HOW CAN SOCIAL ATTITUDES CULTIVATE DURING ONLINE LEARNING IN ELEMENTARY SCHOOL?

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Abstract

Social attitude competence is essential to be integrated in learning. So it is very necessary to learn how to cultivate the competence of social attitudes in the online learning process. This research aims to describe the efforts, obstacles and solutions of elementary teachers in Semarang Regency in instilling social attitude competence during online learning. This type of research is qualitative research. Respondents in this study were 72 elementary school teachers in Surakarta. Data collection techniques use open questionnaires. Data analysis is done with thematic analysis using the help of NVivo 12 plus software. The results showed that teachers plan to cultivate social attitude competencies by preparing an integrated lesson plan content of social attitudes through habituation, assignment, group activities, and environmental utilization and time discipline. While the cultivation of social attitude competence during online learning is done through several efforts, namely by providing teaching materials charged with social attitudes, habituation, considering timeliness in sending tasks, utilizing the surrounding environment, group work and suppressing time discipline.

Keywords: social attitude, online learning, elementary student

1. Introduction

The formation of student attitudes in learning is based on two Core Competencies. Core Competency 1 relates to spiritual attitudes and Core Competence 2 relates to social attitudes (Sanjiwana et al., 2015: 11). Spiritual attitudes include faith and piety to God Almighty, prayer, diligent worship, and gratitude, while social attitudes include awareness to realize the harmony of social life, such as honesty, discipline, responsibility, and tolerance (Hidayat & Listya, 2021:575).

To realize the goals of national education, social competence is an ability that must be achieved, as stated in Article 35 of Law Number 20 of 2003 which states that graduate competence is a graduate qualification that includes aspects of attitudes, knowledge and skills. Thus, social attitude competence is an ability that must be achieved in an education both at the primary and secondary levels. Regulation of the Ministry of Education and Culture (Permendikbud) Number 54 of 2013 has mandated the integration of social attitude competencies in learning which was later realized with the issuance of Minister of Education and Culture Number 21 of 2016 regarding the standard content of the 2013 Curriculum. Thus, the government through the cultivation of serious social attitude competencies in shaping the nation's next generation into fully human beings.

The urgency of inculcating social attitude competence is also supported by the following research results: There is a positive influence between social competence and learning motivation (Magelinskaitė et al., 2014: 2939). The use of the VCT learning model in face-to-face learning is very effective in improving students' social attitudes (Nurasiah, 2019:91). Programs that can be done to develop social attitudes are group learning. Growing students' social attitudes can be done by motivating students externally through intracurricular and extracurricular activities (Samsudin & Iffah, 2020: 67). The strategies taken by classroom teachers in developing students' social attitudes are making scheduled class cleaning groups, student discipline, and sanctions if they violate the rules, providing counseling to students to advise if there are students whose attitudes need to be addressed, providing group learning methods so that they can work. same and make a move to pick up trash (Sally, 2019:153). In addition, the application of the Direct Instruction learning model combined with the Fish

Bowl method can improve students' social attitudes in every meeting during learning (Agustina et al., 2019:59). In addition, art can also improve students' social attitudes, namely through angklung training at school it can improve social attitudes which include cooperation, solidarity, and tolerance. (Kusmawati & Ms, 2021:498). Based on several research results, effective learning methods to instill social attitude competence are face-to-face learning.

Some of these studies are less relevant to learning conditions during a pandemic. With the Covid-19 pandemic, the Government through Circular Number 4 of 2020 urges that learning activities be carried out from home with online learning methods. Online learning is required to be carried out throughout the day according to conditions and agreements between teachers, students and parents / guardians. In practice, learning is carried out Virtually, discussion in groups on social media, and LMS or Learning Management System. In applying online teaching and learning activities, schools are required to provide knowledge as is done in schools so that students do not fall behind in lessons and can still excel (Rusnaini & Yanti, 2021:243).

