



## Effort to Instill Attitudes in Social Studies Learning in Elementary School

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### ABSTRACT

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The cultivation of attitudes in social studies (IPS) learning at the elementary school level aims to shape students into individuals with strong social character, such as discipline, Tolerance, responsibility, and cooperation. Social studies learning provides opportunities for teacher to integrate social values into lesson content through various strategies and methods. Commonly used strategies include affective approaches, habituation, role modeling, group discussion, project based learning, and role playing simulations. Teachers serve as role models by demonstrating positive attitudes bpth inside and outside the classroom. Additionally, the use of relevant learning media and rubic based evaluations helps monitor students attitude development. This process is also supported by the preparation of lesson plans (RPP) that include specific objectives related to instilling social values. Challenges in implementation include a Lack of support from families and the community, as well as varying level of student awareness regarding the importance of social values. The outcomes of applying these strategies show a positive impact on shaping students social attitudees, such as honesty, politeness, tolerance, and responsibility. Therefore, social studies learning funtions not only as a mean of knowledge transfer but also as a medium for character building that contributes to social life.

*Attitude Cultivation, Elementary School, Social Values.*

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## INTRODUCTION

Social Studies (IPS) learning in elementary schools plays a strategic role in shaping students' character and social attitudes. As a subject that integrates various social science disciplines, Social Studies is not only aimed at delivering knowledge but also at instilling values relevant to community life, such as responsibility, tolerance, honesty, and cooperation. This learning process is designed so that students not only understand social concepts cognitively but are also able to internalize these values in their daily lives. The cultivation of attitudes through Social Studies learning is carried out using various approaches that involve affective, psychomotor, and cognitive aspects. Teachers serve as the primary facilitators in this process by creating a conducive learning

environment, preparing Lesson Plans (RPP) that include affective objectives, and applying relevant teaching methods. Strategies such as group discussions, project-based learning (PBL), role-playing simulations, and habituation patterns are key tools used to instill social values in students.

In discussion activities for example, students are trained to respect others opinions, work together in groups, and take responsibility for assigned tasks. This helps students develop cooperative attitudes and tolerance. In addition, teachers act as role models by demonstrating positive behavior throughout the learning process. This modeling provides a tangible example for students to emulate in their social interactions. Attitude cultivation can also be carried out directly through verbal communication about specific values or indirectly by integrating these values into lesson content. For instance, topics on social interaction can be to a study by Ika Kurnia Yulianti (2009), several attitudes and behaviors need to be developed, including:

1. An attitude of respect for every human being
2. Attitudes of tolerance, honesty, fairness, willingness to serve, friendliness, loyalty, politeness, and keeping promises
3. A democratic attitude and respect for others ideas, as well as the willingness to live with people who are different
4. Freedom and responsibility
5. Appreciation of nature
6. Reverence for the creator
7. Several attitudes for personal development as human beings, such as discipline, wisdom, thoroughness, independence, and self confidence, all of which support personal growth and self improvement

However, the implementation of attitude cultivation is not without challenges. Factors such as limited instructional time, Lack of attention from families and the community toward character education, and differences in students level of awareness pose obstacles that teachers must overcome. Nevertheless, research indicates that strategies for instilling attitudes through social studies learning have had a positive impact on students character development. Students become more disciplined, responsible, and socially aware.

Given these conditions, educational challenges are increasingly influenced by various factors that affect students social attitude development. Therefore, the role of teachers as educators is crucial in preserving and fostering social values through social studies learning, especially considering the physical and psychological difference among students. Safeguarding students social values is essential, and the teacher's role in instilling these social attitudes through social studies IPS vital ( Mohamad Akuba, 2023: 21-26)

## RESEARCH METHODE

In this article on effort to instill attitudes in social studies learning in elementary schools, we conducted research using journal sources. The research methods applied is a literature review. This apporoach was chosen because the aim of the study is to analyze, synthesize, and critically evaluate previous research that has been published in scientific journal, in order to gain a comprehensive and in depth understanding of the topics being studied. The research method used is a literature review, and we conducted a systematic search for relevant scientific journals using electronic databases such as google scholar, selecting journal sources in accordance with the material we had previously discussed.

## RESULT AND DISCUSSION

The fidings of this study were obtained though a literature review of several scholarly journals relevant to the topics of instilling attitudes in social studies learning at the elementary school level. The analysis focused on publicationsnfrom the past five years (2020-2025) indexed in databases such as google scholar. The results of the analysis are presented based on the cultivation of student attitudes, the identified strategies for attitude development, supporting and inhibiting factors, as well prectical implications.

