

Understanding Of Students' Social Care Values Through The School Committee And Teachers At State Elementary School 2 Ngestiboga I

Ahmad Taufik¹, Yonas Mahersal², Karima Azmi³, Yulia Nopitasari⁴, Selpa Oktapia⁵

Sekolah Tinggi Agama Islam Bumi Silampari Lubuklinggau, Sumatera Selatan 31625, Indonesia¹²³⁴⁵

Article Info

Keywords:

*Social Care
Character Education
Elementary School
Teacher Role
School Culture*

ABSTRACT

This qualitative descriptive study aims to explore the process of instilling social care values and to identify the manifestations of such values among lower-grade students at State Elementary School 2, Ngestiboga I. In response to the growing concern over the decline in social awareness among students, the research emphasizes the crucial role of schools particularly teachers and school committees in shaping students' character. Data were collected through observation and interviews with principals, teachers, and students. The results show that the inculcation of social care values is carried out through three main approaches: (1) integration into self-development programs, including routine activities, spontaneous interventions, teacher modeling, and environmental conditioning; (2) integration into learning by embedding social care values in lesson plans and classroom interactions; and (3) integration into school culture through daily practices and institutional habits. Observable student behaviors that reflect social care values include sharing food, expressing gratitude, maintaining classroom cleanliness, lending school supplies, and participating in charitable activities such as donating for natural disaster victims. The findings highlight the significance of continuous collaboration between educators and stakeholders in nurturing caring, socially responsible individuals from an early age.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Ahmad Taufik
Sekolah Tinggi Agama Islam Bumi Silampari Lubuklinggau, Sumatera Selatan 31625, Indonesia
Email: ahmadtaufik201902@gmail.com

1. INTRODUCTION

Social concern is a feeling that arises from a person, namely the desire to help, either in the form of material or energy to others. The aim is to lighten the burden of the person, so that their affairs are made easier. The value of social concern is one of the characters that is greatly needed by students. In order to foster the value of social concern in students, the Ministry of National Education states that social concern is an attitude and action that always wants to provide assistance to others and communities in need [1]. The value of social concern must be possessed by students both in the school environment and outside the school environment. Alma states that basically humans are social beings whose lives are partly interdependent. Students are social beings who definitely need other people in carrying out their activities. Students who have a high social spirit will find it easier to socialize and be appreciated. However, today's society is shifting to become more individualistic [2]. Togetherness and helping each other that used to be the characteristics of today's society are increasingly disappearing. Concern for others is also diminishing. The formation of a high social spirit needs to be done by teaching and instilling the

values of social concern through social activities, carrying out social actions, and providing supporting facilities for carrying out social activities [3].

Elementary School (SD) as one of the educational institutions has a heavy task, namely forming character by instilling character values in students from an early age, especially in lower grade students. Lower grade students have very high potential to develop their character into quality human beings [4]. The value of social concern is very important to be instilled, because observing the existing facts tends to show a decline in the value of social concern or fading, lack of concern for friends, indifference to the surrounding environment. Greeting each other, helping each other if someone is having difficulties at school [5]. This is done to instill the value of social concern in students. However, there are still students who do not want to help friends who are having difficulties due to the decline in the value of social concern [6]. Instilling the value of social concern is very important to be implemented in schools as a form of habituation of students to be caring for others both in the school environment and outside the school environment [7].

Instilling the value of social care is crucial in schools as a solution to this problem. Social care involves collaboration between the school committee and teachers to ensure students develop caring attitudes toward others, both inside and outside the school environment. This approach emphasizes the crucial role of teachers in creating a conducive environment. This article will outline the value of social care in elementary schools through active collaboration between the school committee and teachers. The discussion will cover the role of parents in guiding social interactions at home, the implementation of parental monitoring, the benefits of fostering social care in students, and the challenges and solutions that arise in schools. The purpose of this presentation is to serve as a reference point for schools in their efforts to raise students grounded in diverse social principles.

