

Teacher's Strategy to Internalization of Social Care Values in Learning in Class 5 Muhammadiyah 1 Surakarta Elementary School Students

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Abstract

Introduction: Social care is one of Indonesia's most important of the eighteen values contained in character education. Influence today with technologies that are up to date, making sense of sensitivity and assistance to other people in the environment around students begins to decrease. Therefore character education must be optimized in elementary schools to internalize the value of social care, which is increasingly depleting. Character education is carried out through integration in all learning.

Objectives: This study aims to describe the internalization of social care values in learning.

Methods: The method in this research is analytical descriptive with a qualitative approach. Data collection techniques through interviews, observation, and documents.

Results: The study results showed that teachers use several learning methods to internalize the value of social care. The methods and implementation of character education used are group discussions, habituation, reprimands, peer tutors, and exemplary teachers.

Conclusions: The essence of the value of social care is not just knowing and feeling sorry, but there is an action. Actions in the form of helping and alleviating the difficulties of others are selfless, polite, and loving fellow human beings.

Keywords: Social Care Values, Character Education, Elementary Schools.

1. Introduction

Entering the 21st century, many structures of human life began to change. They were characterized by citizens of the world community who mingle with each other and are open. Globalization can no longer be ignored. Influences keep coming and cannot be damned anymore and included in the world of education. Education is now starting to stand on values and character-based education. For the first time, the government has issued Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. This is to overcome and strengthen the nation's character, especially the younger generation so that the erosion of character does not continue to occur.

KPAI (2021) noted that there were cases of bullying, most of which took the form of student brawls in the education unit. The details of the cases were monitored from January 2 to December 27, 2021, covering eleven provinces, namely; DKI Jakarta Province, DIY, West Java Province, East Java Province, Banten Province, Riau Islands Province, Southeast Sulawesi Province, North Kalimantan Province, East Nusa Tenggara Province, West Nusa Tenggara Province and South Sumatra Province (Ashari, 2021). Recently, many media articles have appeared about students who do not respect their teachers. Some students commit violence against teachers and even report teachers from their parents to the police. Khodir (2021) finds problems related to students' behavior. These are students who lack an attitude of character and lack respect and are polite and well-mannered to their parents, teachers, and friends. In this case, for example, students often say impolite and oppose the teacher's orders, and students are less able to respect their friends. This shows students' decreased social awareness and sensitivity toward others and their environment. Students are more concerned with themselves and their success without considering the circumstances of other people around them. After the Covid-19 pandemic, which required us to stay at home and advised us to keep our distance or social distance, children spend more of their time at home. This decreases children's sense of social care (Octaviani, 2022).

The value of social care is very necessary for human social life. If this value is eroded or even lost, then the harmonious order of human life experiences commotion. Many crimes will occur. Society will be increasingly selfish, individualistic, and materialistic, as stated by Thomas Lickona (in Susanti, 2022), who stated that 10 aspects of moral character degradation hit a country which are signs of the destruction of a nation. The ten signs are: 1) Increasing violence in adolescents. 2) Use of derogatory words. 3) Influence Peer groups (group mates) who are strong in acts of violence. 4) Increased use of drugs, alcohol, and free sex. 5) Blurring good and bad moral boundaries, 6) Decreasing work ethic. 7) Low respect for parents and teachers. 8) Low sense of individual and citizen responsibility. 9) Cultivate dishonesty. 10) There is mutual suspicion and hatred among people.

The loss of caring social students due to many factors. One is character education for the younger generation, which has yet to be maximized. Character education is still a slogan and has yet to be fully carried out by related parties. In line with that, character-building is one of the goals of national education. Article I of the 2003 National Education System Law states that national education aims to develop students' potential to have intelligence, personality, and noble character.

