

The Role of the Teacher in Shapeing the Social Attitude of Students Through PKN Lessons in Class IV SDN 2 Telaga Biru Regency Gorontalo

Hakop Walangadi, Indrawati Butolo
Primary School Teacher Education Department
Faculty of Education, State University of Gorontalo
hakop@ung.ac.id

Abstract: The purpose of this study was to determine the teacher's role in shaping students' social attitudes through Civics subjects in grade IV at SDN 2 Telaga Biru, Gorontalo Regency. The research method used is descriptive qualitative. Data collection techniques used in the form of observation, interviews and documentation. Based on the results of research and discussion, that the role of teachers in shaping students' social attitudes through Civics subjects is good. To shape the behavior of students so that they have the habit of being social, good cooperation between the school and parents is needed because students spend a lot of time in the family environment. So efforts to implement student social attitudes are not only borne by the principal or class teacher, but all of this is the responsibility of the entire school and also parents. Therefore, it can be concluded that the teacher's role in shaping students' social attitudes needs to involve students' parents so that good cooperation is established in the formation of students' own social attitudes.

Keywords: Teacher's Role, Social Attitude, Civics Lessons.

Introduction

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. Formally, to become a professional teacher, you must meet the minimum academic qualifications and be certified educators. Teachers who meet these professional criteria are expected to be able to carry out their main functions effectively and efficiently to realize the education and learning process to achieve national education goals. The role of the teacher must be further enhanced, because the presence of teachers in schools is to guide students to become skilled adults. Without the guidance of the teacher, students will have difficulty in dealing with their development. The lack of ability of students causes more dependence on teacher assistance in the teaching and learning process.

Basically the teaching and learning process is something that is done by the teacher so that how the students they face can change according to what is desired by both the teacher and the parents of students. In the teaching and learning process, teachers must pay attention to factors that can influence and hinder so that students do not understand what the teacher teaches. The teacher is not only a person who transfers the knowledge he has to his students but must be someone who can provide alternatives to students who have learning difficulties so that the students they face do not lose their enthusiasm for the learning process. The teaching and learning process carried out cannot be separated from problems that can hinder the achievement of predetermined teaching goals. Therefore, a teacher must understand in seeing things that can hinder the achievement of the goals of the teaching and learning process that has been determined.

In a simple sense, a teacher is a person who imparts knowledge to students. Teachers in the community's view are people who carry out education in certain places, not necessarily in formal educational institutions, but can also be in mosques, prayer rooms, homes and so on. Apart from that, teachers must also be able to form the nation's generation both in knowledge and personality, for that school as a formal educational institution must be the foremost pillar in accommodating the process of fostering student attitudes. Schools are expected from an early age to emphasize the

importance of values and moral education by playing an active role in designing and implementing moral values education, which is based on the theory of value and moral development. Citizenship Education (PKn) is one of the subjects in which the teachings of moral values are expected to foster, awaken and shape students' attitudes, so that they become *good and smart citizens*. As stated in Article 37 paragraph (1) of Law Number 20 of 2003 concerning the National Education System which states that the primary and secondary education curriculum must include religious education, citizenship education, language, mathematics, natural sciences, social sciences, arts and culture, physical education and sports, skills and local content.

Based on the results of observations made by researchers at SDN 2 Telaga Biru, Gorontalo Regency, the teacher only becomes someone who acts as a presenter of information in the form of knowledge without considering students' attitudes. Teachers also seem to forget their duties as someone who is trusted by parents to shape the attitudes of their children to become good, capable, creative and responsible individuals. In addition to teachers who play a role in the school environment, the family environment and the community environment also play an important role in the development of student attitudes. The attitude of these students if left unchecked will have an unfavorable impact on the students themselves. The attitude of students who are not good will interfere with learning so that it affects the results to be achieved by these students. Therefore, in order for the teaching and learning process to run smoothly, one of the teacher's efforts is to shape the attitudes of the students themselves in the teaching and learning process, especially in Civics learning.

