# INTERNALIZING THE SOCIAL CARE VALUE OF ELEMENTARY SCHOOL STUDENTS THROUGH CHARACTER EDUCATION

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**Abstract:** Character education is important for instilling good morals in students, including social care values. This study aims to discover more deeply how schools internalize social care values through character education in elementary schools. Character education makes students good citizens who care about social problems in their immediate environment. The research design used is descriptive qualitative research with a case study model. Researchers used interviews (structured) and observation with educators and students to collect data. Data was validated based on the character education triangulation rubric in learning. Results of the study show that overall the internalization of social care values through character education at Muhammadiyah 1 Elementary School of Surakarta has been successfully carried out through value transformation, namely various strategies such as; character formation and empathy towards others, habituation of social caring attitude; the teacher gives constructive reprimands; The teacher also acts as a role model by setting an example in socially caring behavior and peer tutoring. This result is also strengthened by changes in student attitudes, such as respecting the school community; help a friend in need. This research implies that all relevant stakeholders must continue to improve and be consistent with changes in student behavior.

**Keywords:** Character Education, Social Care, Primary School

**INTRODUCTION**

Character education is the main focus of national education today. Increasingly severe challenges and demands require an Indonesian generation with solid character and ready to face rapid changes, especially in societal values and morals. Issues of moral decadence among children and adolescents, such as pornography, narcotics, abortion, and other violent behaviors, have become serious social problems that have not been fully addressed (Fauyan & Wati, 2021). Though actual education is a learning process that aims to change individuals, provide knowledge and improve skills by achieving exemplary achievements. In addition, education also aims to improve the quality of life, provide learning, and instill skills in students (Kurniawan et al., 2020; Rachmadyanti, 2017). Therefore, more attention must be paid to teaching positive social values, such as empathy, helpfulness, tolerance, respect for differences, and social responsibility, so learners do not deviate through solid character education.

The social interactions experienced by everyone influence the process of forming social care character in individuals. These interactions include reciprocal relationships between individuals with each other (Mutiara & Mayasari, 2018). However, there is currently a decline in the social care character of students (Admizal & Fitri, 2018; Saraswati et al., 2020). Some cases show a lack of social care in the community, including among students, which has decreased. For example, when someone faces difficulties or disasters, people tend to be more interested in recording the moment with video, taking photos, or sharing it on social (Arif et al., 2021a). In elementary school environments, many teachers face situations where students are only willing to help if the teacher asks them. The social care of primary school students is declining, and they are rarely willing to help without being asked.

Character education must be instilled in elementary schools to foster social care values. The government issued Presidential Regulation 87 of 2017 concerning Strengthening Character Education. This is to overcome and strengthen the nation's character, especially the younger generation so that character erosion does not continue to occur. Social care character cultivation is an 18-character education regulated by the Ministry of Education and Culture of the Republic of Indonesia. This is the basis for strengthening Indonesia's strong momentum in 2045. Rokhman highlighted Indonesia's potential after 100 years of independence as the most decisive moment if adequately utilized. Education in Indonesia needs to shift its focus from just transferring knowledge to being a place for forming attitudes, behaviors, and 18 characteristics that have been regulated by the Indonesian Minister of Education and Culture (Permatasari & Murdiono, 2022; Rokhman et al., 2014; Usan & Suyadi, 2022). Therefore, the role of educators becomes crucial and irreplaceable.

Educators are responsible for instilling character in students, especially social care characters that reflect sensitivity in assisting needy communities(Hamriana, 2021; Sholekah, 2020)

Based on observations at Muhammadiyah 1 Surakarta Primary School, it can be seen that the school has started the implementation of the values of internalizing students, especially in social care values. Through character education programs, learners are trained to develop character and strengthen a sense of care for their social environment. Despite the modernization, they maintained the values of socially caring character. At Muhammadiyah 1 Surakarta Primary School, a social care value education program creates a safe environment for students to discuss their experiences openly without fear of being labeled as "problem learners" (Fiona McSweeney &; Dave Williams, 2018). This is because learners are directed to care for each other, listen to their friends' experiences, and provide empathy without judgment.

