of learning, namely change.

4. CONCLUSION

The conclusion obtained from this research based on the data and research results that have been presented, shows that teachers have implemented and instilled social attitudes in social studies lessons in class VI wates 02 elementary school. They apply social attitudes through group learning strategies, which are expected to instill honesty, discipline, courtesy, tolerance and help. Teachers also instill social attitudes through habituation, exemplification, and practice. Examples include providing motivation through positive sentences during classroom learning, making donations to friends or teachers who experience disasters, speaking politely, and respecting elders. It is expected that students who can instill good social attitudes to everyone.

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