

Internalization of the Value of Social Care in Social Science Learning

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Abstract

Internalization is the appreciation of a value into students. Internalization is needed so that the value of social care is firmly embedded in students, so that they become students with character. The value of social care is an important value to be internalized to students. The value of social care is an attitude to relieve other people's difficulties selflessly. The value of social care is one of the 18 values developed in character education. Through character education at SD Muhammadiyah 1 Surakarta the value of social care can be internalized, because character education is integrated with learning Natural and Social Sciences (IPAS). This study aims to describe the process of internalizing the value of social care in science learning at SD Muhammadiyah 1 Surakarta. This research is a qualitative research with a qualitative descriptive method. Data collection techniques through interviews, observation and documents. The research subjects were upper class students, teachers, and school principals. The results of the study show that the process of internalizing the value of social care in science learning is divided into 3 stages, the value transformation stage, the value transaction stage, and transinternalization. The value transformation stage appears most in class IV, the value transaction stage occurs in class V and VI, the transinternalization stage occurs most in class VI.

Keywords: Internalization; Social Care Values.

Introduction

Entering the 21st century which is now famous for the social era 5.0, many arrangements of human life have begun to change. 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 can not be dammed anymore. Included in the world of education. The world of education is now starting to stand on values and character-based education. Educational policy makers are starting to realize the importance of character values that must be owned by each student in order to live well in this modern society.

The government has issued Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. Contains 18 national cultural characters, namely: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for communicative

achievements, love of peace, love to read, care for the environment, care social and responsible. This is in order to overcome and strengthen the nation's character, especially the younger generation so that the erosion of character does not continue to occur.

Facts on the ground that happened, the character of the younger generation began to erode. It can be seen from the many cases of bullying among fellow students, brawls, and some students who do not want to respect their teachers. KPAI (2021) noted that there were cases of bullying, the majority 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). Lately there has also been a lot of appearing in the

mass media about students who are disrespectful to their teachers. There are also students who commit violence against teachers. Khodir (2021) found problems related to student behavior, namely students lacked an attitude of character, students lacked respect and good manners towards teachers, parents, and friends.

Character education as a strategy designed to foster proper character and assess the morale of students (Kim, Choe, & Kaufman, 2019). One of the values of social care that needs to be instilled in elementary school students. The value of social care is contained in one of the values in character education. It is in Strengthening Character Education (PPK) or the Strengthening Pancasila Student Profile Project (P5). The value of social care is internalized to students through character education.

The value of social care is important and must remain sustainable in students. When a child understands that in a play environment there are certain rules, then he will obey them willingly in order to continue good relations with the environment. Children's obligations when they are in a school environment, namely children must obey the rules and regulations that exist in the school, must respect each other's differences among friends, must love each other, help each other, maintain cohesiveness between classes, help friends who are in trouble or empathize with others. The value of social care needs to be instilled from an early age, therefore elementary schools must promote character education. In line with that, according to Chandra (2019) he said that the internalization of character education for the younger generation is intended as a form of the nation's seriousness in creating a superior and moral generation.

If the values of social care and character education are not strengthened, there will be a moral degradation of students. If moral degradation has occurred, as a result of the long run, the Indonesian nation will experience setbacks. As stated by Thomas Lickona (Susanti, 2022), who stated that there are 10 aspects of moral character degradation that hit a country which are signs of the destruction of a nation. The ten signs are: Increasing violence in adolescents. Deteriorating use of words. The influence of a strong peer group in acts of violence. Increased use of drugs, alcohol and

free sex. The blurring of moral boundaries is good and bad. Decreased work ethic. Low respect for parents and teachers. Low sense of individual and citizen responsibility. Dishonesty is cultivated. There is mutual suspicion and hatred among each other.

The importance of the value of social care is applied to the character of students, so character education is needed from an early age. Character education can be done in 3 ways. Through intracurricular, co-curricular and extracurricular channels. Through intracurricular means through learning, the value of social care is internalized through learning Natural and Social Education (IPAS).

Internalization is the stage of appreciation of a value. It can also be interpreted as assignment, mastery, and deep appreciation through habituation, coaching, upgrading, and so on (Utami, 2019). The internalization process requires continuous, continuous time. The process of internalization is to enter or plant new values into a person. Apart from that, it is also a process of reinforcing values that are already present in a person, but he needs to be made aware that these values are valuable.

IPAS is one of the learning solutions to improve students' literacy and numeracy competencies. Science learning design integrated with literacy and numeracy needs to be developed. Natural and social issues are universal contexts that can be used as contexts for literacy tests both personally, regionally and globally. In addition, IPAS is also integrated with character education which has been described previously. That character education currently has its own clock called P5. Even so, character education is still integrated into science learning.

Literature Review

The value of social care is a person's character which is reflected in his actions which are Giving help to others, caring for others, mutual respect, and sympathy. In full will be explained in the following explanation. Also explained that a person's social care there is an appropriate relationship between a sense of sensitivity to others and a sense of protection. Then infaq is one of the activities to create interaction relations in society to foster a sense of social care. Social inequality will never occur

if humans help and get to know each other. Character education based on local wisdom through social studies lessons in elementary schools must apply the 18 characters set by the Ministry of Education and Culture. Elementary schools include local wisdom values in their lesson plans and apply them in thematic learning (Abdullah, 2019; Fiona McSweeney & Dave Williams, 2018; Daroini, 2020; Roichana, 2021).