Recent research from Arif et al. (2021b); Masrukhan (2016); Rifki et al. (2023) explained that character education has positively impacted various strengthening of research methods, including social care values. This shows that character education is essential to instill good morals in students, including social care values. Thus, researchers are interested in further researching the internalization of social care values through character education in schools. This research is essential to be researched to learn more about how schools implement character education more deeply, especially in improving and increasing awareness of the importance of social care for students.

Based on the results of research conducted by Arif et al. (2023), it can be concluded that implementing character education in two different elementary schools has diverse approaches and strategies. Internal and external factors such as school culture, school policies, parental support, and student characteristics affect the effectiveness of character education implementation. Teachers are identified as the main actors in implementing character education programs, but the support and involvement of parents are also very important in achieving character education goals. The research results by Khosiyono (2023) show that the implementation of character education through social studies learning in elementary schools has been carried out well. So it can be concluded that the implementation of character values has been integrated into the social studies subject at Bawakaraeng I elementary school, Makassar City. The teacher has given habituation about good things, good examples/examples, and guided students to have good character.

The research results by As & Mustoip (2023) on the management of character education programs in Palu City were carried out by aligning character education programs with the city's vision. Character education programs have been implemented through the Cultural Thursday and Kalili Day programs, family involvement through Paguyuban, and immersion of students into local

culture and wisdom values. Then, it was strengthened by Ichsan et al. (2023) research on the role of school management and the development team at Islam Nusantara Vocational School Comal to be even more active in improving the quality of education. In this case, it is necessary to supervise PPK implementation so that the implementation process's sustainability can be studied intensively. Both teacher guidance in compiling syllabus and lesson plans and mentoring student personalities after implementing the PPK activity program.

According to the supporting factors in the research by Sulaeka (2022), all teaching and educational staff at Nyamplung elementary school, student guardians, school committees, and residents always help participate both directly and indirectly in improving student character education, while inhibiting factors are influences outside the school so that Improving character education requires a long process and is not in line with curriculum development at Nyamplung elementary school.

With the internalization of social care values through character education, it is hoped that other schools can effectively apply it as recommendations / real examples to produce students with manners and care for fellow individuals. This study aims to discover more deeply how schools internalize social care values through character education in elementary schools.

**METHODS**

This research uses descriptive qualitative research with a case study model. The research site was Muhammadiyah 1 Surakarta Primary School, Surakarta, Central Java. The subjects of this study were grade IV, V, and VI students totaling 96. The study subjects were aged 8-11 years. In the data collection, researchers used interviews (structured) and observation with educators and students. It is then analyzed using an inductive model; This model is intended to clarify the data reduction process to create meaning from the raw data collected. These findings are obtained to interpret basic information; The researchers used interviews to follow up on these findings. Interviews were conducted to find out the problems that occurred. The interview used is an unstructured interview. In the end, researchers also added observation as an essential source of data triangulation. The validity of the data is done by content validity, technical triangulation, and reference triangulation.

In this study, researchers used the theory of Miles and Huberman (Sugiyono, 2015, 2017) to analyze data: 1) Data reduction (reducing selection and focus) and changing data obtained from field notes. This study shared data from unstructured einterviews and observations with respondents. Then, the summary is made more accessible to analyze the data and proceed to the next step 2) Data view (displays compressed data compiled from a collection of information so that it is possible to infer

later. In this step, the researcher shows or displays the data according to the data that has been prepared). Obtained and presented sequentially 3) Conclude (after completing data reduction and displaying the data obtained, the researcher concludes the findings in the field based on the research problem.

The grid of interviews and observations used by researchers to dig deeper into the application of internalization of social care values through learners can be seen in Tables 1 and 2 below.