To anticipate student problems in learning that continues to occur, the teacher's role in shaping student attitudes is very necessary. There are several efforts that can be made by teachers to shape student attitudes in learning. Among other things, making rules, how to follow the rules, preventing a problem in the learning process, the teacher must properly address the problems that arise. That way students can consciously want to change their own behavior. So it is hoped that with the efforts made by the teacher, students can replace it with the right behavior in order to shape students' attitudes in the teaching and learning process, especially Civics learning.

Theoretical Study

Teacher's Role

A teacher must have the potential to support the teaching and learning process, therefore a teacher must know some of the roles he must have. According to Djamarah (2005:43) many roles are needed from the teacher as an educator or anyone who has volunteered to become a teacher. Some of the roles expected from teachers are as follows: Facilitator, motivator, mentor, and evaluator.

The duties and responsibilities of teachers, both those that are directly related to the teaching and learning process or those that are not directly related, are numerous and affect the teaching and learning process. To always improve their ability to carry out their duties, teachers must be given the trust to carry out their duties to carry out a good teaching and learning process. Teachers need to be given encouragement and a conducive atmosphere to find various alternative methods and ways of developing and learning processes according to the times. Teachers must understand, master, and skillfully use new learning resources.

Teachers are professional workers, therefore they need ability and authority, that ability can be seen in their ability to carry out their roles as facilitators, motivators, mentors, demonstrators, class managers, and evaluators. However, of the many teacher roles that have been discussed, some of the teacher's roles are indicators in the use of the surrounding environment, namely the teacher's role as a facilitator, motivator, mentor and evaluator. The reason is because these four things play a very important role in the learning process where teachers provide learning resources that can support the learning process, provide encouragement to participate, guide students in learning, and help students understand learning. and provide evaluations to collect data and information about learning success.

Social Attitude

Social attitude is a predisposition or tendency to behave in a certain way towards other people. In addition, it can be interpreted as an attitude directed towards social goals, as opposed to an attitude directed towards personal goals, Chaplin (2000: 469). Social attitude refers to a predisposition, an attitude (tendency to act or not act in a given situation) that is shared with a number of other people who share the same beliefs, values, ideology or political orientation.

The notion of social attitudes is also put forward by Abu (2007: 152) that social attitudes are individual awareness that determines real and repeated actions against social objects. This social attitude is not expressed by a person but is noticed by the people of the group. Examples of the way students respond to other people are the way students talk or communicate and the attitude of helping. In line with this, Syamsudin (2000: 74) suggests that social attitudes can be seen from seven dimensions which include friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance for friends. Furthermore, Loree (Syamsudin, 2000: 74) asserts that social attitude is an individual process of training sensitivity to stimuli, especially to basic demands. From this explanation, there are several considerations that are used as indicators of students' social attitudes in the classroom as follows: honest, disciplined, responsible, polite, tolerance, mutual cooperation, and self-confidence.

Based on some of the opinions above, it can be concluded that social attitudes are spontaneous actions taken by someone in response to other people in their environment. Therefore, social attitudes can be seen from the way a person treats others when interacting. In addition, familiarize the behavior of school residents against violence and maintain the safety of friends while in class.

The Nature of Learning Civics in SD

Civics is a subject consisting of lessons on Pancasila and Citizenship which is emphasized on practice and habituation in everyday life. Civics is one form of national character education. Successful Civics will produce an intelligent mental attitude, full of responsibility from within students. The intended attitude is related to faith and piety to God Almighty and living the values of the philosophy of life in the nation and state, as well as noble character and discipline in society, nation and state.

Indonesia is in the process of the nation's journey towards civil society, citizenship education as one of the subjects in schools needs to adapt to the needs and demands of a changing and developing society. This is related to the process of building the nation's character, which since the proclamation of the Republic of Indonesia has received priority, which continues to be developed in accordance with the direction and message of the constitution of the Republic of Indonesia.