The Strengthening Character Education Movement takes place at every level of education. Implementing the character education strengthening movement (PPK) at each level involves and utilizes the existing educational ecosystem in the school environment (Ministry of Education and Culture, 2017). Character education to instill social care values is no less important. It is no longer just introducing various rules and regulations definitions but more emphasis on attitude, attitude, and responsibility. The area of character education is an effective area that is not sufficiently measured by questionnaires and answers to questions on exam papers. The territory is inherent in every individual (Barnawi and Arifin, 2017). Character education aims at each individual and must have the main values which can be developed in everyday life. Character is known and practiced daily in society (Smit, 2017). Because the character is oriented in life, each individual wants success. One way to succeed is to have a good self-character firmly attached to him as an aspect of attitude and life skills (Muzaki, 2020). One important aspect is the ownership of social care values in students.

Character education is integrated into intracurricular, co-curricular, and extracurricular (Sudami, 2019). Intracurricular means integrated learning. One of the character education programs that has been carried out by SD Muhammadiyah 1 Surakarta is that character education is integrated into learning. With this, it has delivered the value of social care to its students in the internalization stage. Internalization Is the last stage of deep appreciation, deepening, and mastery (Biringan, 2020).

Through a character education program integrated into the learning, students are trained to develop social care values in themselves and strengthen these values to deal with their social environment. In the middle of today's modernization, students can still maintain values and character socially. Awareness, deepening, in-depth mastery that takes place through construction, guidance

In character education, the value of social care is that students can apply knowledge through the practice of skills and values professionally within their organization. In addition, the internalization of the value of social care shows that this is an opportunity to feel safe for students to openly discuss their experiences without fear of being labeled as "students with problems" (Fiona et al., 2018). Because fellow students care about each other first, they are taught to listen to the experiences of their friends. Then give empathy to his friend by not judging.

2. Objectives

3. Methods

This research is qualitative research with analytical descriptives. Data collection techniques through observation, interviews, and documentation studies are taken during the learning process in class and outside the classroom. The subjects in this study were grade 5 students, grade 5 teachers, principals of SD Muhammadiyah 1 Surakarta.

4. Results

The role of the teacher is very significant in implementing the internalization of social care values of students. (Sudami, 2019). The teacher gives an example to students, prepares material, and always teaches attitudes and

knowledge in learning in the classroom. It emphasizes that teachers must have a good attitude and good life values (Prasetyo, 2019). Teachers must have positive attitudes so that they can deliver quality learning. To get the quality of learning integrated with character education, the teacher must have a strategy. The teacher's strategy is contained in the lesson plans and activity steps. The activities carried out by the teacher in the classroom to internalize the value of social care are:

Group discussion

Good learning is learning that activates students. One of the actions so that students are active in learning is by forming small groups. Small groups adapted to the learning objectives (Dimiyati, 2013), namely the internalization of the value of social care. After the groups are formed, the teacher gives assignments, which must be completed with the group members. Group discussion activities are carried out to create a social group of students. Clubs or activity groups can bring out human values, including social care (Masrukhan, 2016). In this way, students will collaborate on academic assignments by working in cooperative learning groups. Students are allowed to plan and reflect on how they will work together. Randomized group activities for learning differentiation are fulfilled. Learning Activities Differentiate one of the differentiation processes by selecting individuals or groups (Faiz, 2022). So that the internalization of the value of social care is also fulfilled, the teacher chooses to use group activities. Students are expected to be sensitive to their group members if some do not understand or have difficulty. Social caring includes actions intended to benefit others (Manesi, 2017). This strategy helps students learn to build and maintain positive relationships with others. When students discuss, an attitude of concern will emerge socially. Social concern is in the form of real actions like helping others who are experiencing difficulties or establishing relationships with others (Utami, 2019). Students also turn schools into laboratories where they practice various roles and values and overcome challenges they will face in the future. Having the value of social care as a habit makes students' behavior more prosocial, which is very relevant for living a social life (Dakin & Bastian, 2022).