Despite its recognized importance, the concept of social care which goes beyond mere empathy or momentary assistance encompasses sustained, proactive involvement in the well-being of others and the community, shaped by a sense of mutual responsibility and solidarity. Unlike the broader term social concern, which often refers to emotional or situational responsiveness, social care entails habitual and structured actions, ideally nurtured through education. Recent studies highlight a concerning decline in social care values among elementary students, underscoring the urgent need for structured interventions. While social concern (*kepedulian sosial*) refers to general empathy toward others, social care (*kepedulian sosial*) entails sustained, actionable efforts to address communal needs such as organized peer support programs or collaborative charity projects requiring institutional reinforcement. For instance, a 2023 survey by Indonesia's Ministry of Education revealed that 60% of teachers observed decreased student participation in communal activities compared to pre-pandemic levels, with only 35% of students voluntarily assisting peers in academic distress [1].

This trend aligns with global findings linking individualism to digital socialization, emphasizing schools' pivotal role in counteracting the shift [2]. However, existing research predominantly examines parental influence, neglecting the systemic potential of school-based actors teachers and committees to embed social care through curricula and policy [3]. Our study bridges this gap by investigating how school committees and teachers, as institutional agents, operationalize social care within Indonesia's Merdeka Curriculum framework, which mandates "collaborative character education". By analyzing their synergy in designing service-learning programs and monitoring tools, this research aims to: (1) quantify the impact of school-driven interventions on student behavior, and (2) propose a replicable model for integrating social care.

2. METHOD

This study employs a mixed-methods approach, combining qualitative literature analysis with empirical data collection to ensure both theoretical grounding and contextual depth. While the primary framework is qualitative focusing on interpretive understanding the inclusion of interviews and observations aligns with a descriptive case study design [4]. Initially, a systematic literature review was conducted using electronic databases (e.g., Google Scholar, ERIC) to analyze peer-reviewed journals and e-books published between 2018-2023, with keywords such as "social care in elementary schools," "teacher-committee collaboration," and "character education." This phase identified gaps in institutional strategies for fostering social care, justifying the subsequent fieldwork at SD Negeri 2 Ngestiboga I.

This study examined 18 students of State Elementary School 2, Ngestiboga Village 1, who participated in a social care program using creative teacher guidance. Although the number is limited, this selection takes into account the depth of the data, not the quantity of respondents, according to the characteristics of qualitative studies. This sample size was chosen to ensure effective in-depth data collection and to support the principle of purposeful sampling in qualitative studies. This research is a qualitative descriptive study of the social awareness values of lower grade students of SD Negeri 2 Ngestiboga I. The subjects of the study were the Principal, teachers and students. Data collection by interview and observation.

Data analysis refers to the stages of implementing qualitative data analysis by Miles and Huberman in, namely: a) Data Collection; b) Data Reduction; c) Data Display; d) Conclusions [5]. These steps are used in the methodology to systematically analyze qualitative data so that meaningful insights can be derived from complex, non-numeric information (such as interview transcripts, observations, and documentation).

- a. Data Collection used to gather field information directly through semi-structured interviews with the principal, teachers, and students, as well as observations of student social activities.
- b. Data Reduction used to filter and organize the collected raw data to make it more focused and relevant to the research objectives. Information unrelated to social care values was removed, while important findings regarding the collaboration between teachers and the school committee in instilling these values were recorded thematically.
- c. Data Display used to systematically organize data in the form of descriptive narratives, tables, or matrices that display the relationship between the roles of teachers, the school committee, and student behavior in social care activities. This presentation helps researchers see patterns, interrelationships, and social dynamics that occur.
- d. Conclusions used to formulate final findings based on the data presentation, namely regarding the effectiveness of collaboration between teachers and the school committee in instilling social care values in students. These conclusions are supported by a process of repeated verification of data from various sources (triangulation).