Method

Setting and Participant

The place of research was conducted at SD Muhammadiyah 1 Surakarta. The research subjects were students, teachers of grades IV, V, VI and school principals in the 2022/2023 school year.

Data Collection

This study uses qualitative research with qualitative descriptive methods. Data and

information collection through interviews and observations will be carried out on students and teachers of grades IV, V and VI, as well as the principal of SD Muhammadiyah 1 Surakarta. Document data sources include documents/files made by class teachers such as syllabus, lesson plans, teacher notes and assessment documents. Data analysis techniques using data reduction techniques, data presentation and drawing conclusions. As in the image below:

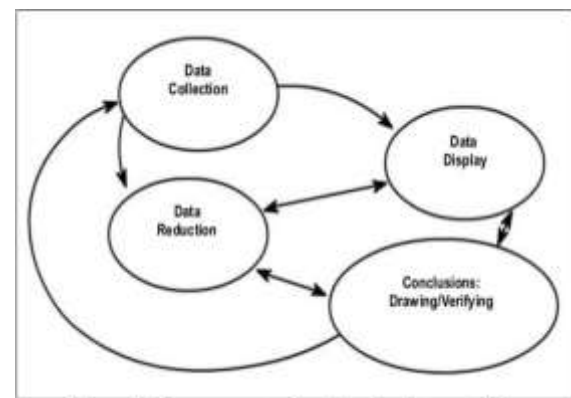


Figure 1. Interactive model of analysis

Result and Discussion

The results of this study found that the value of social care had been internalized in the students of grades IV, V and VI at SD Muhammadiyah 1 Surakarta. With the results in the table below:

Table 4.1 Triangulation of the Process of Internalizing the Value of Social Care in Learning

| Observation | Interview | Document |
|---|---|--------------------------------------|
| Based on the results of observations of the process of internalizing the value of social care in learning at SD Muhammadiyah 1 Surakarta | The results of interviews with students show that the internalization process varies. The results of interviews with class teachers, the internalization process is carried out like everyday. Repeated habituation, group discussions, peer tutoring and teacher exemplary. Teacher and student counseling notes | Teacher and student counseling notes |
| Conclusion: the internalization process is carried out in a daily way. But continuously. Like habituation. The stages of the process of internalizing the value of social care in students vary. Influenced by the cognitive and emotional development of learners. | | |

Based on the data above, the process of internalizing the value of social care in students in science learning is carried out with daily

habits. Using examples, reprimands, habituation, study groups, and peer tutors. The process of internalizing social care values in

students varies according to the development of students.

From the internalization process activities that have been carried out at SD Muhammadiyah 1 Surakarta, it is explained that the SD has carried out learning with existing theories, namely the stages of value transformation, value transactions, and value transinternalization (Vygotsky, 1978).

1. Value transformation stage.

At this stage it is a process carried out by the teacher in informing good and bad values. At this stage students listen, see and read books. Good values such as social care are explained at the beginning of learning. By starting with a learning contract. A learning contract is a contract that describes the behavior of the learner and the reinforcer and the contingencies that must be fulfilled to get reinforcement (Tonya N. Davis & Jessica S. Akers, 2022). At this stage only verbal communication occurs between educators and students. The value transformation stage is carried out by the teacher, namely by lecturing, followed by asking students to repeat the material together with social care material and helping each other, followed by representatives of students repeating the material, then the teacher explains the words, meanings and content contained in the science material. Any activities to relieve victims of natural disasters. It is referred to as the value transformation stage because on the part of the teacher conveying material please help by transferring knowledge to students.

2. Value transactions.

The value education stage involves two-way communication, or interactions between students and teachers that are reciprocal in nature. There is a response from students. The response shown can be acceptance, rejection or indifference. Students can accept, then the internalization process can continue. If the student's response is rejection, the internalization process stops. When the teacher encounters this, (rejection response) is followed by a violation of norms or learning contracts carried out at the beginning of learning, then there will be follow-up to address the value rejection response. Follow-up carried out by the teacher by asking students to meet the teacher, telling the reasons for refusal and bad actions, then asking students to write down the reasons for doing it and promise not to repeat it..

At this stage there are group activities and peer tutors in learning. The teacher asks students to form groups, in addition to conveying the subject matter the teacher gives time if there are questions about the value of caring that is not yet understood, provides examples of caring activities that are conveyed, and gives questions to students to see mastery of values, whether they have been accepted by students. Value transactions are the stage of transferring values from the teacher to students to be understood by students for everyday use.

3. Transinternalization.

This stage is much more in-depth than the transaction stage. At this stage it is not only done with verbal communication but also mental attitude and personality. So at this stage communication plays an active role. The transinternalization stage is seen during the refraction carried out by the teacher. The practice stage regarding social care values that have been obtained in learning activities. The teacher at this stage gives assignments to students to retell what has been conveyed, namely about caring material, providing motivation, making examples of attitudes related to caring material, assessing student behavior in learning after internalizing social caring values and placing more emphasis on students to practice the values that have been obtained in learning. As a result, students in grades V and VI are faster in applying the value of social care to their friends without being instructed by the teacher.