In the learning process, teachers are required to implement all Core Competencies. Whereas in core competency 2 (KI 2), namely the realm of social attitudes, it is an assessment process that can be applied properly during face-to-face learning in schools through extracurricular and intracurricular activities. The role of the teacher in a scientific approach is absolutely necessary not only as an informant, but rather to guide students to complete process skills in learning (Abduh, 2017:307).

Because of this, it raises research questions related to the cultivation of social attitudes in online learning at the elementary level in Central Java Province, namely: How are the teacher's efforts in instilling the competence of students' social attitudes during online learning at the elementary school level in Central Java?

2. Method

Research Design

The research approach used in this study is a qualitative approach, namely research based on the philosophy of post positivism, used to examine the condition of scientific objects, researchers as purposive and snowball instruments, data collection techniques with triangulation, inductive/qualitative data analysis, and research results. Qualitative emphasizes meaning rather than generalization (Sugiyono, 2017:15).

The design used in this study is a survey research design. Survey research design is research that aims to collect information through questionnaires or interviews from a sample and aims to describe various aspects of a population (Maidiana, 2021:21). The making of data collection instruments was prepared based on a review of the relevant literature and input from instrument experts as well as validating the instrument. The data collection instrument is divided into four parts, namely learning planning, efforts to inculcate social attitudes, obstacles and teacher solutions in instilling social attitude competencies in online learning. Data collection was carried out using an online survey using Google Form. The validity of the data used source triangulation and researcher triangulation. Data analysis was carried out following a thematic analysis procedure to identify, analyze and report patterns (themes) from the data (Braun & Clarke, 2006). In conducting thematic analysis using the NVivo 12 Plus software.

Data Resources

The data sources in this study were 216 elementary school class teachers who had implemented online learning during the COVID-19 pandemic (approximately 2 years) in Central Java Province. Researchers distributed online questionnaires using Google Form. Descriptive data on the demographic characteristics of respondents including gender, age, last education, employment status, and institutional status are presented in table 1.

Table 3. Respondent Demographics

Demographic Characteristics	Category	Amount
Gender	Man	66
	Woman	150
Age	24 – 29	54
	30 – 35	72
	36 – 41	24
	42 – 47	33
	48 – 58	45
Recent Education	Undergraduate	213
	Postgraduate	3
Employment Status	civil servant teacher	144
	non-civil servant teacher	73
Institution Status	Public School	187
	Private School	29

Data Collection

Data collection was carried out using a survey of classroom teachers in elementary schools in Central Java Province who had implemented online learning as respondents. The survey consists of 10 questions in the form of an open questionnaire using Google Form. The researcher used an open questionnaire so that the teacher could fill out a questionnaire according to personal experience in instilling the competence of students' social attitudes during directed online learning. Survey data was collected from October 2021 to February 2022, and was followed by 216 respondents. In the questionnaire there are 10 questions. The open-ended questionnaire contains questions about planning, efforts, obstacles and solutions in instilling social competence in online learning. The questionnaire grid is presented in table 2.

Table 4. Questionnaire Grid

Indicators	Sub Indicators
Implementation of Elementary Online Learning in General	- *Platform* - Duration - Student involvement
Planning for Cultivating Social Attitude Competencies in Online Learning	- Planning in instilling social attitudes - instilled social competence
Implementation of Instilling Social Attitude Competence in Online Learning	- Implementing social attitudes in online learning - Obstacles in inculcating social attitudes in online learning

Data Validity

This study considers the validity of the data. The data collection instrument was prepared based on a review of the relevant literature and input from instrument experts as well as validating the instrument. After the data is collected, this study uses source triangulation to clarify data from participants (Aliyyah et al., 2020:95). The data in this study were obtained from respondents, namely 216 elementary school teachers in Central Java Province. In addition, this study also uses researcher triangulation. Researcher triangulation helps in reducing bias by cross-checking respondents' answers (Anney, 2014: 277). Furthermore, the researchers discussed with academics as experts to explore problems and add perceptions in the investigation to strengthen the credibility of the conclusions.