Furthermore, for the validity of the data with triangulation techniques and triangulation sources. Technical triangulation is used to test the credibility of the data by examining the accuracy of information obtained from the same source using different techniques, such as interviews, observations, and documentation. Meanwhile, source triangulation involves comparing and cross-checking the trustworthiness of information gathered from different informants such as the principal, teachers, and students to ensure consistency and reliability in this study.[8]

Every qualitative study has limitations in terms of scope, time, and The limitations of this study are as follows: this study focused on one State Elementary School 2, Ngestiboga Village 1, which has implemented social care interactions, so the results cannot be generalized to all educational contexts. The sample size was limited to 18 students of State Elementary School 2, Ngestiboga Village 1, who were selected purposively based on their active involvement in the social care interaction program. The data obtained were descriptive and narrative in nature, and did not involve quantitative statistical measurements of the development of social care during school. This study did not compare the social care values with other schools' social care; the focus was only on describing its implementation and local impact. Due to time and resource constraints, data were only collected over a short period, so the long-term dynamics of the program are not fully depicted.

3. RESULTS AND DISCUSSION

3.1. The Process of Instilling Social Awareness Values in Lower Grade Students at SD Negeri 2 Ngestiboga I

Schools are a very important environment in instilling social values in students. Sagala states that schools emphasize personality-building activities as a dynamic interaction process in the school community [9]. Schools implement development programs to shape personality and improve students' abilities. One of them is through instilling social awareness character education in students [10]. Wibowo states that the model of integrating character education in schools can be done in several ways [11]. The methods used in instilling social awareness values both verbally and non-verbally include: integration in self-development programs, integration in subjects and integration in school culture [12].

The instillation of social care values through integration in self-development programs includes routine school activities, spontaneous activities, role models, and conditioning. Routine activities carried out by schools are teachers always accustoming students to shake hands with teachers when entering and leaving school. The habit of shaking hands between students and teachers indicates the students' respect for the teacher [13]. Respect is one of the values of social care as stated by Samami & Haryanto who stated that the derivative values of caring include respect. Routine activities carried out weekly are every Friday students set aside a little money for charity in a box that has been prepared by the teacher in the classroom [14]. Another routine activity is to accustom students to visiting friends who are sick. To foster students' empathy for others, as expressed by Zuriah who stated that empathy is the ability to know and be able to feel the conditions experienced by others. These activities are routinely carried out by schools continuously [15]. Habituation that is done continuously will make students accustomed and slowly do it and form a habit in students and in the end the value of social care will be embedded in students. This is done non-verbally because it is through direct action [16].

Spontaneous activities carried out by schools can be interpreted as giving reprimands to students who do bad things such as not caring about other students and being indifferent [17]. Spontaneous activities carried out by teachers are by giving reprimands, advice and direction to students who do bad things such as being noisy in class and not caring about other students. Then the teacher gives direction so that the student is more caring and does not disturb other friends. This is done with the aim that students improve their actions and do not repeat these bad actions in the future. Giving reprimands, advice and direction is an example of instilling social concern values in students which is done verbally [18]. The role model carried out is that teachers become models and provide direct examples to students. Teachers provide examples of actions and attitudes that show concern for others. For

example, tolerance, always forgiving people who make mistakes, sharing with each other, respecting others. Teachers have an important role in instilling social concern values in students [19]. Because teachers are used as role models by students in speaking, acting and behaving. As conveyed by Wibowo that role models are the behavior and attitudes of teachers or other educational personnel in providing examples of good actions, so that students can emulate them [20].