**Table 1.** Kisi-kisi wawancara

| Aspek | Interview indicators | Question |
|---|---|---|
| Implementation of character education | School support for character education | What are the activities for the success of character education in schools? |
| | Infrastructure facilities to support character education | What is used in character education in class/at school? |
| | The ability and attitude of teachers in carrying out character education | How do teachers compile lesson plans in which there is character education? |
| | ICT-based character education training in schools | Is there special training to teach character education to students? |
| | How teachers guide the social caring character of students | How do teachers teach values and character to students in learning? |
| Internalizing the value of social care in learning | 1. Respect for school residents<br>2. helps a friend in need.<br>3. empathize with the weak<br>1. Get along well with friends | 3.1 1.1 How do students feel when they meet teachers or other school officials?<br>3.1 1.1 Will students help if their friends ask for help?<br>3.2 1.2 How do you feel when you see your friend in a weak condition?<br>3.3 3.1 If there is a helping activity such as a social service, would you like to participate? |

**Table 2.** Indicators of Aspects of Internalization of Social Care Values

| Observed aspects | Indicator |
|---|---|
| Implementation of internalization of social care values in science learning | Class conditions: student activity in class, teacher and student communication.<br>Preparation and learning tools used by teachers.<br>Learning applications used by teachers. |

## RESULTS AND DISCUSSIONS

### *Implementation of Character Education Program at Muhammadiyah 1 Surakarta Primary School*

The data processing results show that implementing the character education program applied to science learning at Muhammadiyah 1 Surakarta Primary School is going well. Teachers have succeeded in incorporating character education values, including social care, in lesson plans or teaching modules. Observations and interviews with teachers and students provide a positive picture of the delivery of these values. The observation results show that social studies learning in class run smoothly, and the teacher conveys character education values, especially those related to social care.

At the learning planning stage, these values have been outlined in the lesson plan as an integral part of the science learning process. Interviews with class teachers confirmed that the insertion of social care values in learning is practical. The teacher agrees and conveys the learning contract to students, which functions as a control and shield for students. If there is a situation involving the value of social care, the teacher gives direct advice to students emphasizing the importance of caring for others.

Based on the results of interviews that the process of internalizing social care is not thought through the stages. As long as the planting process takes place continuously, it includes internalization. Because true internalization instills the value of social care until students live up to that value, then students can react to humanitarian events properly and positively.

**Table 3.** Implementation of the Character Education Program at Muhammadiyah I Elementary School of Surakarta

| No. | Research Stages | Implementation of Activities |
|-----|-----------------|------------------------------|
| 1. | Planning | Analyzing learning outcomes in grades IV and V. For grade VI start with SK/KD analysis. Then develop a character syllabus, and prepare lesson plans or teaching modules with characters. The class teacher has made a teaching module or lesson plan well. They are adjusting character values with material and types of learning activities. |
| 2. | Implementation | a. Implementing natural and social science learning by teachers includes three steps: introduction, core activities, and closing in the preliminary stage. The teacher takes students one by one. When there are absent students, the teacher will invite other students to pray together so that their friends recover quickly and return to school safely. One form of social care values integration is for students to care for their friends, even if they only pray. If the illness lasts more than three days, students and teachers visit. After that, motivate them to learn and offer |

|  |  |  |
|---|---|---|
|  |  | learning contracts to students. Learning contracts are carried out initially as a reminder and control of student behavior. |
|  | b. | The second stage is the core activity. In the core activities of integrating, the value of social care is increasingly visible. The core activities play a very important role in achieving learning objectives and shaping the character of students who have been previously determined. That is having the value of social care. The teacher carries out learning according to the syntax that has been made in the lesson plan. In addition, teachers also use ICT as media and learning resources. In the third stage, which is closing, the teacher reflects on the activities during learning. At this stage, the teacher also strengthens values. |
| 3. | Evaluation | Evaluation of the assessment carried out by the teacher includes cognitive for the material that has been taught and an assessment of students' behavioral attitudes. |

Based on the results of this study, it can be said that implementing character education through learning natural and social sciences at Muhammadiyah 1 Surakarta Elementary School is going well and supports the formation of socially caring characters in students. This character education program aims to help develop students' souls into better individuals, sensitive to the social environment and socially responsible.