Data Analysis

Data were analyzed using Thematic Analysis. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) from data (Galloway & Jenkins, 2005). In the first stage, the researcher coded the respondent's answers using keywords so that they did not overlap. Furthermore, the researchers used the help of the NVivo 12 plus software with the coding feature to arrange the themes in the research (Hilal & Alabri, 2013). Researchers with the help of the analysis team discuss all codes and categorizations to simplify to answer research questions.

3. Results and Discussion

The Cultivation of Social Attitudes During Online Learning

The results showed that efforts to inculcate social attitude competence in online learning were carried out by learning steps, integrated learning methods of social attitudes, and teaching time. The results of the thematic analysis using NVivo are presented in Fig. 2
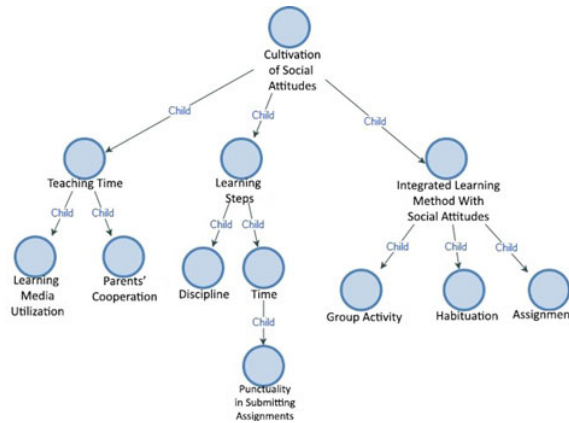
Figure 2. Categorization of analysis results regarding Efforts to Instill Social Attitude Competence in Online Learning

After planning to familiarize social attitudes in learning, the teacher implements the plans that have been prepared by integrating social attitude competencies with all interactions in online learning. Students are reminded to always be positive. Students are asked to take online classes on time, to do assignments independently and responsibly, to be taught to care and share with friends who have difficulty in online learning, to be honest in doing assignments, and to be responsible for participating in online learning. As expressed by respondents as follows:

"Teaching caring and sharing to friends who have difficulty participating in online learning".

"Applying firmness that students must be responsible for the tasks given and sending the results of the work via WhatsApp".

"Forming a Learning Team so that students can increase their sense of care and responsibility".

Instilling social attitude competence in students is done by preparing tasks that are integrated with social attitude competence. The tasks given by the teacher vary widely and depend on the competence of the social attitude to be instilled. In instilling an honest and independent attitude, the teacher asks students to work on assignments independently accompanied by video evidence when students work on the assignment. In instilling an attitude of discipline and responsibility, the teacher gives a time limit for collecting the assigned tasks. To instill cooperation in tasks can be in the form of collaboration between parents and students, as expressed by respondents as follows:

"I give assignments through schoology. I assess whether students work in accordance with the time allotted. create student study groups, watch learning materials on youtube and then ask students to work in groups".

"By making learning videos that instill social attitudes, and sharing them via YouTube links."

"Providing materials and assignments that have social attitude values and asking students to do them".

"I put my social attitude in online activities in doing assignments through schoology and whats app".

Conditioning for online learning groups is done by giving group assignments through online learning media. Students are asked to study the material provided via whatsapp, youtube, and asked to do group assignments and upload them on youtube. With group assignments, students are taught to be disciplined, be responsible for their group assignments, and care about friends who have difficulty with online learning. As expressed by respondents as follows:

"By forming study groups via whats app then asking students to record their activities".

"For example, when I give an assignment through Schoology, I assess whether the student is working in the time allotted. Create student study groups, watch learning materials on YouTube and then ask students to work in groups.

"Teaching caring and sharing to friends who have difficulty following online learning".