Citizenship education in elementary schools is a subject that emphasizes practice and habituation in everyday life. Citizenship education has a main aspect in the form of developing and preserving the noble values of Indonesian culture based on Pancasila. Values, culture and norms that apply and vary in one area are different from other areas, so students must know it.

Research Methodology

Approach and Type of Research

The approach used in this research is a descriptive approach. This research approach is intended to describe the teacher's role in shaping students' social attitudes through Civics subjects in grade IV SDN 2 Telaga Biru, Gorontalo Regency. The type of research used is qualitative research. Qualitative research is research that is descriptive and tends to use an inductive approach to analysis. In this study, researchers describe the results of observations about the role of teachers in shaping students' social attitudes through Civics subjects in grade IV SDN 2 Telaga Biru Regency.

Researcher Presence

The presence of this researcher is very necessary based on the research used. The reason for the presence of researchers at the research site is because the main subject in collecting data and

information in the field is the researcher. This research begins by observing the research location directly to obtain initial data, then continues with observation and interviews to obtain research data.

Data and Data Sources

In this research, the data collected is related to the research, namely the teacher's role in shaping students' social attitudes in Civics subjects in grade IV SDN 2 Telaga Biru, Gorontalo Regency. The data in this study are teachers and fourth grade students

In the study, several sources were taken which can be divided into:

1. Primary data, is data obtained through observation and interviews with SDN 2 Telaga Biru teachers and students in grade IV who can provide information regarding the problem being studied.
2. Secondary data, is data obtained in writing through reference books in the form of understanding and theories that have to do with the problems studied.

Data Collection Procedure

In a study, it is very important to determine the quality of research results is determined from data collection techniques, so in this study data collection techniques will be used, namely: observation, interviews, and documentation.

Data analysis

In general, data analysis includes: data reduction, presenting data, displaying data, drawing conclusions and carrying out verification. Moleong (Suharsaputra, 2014:216-219): Data Reduction, Data Display, Drawing Conclusions and Verification

Research Stages

In this research, there are several stages carried out by researchers including: Introduction Stage, Design Development, Actual Research, and Report Writing

Research Results And Discussion

The teacher's role in shaping students' social attitudes is not only carried out during Civics subjects but in every lesson. Based on the results of this study, the efforts made by teachers in shaping students' social attitudes through Civics subjects were carried out in various ways , including :

1. Provide guidance on social attitudes

teacher gives an overview of the importance of social attitudes in learning activities to all students so that they know what social attitudes they will do later. This is in line with Soyadiah's opinion (Mulyasa, 2008:13) that teachers play an important role both in planning and in implementing the education curriculum in schools. So that with the planning of the teacher, the direction to students can be carried out simultaneously in learning about students' social attitudes.

2. Provide comprehensive coaching and motivation to students.

The teacher as a motivator, a teacher needs to provide guidance regarding the social attitudes of students in learning activities so that it will familiarize them with honest, polite, disciplined, confident and responsible behavior. This is in line with the opinion of Djamarah (2005:43) that many roles are needed from the teacher as an educator or anyone who has volunteered to become a teacher, one of which is as a motivator, as a motivator, teachers can encourage and motivate students in learning, especially Civics learning so that they will know the importance of students' social attitudes

3. Provide educational sanctions to students who do not have good social attitudes.

This of course often happens, so the effort that must be made by a teacher is to give punishments that are educational in nature to the students themselves, for example telling them to jointly clean the school toilets and bathrooms, after they clean the teacher explains to them when the work is done regularly. together or in mutual cooperation, the work will be completed quickly, besides that they have also carried out one of the social attitudes themselves, this is called providing sanctions that can educate students. This is in line with the opinion of the Ministry of

National Education (2001:10) that the sanctions applied should be educational, not physical punishment, and not cause psychological trauma.