### 1. Student attitude cultivation

According to Syarifah Aeni Rahma, Patta Bundu, Sulaiman Samad, and Ummu Khaltsum (2022:94-95), Science learning not only teachers student about knowledge related aspects but should also emphasize the importance of developing social attitudes among students. The cultivation of social attitudes can influence students life patterns both now and in the future. Proper teaching methods, habituation, and the provision of good examples can help shape positive social behavior in students. Therefore, thenrole of the teacher is hoghlu influential in instilling social 0in students at school. Hence, teachers should also possess good social attitudes that students can emulate and follow. Teachers act as role models for their students, and whatever the teacher does Will likely be imitated by the students.

Mohamad Akuba (2023:24) states that cultivation is a prosess, action, or method of instilling something. Etymologically, the tern "cultivation" (penanaman) derives from the root word "plant" (tanam), which implies a seed, and becomes more precise with the addition of the affix "me-kan" forming "menanamkan", which means to instill teachings, understandings, and so on. The word "menanamkan" can also be interested as the aplication of something within a person, in this case, a positive trait. Another defonition of cul0is found in the "kampus besar bahasa Indonesia" (the great dictionary of the Indonesian language), where "penanaman" is defined as an act, method, or way of instilling, inserting, evoking, or nurturing something.

Attitude is a state within an individual that governs movement into act within a social environment. Attitude is accompanied by certain feelings in response to objects, and all of this is formed through experience. This, the assessment of attitudes in the school learning process can be understood as an effort to measure and evaluate students' development (Fauziyah Nur Aulia, 2023:4). According to the research by Ika Kurnia Yulianti (2009), several attitudes and behaviors need to be developed, including:

- a. Respect for every human being. Appreciation that every human being has inherent value, should not be belittled or excluded, but rather developed. Every person, regardless of who they are, has worth this a fundamental human right, and such an attitude must be upheld. Therefore, actions that demean, insult, belittled, or disturb another person's happiness are considered inappropriate. In practice, this can be reflected in students respecting their peers, refraining from speaking poorly about others, and so on.
- b. Tolerance, honesty, fairness, willingness to serve, friendliness, cheerfulness, politeness, and keeping promises. These attitudes clearly help individuals building strong relationships and coexist harmoniously with others.
- c. A democratic attitude and respect for others' opinions, along with the willingness to live together with people who are different. This attitude clearly helps US become truly human, as it means treating others with humanity. For a country like Indonesia that is still shaping its democracy, this attitude is especially essential. Moreover, the willingness to live together despite having different ideas or ideologies, must be emphasized. We must be willing to coexist in diversity, as differences are a fundamental aspect of our existence.
- d. Freedom and responsibility. A person, as an individual, has the freedom to express themselves and is responsible for their words or expression. This attitude applied not only to oneself, but also to others, nature, and God. It is manifested through freedom of speech and freedom of opinion. Students are encouraged to take responsibility for their actions.
- e. Freedom and responsibility (continued). As an individual, a person has the freedom to express themselves and is responsible for their expressions. This manifested in freedom of speech, freedom of expression, and responsibility students are encouraged to take responsibility for their actions and to avoid accountability.
- f. Respect for nature. Nature was created to be utilized by human in order to live happily. In this regard, exploiting nature solely for personal gain is not justified. The destruction of nature that benefits only a few people is also deemed wrong. Greed in the use of natural resources is considered a mistake.
- g. Respect for the creator. As beings created by God, we are obligated to respect the creator. Through the cultivation of faith and devotion, students are encouraged to honor behavior toward all of God's creations, including oneself. The attitude of

respecting other's Faith, forms of belief, and cultural differences should be nurtured within the framework of a willingness to help and accept others.

- h. Personal development attitudes. Certain attitudes that support personal growth include discipline, wisdom, carefulness, independence, and selfy confidence all of which contribute to the enhancement of one's character.
2. Strategies for instilling attitudes in social studies learning

Literature analysis indicates that there are several key strategies consistently reported as effective in instilling positive attitudes in elementary school students though social studies (IPS) learning.