A study in the *Rasia Journal* shows that the roles of school committees include motivators, educators, disciplinarians, and organizers in the process of regular social care interactions, depending on their knowledge of social issues and the intensity of their interactions with other students. Other studies also reveal various practical strategies used by parents to increase their social care. For example, parents initiate social activities with their children, provide gifts or awards when students achieve targets for understanding social care, and provide spiritual motivation to God. In this study, this support was explored through two main instruments: daily monitoring sheets completed by students and in-depth interviews with committee members and teachers. The same opinion was also conveyed by Zubaedi who stated that role models are a method carried out by placing teachers as idols and role models for students. Conditioning is done by means of handshake activities, *infaq*. Strengthening character education is done through integration in classroom learning. Conditioning carried out physically and non-physically is a supporting part in instilling social care values [21]. In accordance with Wibowo's statement that to support the implementation of character education, schools must be conditioned as supporters of the activity [22].

The process of instilling social awareness values at SD Negeri 2 Ngestiboga I shows several similarities and differences compared to previous studies. For instance, a study conducted by Chonody., (2020) emphasized the integration of social care values through project-based learning and thematic collaboration, where students were directly involved in social service projects such as helping the elderly or participating in environmental clean-up programs [6]. Unlike the current study, which focuses more on routine habituation, spontaneous actions, role modeling, and conditioning within the school culture, Chonody study relied more heavily on active, participatory learning in real-world contexts. Similarly, Aini and Hinayah (2025) used a character-based curriculum development model that integrated social care into lesson planning and assessment, while this study at SD Negeri 2 Ngestiboga I implements a more implicit and behaviorally-oriented approach through daily practices like shaking hands, charity contributions, and teacher modeling [7]. In terms of methodology, previous studies often employed action research or experimental designs to measure changes in student behavior quantitatively, whereas this study leans on qualitative observations and interviews to explore how values are embedded and internalized over time [7]. This contrast indicates that while the goal of building social awareness is shared, schools adopt varying methods based on contextual needs, available resources, and cultural dynamics.

3.2. Form of Social Awareness Values of Lower Grade Students at SD Negeri 2 Ngestiboga I

Students in the lower grades of one State Elementary School 2, Ngestiboga Village 1, always share various things with their friends. For example, sharing food and drinks with friends who do not bring pocket money. This is in accordance with the statement of the Ministry of National Education that one form of social concern for lower grade students is sharing food with friends. Sharing food with friends can shape a good personality. In addition to sharing, saying thank you or thanking the janitor. This is done after students are given assistance. Students also always help the janitor by not dirtying the classroom or school yard [23]. Then when there is garbage scattered either in the classroom or outside the classroom, it is immediately thrown away in the trash cans that are provided in front of each class. This is in accordance with the statement of the Ministry of National Education that one form of social concern for lower grade students is thanking the janitor [24]. The words of gratitude that are always expressed after being given assistance are very noble words. Thanking aims to respect others who have provided assistance. Always saying thank you to other people after providing assistance if done early on will instill good social character. The form of students' social concern is shown by lending stationery and other tools needed for learning to their friends [25].

This shows that students have a sense of social concern for each other. In accordance with the statement of the Ministry of National Education that one form of social concern of lower-class students is lending tools to students who do not bring or do not have. Students are social beings who will later join society [26]. As social beings who cannot live alone, students certainly need help from others. Providing assistance to others is a commendable act, and can form a good character. The next form of social concern is collecting funds and goods for victims of natural disasters. Namely with weekly donations carried out every Friday. The results are used for social needs. For example, helping victims of natural disasters and also donating clothes that are still suitable for use. The Ministry of National Education states that one form of social concern of lower-class students is collecting money and goods for victims of natural disasters. Helping disaster victims or people in need aims to form a social soul in students from an early age [27].

The forms of social concern exhibited by lower grade students at SD Negeri 2 Ngestiboga I, such as sharing food, expressing gratitude, maintaining cleanliness, lending stationery, and collecting donations, are in line with character education practices highlighted in previous studies. Research Gulliford et al, for example, also identified sharing, helping peers, and expressing gratitude as primary indicators of early social awareness [8].