4. Through teaching and learning activities.

Through learning activities, teachers need to instill students' social attitudes as an example in group learning activities where what is expected by teachers in group activities is cooperation, honesty, discipline, tolerance and responsibility for the tasks given by the teacher. So that it will train honesty, discipline, responsibility, tolerance and cooperation from the students themselves. This is as expressed by Gunawan (Rochman, 2011:11) that teachers are planners, implementers as well as evaluators of learning in the classroom, while students are subjects who are directly involved in the process to achieve learning objectives, especially learning about students' social attitudes.

5. Give praise .

In the teaching and learning process, praise needs to be given to students. Praise is given in the form of giving aplos to students who answer questions given by the teacher, so this will instill an attitude of confidence in students about their abilities. This is in line with the opinion of Fathurrohman and Sutikno (2007: 20) which states that students who excel are naturally given awards or praise. Praise given is constructive. With praise, students will be more motivated to get better achievements.

6. Habituation of good behavior

In this case the habituation of students can be given in teaching and learning activities such as disciplinary material, where the teacher familiarizes students to come on time to school, so this will instill the importance of the student's own discipline. This is in line with the opinion of Rasdi (2000: 97) that discipline is essentially a statement of the mental attitude of individuals and society that reflects a sense of obedience, obedience that is supported by awareness to carry out duties and obligations in order to achieve the goals to be achieved.

7. Give assignments.

In giving assignments, teachers can do homework or school assignments with the hope that after students do the assignments themselves, they will be instilled in them an attitude of responsibility for the tasks given by the teacher. This is in line with the opinion of Djamarah and Zain (2006: 149) The task is a job that demands to be completed immediately. Giving assignments to students will provide an encouragement and motivation to students to pay attention to all the contents of the lessons delivered.

8. Kete Ladan an Guru

Instilling an exemplary attitude to students requires hard work because as an exemplary student will show an attitude of courtesy, honesty, discipline, responsibility, tolerance, mutual cooperation and self-confidence. Therefore, the role of the teacher in instilling this attitude needs to be carried out as well as possible by providing accurate examples in everyday life. This is in line with the opinion of Ulwa, (2005: 2) which states that role models are part of a number of the most powerful and effective methods in preparing and shaping children morally, spiritually, and socially. Because, a teacher is an ideal example in the eyes of students, whose behavior and manners will be imitated, consciously or not, even all those examples will stick to themselves and their feelings. In shaping students' social attitudes, a teacher needs to give real examples to students so that students will be aware of the social attitudes that they will do. Factors that support Civics learning in shaping students' social attitudes are instilling honesty, discipline, responsibility, courtesy, tolerance, mutual cooperation and self-confidence.

In teaching and learning activities as a teacher should provide cognitive (knowledge), affective (attitude), psychomotor (skills) assessments to students. When studying the teacher assesses students from theoretical abilities, student attitudes and student activity in the classroom, so that it will lead to an honest attitude and a sense of responsibility. So that efforts to form students' social attitudes through Civics subjects can run smoothly, there are supporting factors, namely parents can participate in getting used to being social when students are at home, but there are also factors that become obstacles in the formation of this social attitude, namely the environmental conditions of students and the situation of the students themselves. To shape the behavior of

students so that they have the habit of being social, good cooperation between the school and parents is needed because students spend a lot of time in the family environment. So efforts to implement student social attitudes are not only borne by the principal or class teacher, but all of this is the responsibility of the entire school and also parents. The unfavorable state of the student environment sometimes becomes an obstacle for teachers in implementing student social attitudes such as the family environment, school environment, and community environment. The family environment has a big influence on students because the family shapes the character of students in their behavior habits in everyday life.