Habituation

The teacher encourages students to always work together with their friends. Provide habituation to be sensitive to the surrounding environment. The teacher in the class gets used to asking and greeting students. Then it is taught to students to greet each other's classmates. The school's student habituation program can make students accustomed to doing and behaving well (Masrukhan, 2016). Habits carried out at SD Muhammadiyah 1 Surakarta to instill the value of social care include infaq, social service, Milad, habit, qurban, and zakat fitrah. Habituation infaq every Friday, once a week. Habituation infaq this is done without coercion, meaning voluntarily. Feblyna & Wirman (2020) said habituation could show better self-behavior and do habituation without coercion. Money from activities infaq the collected items are collected, then the money is spent on basic food items, after which students distribute them to residents around the school, residents affected by disasters, or other residents who need more. Remember to be accompanied by the teacher. Habituation infaq it is hoped that students can think of our brothers and sisters who need it more. When students already have a sense of empathy, then they want to set aside their money. So this proves that habituation activities can internalize the value of caring socially for students.

Warning

Teachers also carry out reprimands to control the attitudes of students who violate or do not comply with applicable values and norms. Reprimand is done by calling students to talk face-to-face with the teacher, not in front of the class. Keep as far as possible to denounce or degrade students' dignity in front of classmates. Because a warning, if the implementation is wrong, will hurt students, resulting in increasingly uncontrolled behavior (Mertika, 2018).

Peer Tutor

Peer tutoring is done to train students to help close friends. They are helping partners when experiencing difficulties. In the classroom, the teacher regularly places students' seats in an orderly manner. Selected students who are clever with those who are less intelligent. Clever students can help their neighbors a little to make them understand better. Students can be sensitive to the wider social environment if they are used to being sensitive to their friends next door. Peer tutors can improve students' learning abilities and character actions (Manubey, 2021).

Teacher's exemplary

Teachers provide exemplary directly to students through attitudes and behaviors that reflect social care. Such as helping other teachers, speaking kind and polite words to all school members, visiting students or teachers who are sick, loving students, getting along well with fellow teachers/school employees, having empathy when teachers/employees/students have weaknesses, forgiving and patient. Then students can imitate the attitude reflected by the teacher. The teacher's example is only in the form of words, attitudes, characteristics, and appearance, which can have a positive impact on students (Prasetyo, 2019)

5. Discussion

Sculpting the value of social care to students by class teachers is not done for a moment but continuously. Because what is done is to internalize a value firmly embedded in students. It means incorporating the value of caring socially in students so that students can live up to these values. The result is a character. Students' character cannot change instantly because a person's character can be formed from his habits, both in the attitude and words that he often does to other people. Socially caring behavior requires students' empathy for other students. Social caring behavior, which is defined as acting intentionally to meet the needs felt by other individuals, is considered the highest form of empathy (Decety et al., 2016). These feelings do not necessarily appear suddenly if there is no interaction. Masrukhan (2016) states that social care is an attitude that grows from human interactions that have compassion and empathy so that humans. Formation of caring values socially in the classroom can be done through learning design by paying attention to the selection of learning models that impact character formation (Peterson, 2020). In order to make students interact, study groups of students and peer tutors from their friends were formed.

Group activities open up greater opportunities for students to interact with their friends. Having a small group for discussion will form a "community that cares" (Elkind, 2023). Learners, by instinct, must communicate and interact to complete the assigned task given to the teacher. The teacher can also do this method to get the students used to interacting and training their sensitivity to the friends around them. Sensitivity is almost the same as empathy; social care includes feelings of empathy and concern for others (Cherry, 2022). The group learning method (cooperative learning) is done so that the material learned is sourced from the teacher and other sources and can learn from other students. Students' ideas and ideas can be developed and compared with other people's ideas. Learners will have more respect for other people and are aware of their limitations, accepting all differences (tolerance) both within one group and another. Social skills increase, and positive interpersonal relationships with other students will develop. This directly carries out the transfer of character values, especially social care, and encourages a spirit of togetherness in the students of Muhammadiyah 1 Surakarta Elementary School as Indonesian citizens who are in a diversity of religions; ethnic groups; races, and classes.