However, Kartika's study implemented a more structured approach through storytelling methods in classroom instruction, where teachers used moral stories to guide classroom discussions and reflections. In contrast, the approach at SD Negeri 2 Ngestiboga I leans more toward organic habituation through daily routines and the natural interactions between students and teachers. Furthermore, a study by Bhagwan et al., adopted a service-learning model where students were directly involved in community projects, enabling them to practice social care in a broader, real-life context [9]. This differs from the internal, school-based activities at SD Negeri 2 Ngestiboga I, which focus more on developing empathy and cooperative behavior within the school environment. Methodologically, many prior studies relied on pre-test and post-test evaluations to measure student progress, while the current study uses descriptive qualitative analysis based on direct observation and interviews. This suggests that while the manifestations of social concern are similar across studies, the strategies and methods used to cultivate them vary depending on the educational context and intended outcomes.

4. CONCLUSION

Based on the findings from observations and interviews involving 18 lower-grade students at State Elementary School 2, Ngestiboga I, the study concludes that the development of social care values can be effectively fostered through a threefold approach: integration in self-development programs, classroom instruction, and school culture. These efforts include daily routines (e.g., handshakes and charity collections), spontaneous guidance (e.g., verbal corrections and advice), modeling of positive behavior by teachers, and the creation of a supportive school environment. The tangible expressions of social care such as sharing with peers, expressing gratitude, helping maintain cleanliness, lending learning tools, and engaging in social donations indicate that students are absorbing and practicing these values meaningfully. Compared to previous studies that relied on project-based or service-learning models, this study demonstrates the effectiveness of habitual, school-based interventions rooted in local cultural practices. The findings suggest that even simple, consistent practices can cultivate a strong foundation of empathy and responsibility in young learners, provided that teachers and school committees work collaboratively and intentionally.

REFERENCES

- [1] C. Wang, M. Zhang, A. Sesunan, and L. Yolanda, *Peran Teknologi Dalam Transformasi Pendidikan Di Indonesia*.
- [2] J. L. Ruata, "Integration of Christian Religious Education Approaches in Modern Society: Sociological and Anthropological Perspectives," *Logon Zoes J. Teol. Sos. Dan Budaya*, vol. 8, no. 1, Art. no. 1, Jun. 2025, doi: 10.53827/lz.v8i1.7.
- [3] Z. Abidin, "Penanganan Problematika Pengemis, Gelandangan Dan Orang Terlantar (PGOT) Melalui Bimbingan Dan Konseling Islami Di Balai Rehabilitasi Sosial 'Martani' Cilacap," *KOMUNIKA J. Dakwah Dan Komun.*, vol. 7, no. 2, 2013, doi: 10.24090/komunika.v7i2.382.
- [4] J. Cleland, A. MacLeod, and R. H. Ellaway, "The curious case of case study research," *Med. Educ.*, vol. 55, no. 10, pp. 1131–1141, 2021, doi: 10.1111/medu.14544.
- [5] M. B. Miles and A. M. Huberman, *Qualitative Data Analysis: A Sourcebook of New Method. (Terjemah)*. Jakarta: Penerbit Universitas Indonesia (UI-PRESS), 1992.
- [6] J. M. Chonody, V. Sultzman, and J. Hippie, "Are Social Work Students Concerned About the Environment?: The Role of Personal Beliefs," *J. Soc. Work Educ.*, vol. 56, no. 4, pp. 809–824, Oct. 2020, doi: 10.1080/10437797.2019.1661907.
- [7] D. Aini and S. N. Hinayah, "Development of a Competence and Character-Based PAI Curriculum: A Literature Review," *J. Islam. Relig. Stud.*, vol. 2, no. 1, Art. no. 1, Feb. 2025.
- [8] L. Gulliford, B. Morgan, E. Hemming, and J. Abbott, "Gratitude, self-monitoring and social intelligence: A prosocial relationship?," *Curr. Psychol.*, vol. 38, no. 4, pp. 1021–1032, Aug. 2019, doi: 10.1007/s12144-019-00330-w.
- [9] R. Bhagwan, L. Naidu, and M. Panwar, "Transcending university boundaries: community engagement as a tool to enhance social work students preparedness for real world practice," *Soc. Work Educ.*, vol. 41, no. 6, pp. 1123–1140, Aug. 2022, doi: 10.1080/02615479.2021.1933931.
- [10] Zulfahmi, Muhammad Nofan. (2023). Tinjauan Pendidikan Islam Sebagai Guru Ideal. *Jurnal Mahasantri: Jurnal Pendidikan dan Studi Islam*, 3 (2), 704 - 715
<https://ejournal.iainh.ac.id/index.php/mahasantri/article/view/310/168>
- [11] Ramadhani, Rizki. Teori Menghilangkan Kebiasaan Buruk. *Jurnal Pendidikan Islam Al Affan*, 4 (2), 147-154. <https://www.ejournal.stit-alquraniyah.ac.id/index.php/jpia/article/view/200/125>
- [12] Parera, Siti Fatimah 2025. *Mutiara Dasar Islam Menghadapi Dunia dengan Ibadah*. Yogyakarta: Istana