From the above process students can have social care values. Most of the values of social care in SD Muhammadiyah 1 Surakarta students have this value. In terms of several behavioral indicators in this study, namely:

1. Respect the school community

Students are said to have the value of social care if they can place themselves to respect older people. As well as being able to show affection for younger people. Respect for parents is indicated by saying politeness, not saying dirty words, kissing the hands of older people such as teachers and parents.

Based on the research indicators, it can be seen that at SD Muhammadiyah 1 Surakarta the students already have these values. If students meet their father or mother teacher, they will immediately approach, greet and kiss their hands. When the morning before learning begins, the teachers also have a picket to

welcome students at the front gate. Students take turns shaking hands and kissing the hand of the teacher. This is a good habit that has an impact on the character of social care that is increasingly attached. In the opinion of Masrukhan (2016) a sense of social care in schools can be shown by the behavior of helping each other, greeting each other, and mutual respect among school members.

2. Help friends in need

Having a soul of social concern is very important for everyone because we cannot live alone in this world, it is also important for children because one day they will live independently without their parents again. With a high social life, they will socialize more easily and will be more appreciated. Learners are taught to help each other, later there will be feedback that requires each other and helps each other. This is done together as mutual help, eventually becoming a strategy in a pattern of living together that can lighten each other's workload (Sabri, 2019). Because if this is not taught, human social life will fall apart. Life will be chaotic, the oppressed will be increasingly oppressed, everyone puts forward their own egos and justice will become a very expensive thing.

The results showed that most of the students at SD Muhammadiyah 1 Surakarta often helped their friends who needed help. Lend stationery such as pencils, pens and erasers to friends who don't bring them or don't have them. Help explain back the task of the teacher who has not been completed. Helping friends in learning if anyone doesn't understand.

With this indicator it means that the level of social care of students is still high and good. That by instilling a spirit of social care in children, there is at least a little hope in the future where our children will become leaders to create a society that helps one another. To instill this social spirit in students, as educators in schools, they have to do more practice than just theorizing, so that our students will emulate the real deeds we do.

3. Empathize with a weak friend

Elementary schools are one of the educational institutions that have the task of instilling character values in students. One of the values that must be instilled is the value of social care. This is due to the waning sense of empathy for others, for example, selfish and indifferent attitude towards friends, fights

between students, lack of concern for helping friends who are less intelligent and so on. According to Riess (2017) empathy is an excellent interaction of neural networks and allows a person to feel the emotions of other people, resonate with them emotionally and cognitively, to take other people's perspectives, and to distinguish between our own emotions and those of others.

In SD Muhammadiyah 1 Surakarta, the sense of empathy is still relatively high, but students do not have the courage to show it spontaneously and frankly. Due to factors in the students there are shy, brave and confident. Evidence of a high sense of empathy can be seen during recess, there were several groups of students who shared food with each other, there were also those who shared their food with friends because they did not bring provisions, pocket money, or pocket money, which ran out during the second break. Students prove that they can feel the feelings of their friends if they cannot buy snacks.

Besides that, there are charity and infaq activities. Students when the time comes to infaq, they flock to set aside their money for routine infaq once a week. There is also a charity fundraising activity for natural disasters, they are also eager to give a little of their pocket money to others who need it. And routine activities for the month of Ramadan to distribute staple foods to local residents.

Furthermore, with this sense of empathy, a feeling of caring for others will grow. Individuals do not intend to interfere in other people's affairs, but rather to help solve the problems faced by others. According to the Ministry of National Education (2017), social care is an attitude and action that always wants to provide assistance to other people and communities in need. The same thing was conveyed by Andika (2022) that social care is an attitude and action related to humans in general, an empathy for every human member to help others. Moreover, the attitude of social care and a high sense of mutual assistance is a hallmark of a good society.

4. Get along with friends

Concern for others can be seen when students build harmony in the classroom. Based on the results of observations, it was found that students were not busy alone, did not run around in class and did not disturb other friends, students did not make noise during the lesson,

students helped share the work of other students, students helped friends work group assignments, helping break up classmates who are fighting, students respect teachers and friends who present their work in front of the class. Harmony can occur with peers in the learning process. Peers are the same as groups of friends whose role is to provide motivation to other students, to become models of behavior for other students, to become socialization agents, and to teach social skills to other students (Kurniawan, 2018).

Conclusion

The process of internalizing social care in science learning at SD Muhammadiyah 1 Surakarta takes place in 3 stages. In the first stage, value transformation appears most frequently in class IV. the second stage, value transactions appear in class V and VI. the third stage, transinternalization most often appears in class VI.

Each student has different stages of the internalization process. This is due to the developmental factors of each student are different. The higher the class, the more social care values are internalized in students

The results of internalizing the value of social care in science learning show that most students are able to help their friends, are able to respect school members, empathize with weak friends and get along well with classmates.

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