- a. Teacher modeling is a crucial factor in attitude formation. Teachers who demonstrate positive attitudes such as discipline, honesty, responsibility, and respect for others become role models for students. Student tend to imitated the behavior of teachers they admire and respect. The journals analyzed emphasize that teacher modeling is not limited to behavior in the classroom but also includesmthe teacher's behavior outside the classroom. Shofa Naolil Nusna and Ifana Nafisaatussania (2024:63) stated that teachers can instill attitudes in students though social studies learning in various ways, such as:

- Instilling students social values though social studies learning strategies
- Providing examples of positive interaction behaviors to students both inside and outside the classroom
- Relating social studies material to social attitude values
- Delivering positive statement that contain social values at the beginning of the lesson
- Using IT media in social studies learning

- b. Creating a positive classroom environment: a positive, safe, and supportive classroom environment is a crucial prerequisite for instilling positive attitudes. Teachers need to create an atmosphere where students feel comfortable expressing their oponions, asking questions, and taking risks without fear of being judged or embarrassed. A positive classroom environment also encourages students to respect one another, collaborate, and help each other.

3. Supporting and inhibiting factors

The literature analysis also identifies several factors that can either support or hinder efforts to instill attitudes in social studies (IPS) learning:

- a. Supporting factors

- Support from the principal and fellow teachers: support from the principal and fellow teachers is essential for creating a school environment that is conducive to character building. The principal can provide moral, finansial, and administrative support to teachers in implementing character education

programs. Fellow teachers can share experiences, ideas, and resources with each other to the learning proses.

- Parental involvement: Parental involvement in a child's education is a key factor in the success of character development. Parents can support teacher's effort by modeling positive behavior at home, monotoring their children's attitude development, and maintaining regular communication with teachers
- Availability of resources: the availability of adequate resources, such as textbooks, teaching materials, learning media, and school facilities, can support the implementation of strategies for instiling positive attitudes.
- Teacher training: regular training for teachers on effective methods and strategies for instilling character values can improve their competence in implementing attitude building programs.

b. Inhibiting factors

- Overloaded curriculum: an overly dense and academically oriented curricilum can limit the time and opportunities for teachers to carry out character building activities
- Limited time: time constraints in the learning process are a common challenge faced by teachers. Teachers often struggle to allocate sufficient time for instilling positive attitudes amidst the pressure to complete academic content
- Lack of perental awareness: a lack of parental awareness regarding the importance of character education can hinder teachers effort to instill positive attitudes in students
- Negative influence of media: the negative influence of media, such as television, the internet, and social media, can undermine the positive values taught at school
- Socioeconomic conditions of the familly: unsupportive family socioeconomic conditions can affect students attitude development. Students from underprivileged families may face economic and social pressures that hinder their ability to develop positive attitudes.

4. Practical implications

The fidings from this literature study have significant practical implications for both teachers and schools

a. For teachers:

- Teachers need to adopt a holistic learning apporoach that not only focuses on academic achievement but also on the development of students character
- Teachers should use various attitude building strategies that are appropriate to the characterustics of the students and the learning context

- Teachers must serve as role models for students by demonstrating positive attitudes
  - Teachers need to establish good communication with parents to support character building efforts at home
- b. For schools:
- Schools need to create a conducive school climate for character building
  - Schools should provide support to teachers in implementing character educationa programs
  - Schools need to involve parents in character building activities
  - Schools should provide adequate resources to support the implementation of character building strategies

## CONCLUSION

Based on the fidings and discussion of this article, it can be concluded that the implementation of attitudes in elementary schools, particulary in social studies (IPS) learning, is highly importsnt. The effort to still positive attitudes through social studies education in elementary schools is a complex and multifaceted process. The success of this effort depends on the internalization of values by studens, effective attitude building strategies in social studies learning, support from various stakeholders, and a conducive environmrnt. This literature review identifies several strategies, including teacher role modeling and the creation of a positive classroom environment. Factors such as support from school principals and fellow teachers, parental involvement, availability of resources, and teacher training also play a significant role in supporting attitude development efforts.

However, these effort face several challenges, such as an overloaded curriculum, limited instructional time, lack of parental awareness, negative influences from media, and unsupportive family socioeconomic conditions. To overcome these challenges, commitment and collaboration are required from all parties, including teachers, schools, parents, and community. Further research is needed to examine the effectiveness of various attitude building strategies in different contexts and to develop a comprehensive and sustainable model for character education. Research is also needed to identify other factors that may influence students sttitude development, such as genetic factors, social environmrnt, and curtural backgraoud. With a deeper understanding of these factors, we can develop more effective strategies for instilling positive attitudes in the younger generation and building a better society.

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