Based on the internalization process activities that have been carried out at the Muhammadiyah 1 Elementary School in Surakarta, explained that the elementary school has carried out learning with existing theories, namely:

**Table 4.** Implementation of the Social Care Value Theory in Muhammadiyah 1 Elementary School Surakarta

| No. | Research Stages | Implementation of Activities |
|---|---|---|
| 1. | Value transformation stage | Good values like social care are explained at the beginning of learning by starting with a learning contract. At this stage, only verbal communication occurs between educators and students. The teacher carries out the value transformation stage, namely using lectures, asking students to repeat the material together with social care material and helping each other, followed by representatives of students repeating the material. The teacher explains the words, meanings, and content contained in the material. 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 | a. | The value education stage involves reciprocal two-way communication or interactions between students and teachers. There is a response from students. The response displayed can be in the form of acceptance or rejection. Suppose the student's response is rejection, followed by a violation of norms or learning contracts at the beginning of learning. In that case, a follow-up will address the value rejection response. Follow-up is 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. |
| | | b. | 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 are not yet understood, provides examples of caring activities that are conveyed, and gives questions to students to see mastery of values, whether students have accepted them. Value transactions are the stage of transferring values from the teacher to students to be understood by students for everyday use. |
| 3. | Transinternalization | | At this stage, it is done with verbal communication, 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 is 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, fifth and sixth grade students are faster in applying the value of social care to their friends without being instructed by the teacher. |

### Internalization of social care values at Muhammadiyah 1 Surakarta Primary School

Internalizing the value of social care in learning at Muhammadiyah 1 Surakarta Primary School involves several stages. Some students are in the value transformation stage, where they are only given information about the values of social care at the beginning of learning. Next is the value transaction stage, where students begin to respond and apply these values in their daily interactions.

The last stage is trans-internalization, where social care values have become an integral part of students, and they can act independently according to these values.

The results of interviews with teachers also indicate the need for a better understanding of the stages of internalizing the value of social care. Some teachers think these values must be taught repeatedly to become second nature to students. However, the internalization process involves more than just repeated teaching but also students' appreciation and acceptance of these values. In addition, interviews with students revealed that the process of internalizing the value of social care can vary. Some students have reached the trans-internalization stage, where they consciously apply social care values in their daily interactions without being instructed. The interaction process will make students become a habit because it has been done repeatedly, according to research by (Handoko et al., 2019). However, some students are still at the value transaction stage, where they respond to these values when given orders by the teacher but cannot internalize them independently.

Facing obstacles in internalizing the value of social care, the roles of teachers and parents are crucial. Teachers need to understand and recognize individual student development in more depth and provide appropriate assistance through the stages of value internalization. Cooperation between schools and parents is also needed to create an environment that supports forming socially caring characters in students outside the school environment. With the success of internalizing the value of social care, students will become individuals who are more empathetic, caring, and responsible for their surroundings. These results can be seen in the interview process delivered by fourth, fifth, and sixth grade students and reinforced by research from (Purnomo, 2023).

The value of social care in Muhammadiyah 1 Surakarta Primary School students is that some students already have this character. In terms of several indicators in this study, namely:

a.    Respect the school community

Students are said to value 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, and kissing the hands of older people such as teachers and parents. Based on the research indicators, it can be seen that the students already have these values at Muhammadiyah 1 Surakarta Primary School. If students meet their father or mother's 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 impacts the character of social care that is increasingly attached. In the opinion of Satianingsih et al. (2022), a sense of social care at school can be shown by helping each other, greeting each other, and mutual respect among school members.

b.    Help friends in need.

Having a soul of social concern is very important because we cannot live alone. It is also important for children because they will live independently without their parents again one day. With a high social life, they will socialize more easily and be appreciated. Learners are taught to help each other. Later there will be feedback that requires each other and helps each other. Because if this is not taught, human social life will fall apart. Life will be chaotic, the jungle law applies, the oppressed are increasingly oppressed, everyone puts forward their ego, and justice will become very expensive (Kiersch & Gullekson, 2021). The results showed that most of the Muhammadiyah 1 Surakarta Primary School students often helped their friends who needed help. Lend stationery such as pencils, pens, and erasers to friends who don't bring or have them. Help explain back the task of the teacher who has not been completed. They are helping friends in learning if anyone doesn't understand. Based on this indicator, it means that students' social care level is still high and good.

c.    Empathize with a weak friend.