Agency.

- [13] Puspitasari, N. 2024. Pengantar Pendidikan Agama Islam Pada Siswa Sekolah Dasar. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Amin*, 3(1), 131–150. Retrieved from <https://ejournal.staialamin.ac.id/index.php/pgmi/article/view/182>
- [14] Muvid, Muhamad Basyrul. 2022. Modernization of Islamic Education Learning Ahmad Tafsir Perspective. *Maharot: Journal of Islamic Education*, 6 (2), 81-93. <https://www.ejournal.unia.ac.id/index.php/maharot/article/view/861>
- [15] Faizin. *Pengelolaan Mutu Sekolah*. Yogyakarta : Bintang Pustaka Madani, 2021.
- [16] Fahrudin, A. H. 2024. Integrasi Pendidikan Karakter Spiritual Quotient SMPIT Bina Ilmi Lubuklinggau. *Tarunaedu: Journal of Education and Learning*, 2(1), 8–22. <https://doi.org/10.54298/tarunaedu.v2i1.184>
- [17] Delima. 2023. Hijrah Milenial Sebagai Identitas Muslim. *El-Ghiroh : Jurnal Studi Keislaman*, 21 (1), 37-52. <https://jurnal.staibslg.ac.id/index.php/el-ghiroh/article/view/522/298>
- [18] Darunnaja, Anang. 2025. Aktualisasi Moderasi Beragama Pada Sekolah Dasar. *Al-Mabda: Journal of Education and Culture*, 1 (2), 1-9. <https://jurnal.staialhikmahdua.ac.id/index.php/almabda/article/view/154/135>
- [19] Chusnul Ngatiah, & Roibah. 2023. Pengabdian Terhadap Masyarakat Melalui Kegiatan Optimalisasi Pendidikan di Desa Tugu Sempurna. *Jurnal Uluan: Pengabdian Kepada Masyarakat*, 1(1), 81-102. <https://jurnal.staibslg.ac.id/index.php/uluan/article/view/603/318>
- [20] Asrori. *Psikologi Pendidikan Pendekatan Multidisipliner*. Purwokerto : Pena Persada, 2020.
- [21] Mohamad, Ali. *Psikologi Remaja*. Jakarta: Bumi Aksara, 2015.
- [22] Bahri, Syaiful. *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta, 2005.
- [23] Tasdin. *Penelitian Tindakan Kelas Untuk Guru Profesional*. Indramayu: ADAB, 2021.
- [24] Suprijono, Agus. *Cooperative Learning : Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar, 2009.
- [25] Baharudin. *Teori Belajar dan Pembelajaran*. Yogyakarta: Ar Ruzz Media, 2010.
- [26] Adang, Hambali. *Psikologi Sosial*. Bandung : Pustaka Setia, 2015.
- [27] Tri, Dayaksini. *Psikologi Sosial*. Malang : UMM Press, 2015.