P: How to teach social care to students in the classroom?

G: Create a study group. In this class, 5 groups are formed. Each group consists of 5-6 people. The goal is for them to learn interaction, cooperation, responsibility, and care about their group mates. If someone is confused and does not understand, they can discuss it together." (Interview with grade 5 teacher, 15 April 2020)

Group work has proven to be effective, insecure and teaches students the value of social care. Prasetya's opinion (2020) states that the methods used in supporting the development of tolerance and social care are methods such as telling stories, stories or fairy tales appropriate, assigning students to read literature, carrying out case studies, role play, discussion, debating about morals and also the application of cooperative learning. The consideration factor for choosing these methods is that through discussion, students can hone themselves, how to be tolerant, how to argue in public, accept opinions from other people, and have a sense of concern for others.



Figure 1 Study group

If, in the group activity, there are students who do not contribute to completing their group assignments, it indicates that they are indifferent and care less about their friends. He left his duty, which means he let his friends have trouble completing his task too. That matters opposite to the value of social care in the form of real actions that help people experiencing difficulties or establish relationships with others (Utami. 2019). If this happens, students in their group report to the teacher that some do not want to work in their group. Then the teacher calls the students individually (who are indifferent to the group). The call is to rebuke the behavior of students. With this direct reprimand, students become aware that their actions are wrong. Reprimands are made directly and do not delay. If procrastinating is a feared behavior, it is hard to remove later. So reprimanding is one of the teacher's strategies to control students' social care values.

In addition to controlling and developing, the value of social care is carried out with peer tutors carried out by their peers. Peers play a role in teaching students various skills and social cooperation (Kurniawan. 2018). Kalsum (2023) states that one of the roles of peers can improve skills in social students. Skills There are various social one of Skills Social care that appears and is expected to appear in peer association at SD Muhammadiyah 1 Surakarta is social care.

Peer tutors teach students the ability to control themselves according to the new roles they acquire in their groups. Manubey (2021) recommends that peer tutors can be used to improve student's learning skills and character-building. The peer environment provides opportunities for students to learn to interact and control their social behavior. Social behavior is obtained from adolescents' new social roles in their social groups. Peer tutoring is based on student-centered learning, emphasizing effective and efficient learning so all students can excel (Miquel, 2017). Students stated that while hanging out with peers, they learned to control themselves, not get angry easily, and not be selfish. Students also learn to play new roles as friends, leaders, and even enemies for other students. With these new roles, students will learn to control themselves and play the new roles they get in their groups. Those characters studied by using peer tutors, this can be achieved if students help each other in the learning process in class, resulting in changes in students' character (Manubey, 2021). Good self-control suppresses selfishness, one inhibiting factor in instilling social care values. Buchari Alma et al. (2010) stated that egoism is an individual principle that leads to self-interest for the benefit and happiness. Selfishness is contrary to the value of social care, being one of the inhibiting factors for internalizing the value of social care. Therefore, factor inhibitors like selfishness must be eliminated with peer tutors. After that, the social care of students who get along well with each other is manifested.

The last method used by grade 5 teachers at SD Muhammadiyah 1 Surakarta in internalizing the value of social care can penetrate students with a direct example from the teacher. See the Characteristics of elementary school students who are still close to imitating the behavior of their surroundings. So with the teacher giving an example of social care, students will follow suit. Hidayatullah (2010) states that exemplary has a very large contribution to educating the character of someone. The teacher's example in various activities will reflect his students. The teacher displays exemplary behavior by always asking about his students' condition, assisting students with difficulty, and other teachers or school staff who need help. If students see it, students slowly follow what the

teacher is doing. Students want to show their kindness by helping friends in need. Thus later, the values of social care can be internalized with Good.

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