Empathy is still relatively high in Muhammadiyah 1 Surakarta Primary School, but students do not dare 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, several groups of students shared food, and some 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 they can feel their friends' feelings if they cannot buy snacks. Besides that, there are charity and infaq activities. 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 Ramadan to distribute staple foods to residents.

d.    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. Peers are the same as a group of friends which means a group of children with the same goals, interests, and activities (Aswidar & Saragih, 2022). The results showed that the indicator means that students' social care level is still high and good. By instilling a spirit of social care in children, there is at least a little hope that our children will become leaders to create a society that helps one

another. To instill this social spirit in students, educators in schools have to do more practice than just theorizing so that our students will emulate our real deeds.

e.     Empathize with a weak friend.

Elementary schools are one of the educational institutions that have the task of instilling character values in students. According to Kavgacı & Öztürk (2023), empathy is defined as a person's ability to feel the feelings of others or the feelings of someone who can feel and understand the feelings of others. Empathy is still relatively high in Muhammadiyah 1 Surakarta Primary School, but students do not dare 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, several groups of students shared food, and some 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 they can feel their friends' feelings if they cannot buy snacks.

f.     Get along with friends.

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*Discussion*

The value of social care is contained in one of the values of character education. It is contained in the Strengthening Character Education (PPK) or the Strengthening Pancasila Student Profile Project (P5). The value of social care is internalized to students through character education. Character education is designed to cultivate exemplary character and assess the morale of learners (Kim et al., 2019). Strategy by integrating character education in every learning, including IPAS. Strategies that can be applied in integrating and implementing this education include an effective curriculum, optimal learning process, good management, student activities, and local school culture (Bibri, 2022; Rusliyawati et al., 2021). This is the same as what has been implemented at Muhammadiyah 1 Surakarta Primary School.

Internalizing the value of social care at Muhammadiyah 1 Surakarta Primary School involves a series of educational strategies that focus on building character and empathetic attitudes toward others. Teachers in this school are actively implementing several approaches to ensure that social care values are deeply embedded in each learner. First, teachers use group discussion methods to encourage interaction between learners. By discussing in groups, learners learn to listen to each other, respect opinions, and work together to find solutions to common problems. Through this interaction, they understand the importance of working together and caring for each other.

Second, the habituation of social care attitudes is also the main focus of education at Muhammadiyah 1 Surakarta Primary School. Teachers actively accustom students always to show a sense of care for the surrounding environment. It started from simple actions such as greeting and helping classmates who were in difficulty to participating in social activities around the school. This helps form the mindset that social care is an attitude that must be applied in everyday life.

Third, teachers give constructive reprimands when students violate social norms or show a less caring attitude toward others. The reprimand is given personally so students can better understand their mistakes and feel encouraged to correct their behavior. In addition, teachers also act as role models by showing examples of social care behavior so that students have real examples to follow. This is by research (kusumawardani et al., 2021; Saraswati et al., 2020b). Students make teachers role models. Not only that, the peer tutor program is also implemented at Muhammadiyah 1 Surakarta Primary School. Students with more ability in a field are invited to become tutors for their struggling friends. This activity helps increase academic understanding and creates empathy and brotherhood among fellow learners.

As a result of these strategies, Muhammadiyah 1 Surakarta Primary School has produced the nation's next generation with high social awareness. They grow as responsible individuals, sensitive to social conditions, and ready to contribute positively to society. In addition, a supportive and conducive school environment is also an essential factor in shaping the character of social care in students. Thus, Muhammadiyah 1 Surakarta Primary School is one example of an inspiring school for other educational institutions to develop a sustainable social care attitude in the younger generation. Researchers expect further research to be able to implement strategies for internalizing social values in other schools, especially in changing students' social care behavior  (Wibowo, 2020)


**CONCLUSION**

Overall, the internalization of social care values through character education at Muhammadiyah 1 Surakarta Primary School has been successfully carried out through value transformation, namely

various strategies such as; character building and empathetic attitude towards others; habituation of social care attitudes; the teacher gives a constructive reprimand; Teachers also serve as role models by showing examples in social care behavior and peer tutoring. These results are also corroborated by changes in students' attitudes, such as respect for school residents; help a friend in need. This research implies that all relevant stakeholders should constantly improve and be consistent with changes in student behavior.

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