In shaping the social attitudes of students at SDN 2 Telaga Biru, Gorontalo Regency, especially in Civics learning, teachers need to explain the importance of social attitudes and in providing material the teacher needs to provide examples that are in accordance with the reality on the ground, for example in Civics learning for fourth grade students there is material about discipline, the thing the teacher will do is explain the material about discipline at home and discipline at school and these rules are obeyed by each individual, in line with the provision of material, of course the teacher will also provide concrete examples, namely one of the student disciplines that must be obeyed is to come right to school and if a student violates the rules, the student will be given a sanction and this student will be classified as an undisciplined student. Thus the students will be aware and motivated in carrying out social attitudes, especially in Civics learning.

a. Teacher's Role in Shaping Students' Social Attitude

a) Facilitator

As a good facilitator, of course, the teacher will facilitate students in learning Civics, especially in the formation of social attitudes, where teachers are required to be able to provide the best possible facilities in the formation of students' social attitudes.

b) Motivator

The motivation of a teacher is very much needed by students in teaching and learning activities, more specifically in the formation of students' social attitudes, where students really expect the motivation generated by the teacher so that students' awareness to form social attitudes will wake up automatically.

c) Advisor

Everything that happens to students while in the school environment cannot be separated from the guidance of a teacher. Therefore, a teacher needs to provide real guidance to students regarding social attitudes, with the aim that what they will do later is the main form of capital that they will apply in society later. When students' social attitudes have been awakened from elementary school, it will automatically have a positive impact on them when they are in the community.

d) Evaluator

As a teacher, it is necessary to carry out a thorough assessment of students, not only based on knowledge but also from the attitude of students, it is necessary to be assessed so that evaluation results will be obtained that combine the knowledge and attitudes possessed by students.

b. Efforts to form students' social attitudes through Civics learning.

To shape students' social attitudes through Civics learning, teachers need to foster students through the material being taught and provide examples of facts that occur in the surrounding environment so that students will automatically be aware and feel motivated in social behavior. In addition to motivating a teacher, it is also necessary to give reasonable praise to students who have carried out social attitudes well, so that this will encourage other students to participate in forming their own social attitudes. This is in line with Syamsudin (2000: 74) who stated that social attitudes can be seen from seven dimensions which include friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance for friends.

c. Students' social attitudes observed in learning

Based on the researchers' observations of teachers in the classroom in Civics learning that there are several social attitudes of students that are formed in learning, namely as follows: honest

attitude, discipline, responsibility, politeness, tolerance, mutual cooperation and self-confidence. Of the 37 students who have social attitudes as many as 35 people while 2 students do not yet have social attitudes this is caused by the absence of these students in learning when the researcher conducts research, from these results it appears that the teacher's role in shaping students' social attitudes is in accordance with which are expected. So that the teacher can be categorized as good in implementing Civics learning related to students' social attitudes.

Conclusions And Suggestions

Conclusion

Based on the results of the research and discussion, it can be concluded that the teacher's role in shaping the social attitudes of students in grade IV is maximized. There are several social attitudes formed by teachers in Civics learning, namely honesty, discipline, responsibility, courtesy, tolerance, mutual cooperation and self-confidence. To form students' social attitudes, teachers need to foster students through the material being taught and provide examples of facts that occur in the surrounding environment so that students will automatically be aware and feel motivated in social behavior. This social attitude is guided and trained to students in learning, although there are still some students whose social attitudes are not yet visible. So that efforts to form students' social attitudes through Civics subjects can run smoothly, there are supporting factors, namely parents can participate in getting used to being social when students are at home, but there are also factors that become obstacles in the formation of this social attitude, namely the environmental conditions of students and the situation of the students themselves. To shape the behavior of students so that they have the habit of being social, good cooperation between the school and parents is needed because students spend a lot of time in the family environment. So efforts to implement student social attitudes are not only borne by the principal or class teacher, but all of this is the responsibility of the entire school and also parents.

Suggestion

Social attitude is a character that will build the individual himself in his daily life. Therefore, researchers provide suggestions:

1. For teachers, providing input for teachers about the importance of forming students' social attitudes, especially in Civics subjects.
2. For students, as input for students to carry out the rules / regulations that apply at school.
3. For schools, as input for schools to develop students' enthusiasm for learning so that they can shape students' identities for the better.
4. For researchers, the result study can be used to conduct further research.

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