Learning Steps

The learning step is carried out by giving assignments with a deadline for collection. By considering the accuracy of students in sending assignments, students are expected to be able to collect assignments according to the allotted time. That way students are trained to be disciplined, and responsible by utilizing learning platforms such as whatsapp, youtube, schoology, quizizz. As expressed by respondents as follows:

"By giving assignments and collection times".

"For example, I give an assignment through schoology, I assess whether the student is working in the time allotted".

Teaching Duration

Utilization of learning platforms such as whatsapp, youtube, schoology, quizizz. because of the limited time in online learning. Teachers collaborate with parents in the context of independent learning at home. Parents can assist students in learning and documenting student learning activities.

Instilling a caring social attitude is carried out by the teacher by preparing assignments in the form of reports on daily activities carried out related to caring for the surrounding environment. Through this assignment, students are expected to be able to care about the surrounding environment. In addition, students are asked to cooperate with parents in carrying out these tasks. That way students are taught to care, be polite, and confident in interacting with their social environment. As expressed by respondents as follows:

"Student activities in doing assignments are recorded and then sent via WhatsApp, so it can be seen whether students are honest and disciplined in doing assignments".

Efforts made by teachers in instilling social attitude competence in online learning include assignments and materials containing social attitudes, habituation in learning, considering accuracy in sending assignments, environment, and group work.

Instilling social attitude competence in students when online learning is carried out by preparing tasks and materials that are integrated with social attitude competence. The tasks and materials given by the teacher vary widely and depend on the competence of the social attitude to be instilled. In instilling an honest and independent attitude, the teacher asks students to work on assignments independently accompanied by video evidence when students work on the assignment. In instilling an attitude of discipline and responsibility, the teacher gives a time limit for collecting the assigned tasks. To instill cooperation, assignments can be in the form of collaboration between parents and students. In addition, teachers prepare assignments with social attitudes in them. By doing assignments from the teacher independently and completing them well, students have implemented the competence of honest and responsible social attitudes (Widiyanti, 2020:106). Thus, the teacher instills the competence of honest social attitudes, and responsibility through tasks and materials with social attitudes in it.

A teacher must be able to set a good example, so that social habits and attitudes are formed in students. That way the values of social attitudes will be held by students in socializing in society, nation and country (Uge et al., 2019: 384). Habituation is carried out on students towards social attitudes by providing role models or examples of good social behavior from the surrounding environment (Fitriyana & Trisharsiwi, 2018:459). Teacher makes habituation in instilling social attitude competence. Students are reminded to always be positive by asserting that they are responsible for their duties, be disciplined in collecting assignments, care for friends who have difficulty in online learning, be polite, and honest. Thus the efforts made by the teacher in instilling the competence of social attitudes, responsibility, discipline, caring, polite and honest in online learning are carried out by habituation or habituation.

The next effort made by the teacher in instilling social attitudes is by considering the timeliness of students in sending assignments. That way students are trained to be honest, disciplined and responsible. responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, to himself, society, the environment (nature, social and culture)(Amaliyah et al., 2021:236). The next effort made by the teacher in instilling social attitudes is by considering the timeliness of students in sending assignments. That way students are trained to be honest, disciplined and responsible. responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, to himself, society, the environment (nature, social and culture) (Virani et al., 2016:4). Then the teacher instills the competence of caring social attitudes in online learning by utilizing the environment.

In addition, students are taught to work together, be honest, confident and responsible for the group. Honest, namely behavior that describes itself as trustworthy in words, actions, and work, responsibility, namely the attitude of students in carrying out their duties and obligations, self-confidence, namely an attitude of confidence in oneself in acting and doing something (Virani et al., 2016:4). Thus, the teacher instills the competence of honest, confident, and responsible social attitudes in online learning with group assignments.

Discussion

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4. Conclusion

The inculcation of social attitude competence during online learning is carried out by elementary school teachers in Central Java Province through several efforts, namely by providing teaching materials containing social attitudes, habituation, considering timeliness in sending assignments, utilizing the surrounding environment, group activities and emphasizing time discipline.

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