



IMPLEMENTATION OF STUDENTS SOCIAL ATTITUDE IN THEMATIC LEARNING AT CLASS IVA OF ELEMENTARY SCHOOL

Micko Yulandri¹, Febrina Dafit²

^{1,2}Jurusan Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Pekanbaru, Indonesia
¹mickoyulandri@student.uir.ac.id, ²febrinadafit@edu.uir.ac.id

PENANAMAN SIKAP SOSIAL DALAM PEMBELAJARAN TEMATIK PADA SISWA KELAS IVA SD

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ABSTRACT

Abstract: Social attitude refers to the becoming of students' social attitudes in order to make them honest, disciplined, responsible, and caring for others. The research described in this article is to describe the students' becoming of social attitudes and obstacles found by teachers in applying social attitudes in thematic learning. The method used is descriptive research with a qualitative approach. The research involved students and homeroom teachers at class IVA. The data collection method is carried out by observation, interviews, and documentation. The results indicate that the circumstances in the research field teachers and students have already embedded social attitudes in the teaching and learning processes. The social attitudes that appeared in this research are tolerance, self-confidence, and mutual cooperation. The implementation of social attitudes is seen when group discussion and learning interactions in the classroom. Yet, the implementation of these social attitudes has not been applied optimally. It is due to several existing inhibition factors like students' low self-awareness, uncontrolled associations, and children's inner behavior. However, teachers should be tried to adapt themselves to students through socialization such as in school, family, and society. Various attempts are given by teachers in order to make students instill their social attitudes like maximizing the application of teaching and learning methods, linking the material with social attitudes, and providing guidance to apply learning methods in groups.

Keywords: implementation, social attitude, thematic learning

Abstrak: Sikap sosial mengacu pada pembentukan sikap sosial siswa agar menjadi orang yang jujur, disiplin, bertindak secara bertanggung jawab, dan peduli terhadap sesama. Penelitian yang dipaparkan pada penelitian ini bertujuan untuk mendeskripsikan penanaman sikap sosial dan hambatan yang diterima guru dalam mengaplikasikan sikap sosial di pembelajaran tematik pada siswa. Metode yang digunakan adalah penelitian deskriptif dengan pendekatan kualitatif. Penelitian melibatkan siswa dan walikelas IVA. Metode pengumpulan data dilakukan dengan cara observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa kenyataannya di lapangan guru dan siswa sudah menanamkan sikap sosial pada proses pembelajaran. Sikap sosial yang muncul pada penelitian ini adalah toleransi, percaya diri, dan gotong royong. Implementasi sikap sosial terlihat saat dikusi kelompok dan interaksi pembelajaran di kelas. Namun, penerapan sikap sosial tersebut memang belum terlaksana secara maksimal. Hal ini dikarenakan beberapa faktor hambatan yang ada seperti rendahnya kesadaran diri siswa, pergaulan yang tidak terkontrol dan sifat bawaan anak. Meski demikian guru tetap berupaya melakukan pembiasaan kepada siswa dengan bantuan dari lingkungan yang dekat dengan keseharian siswa seperti lingkungan sekolah, keluarga dan masyarakat. Berbagai upaya diberikan guru agar siswa mampu membiasakan dirinya menanamkan sikap sosial seperti memberikan penekanan pada pembelajaran, mengaitkan materi dengan sikap sosial, dan pemberian bimbingan hingga menggunakan metode pembelajaran berkelompok.

Kata Kunci: penanaman, sikap sosial, pembelajaran tematik

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INTRODUCTION

Education is a need that must be met by everyone. Education is inseparable from the various activities that man carries out. Under any circumstances, humans cannot resist the impact of the application of education in daily life. Education is an important process to increase intelligence, train skills and strengthen the common spirit in order to build oneself and together also build the nation.

According to Mudyahardjo in (Arfani, 2016) education is a lifelong learning experience in various environments, education can be interpreted as education that takes place in schools as a formal educational institution. Meanwhile, according to Crow and Crow (Adelina Yuristia, 2018) education is an activity to pass on customs, culture, and social systems to the next generation, including various activities that correspond to the social life of individuals.

According to Notoatmodjo in (Mardhiah, 2015) an attitude is a person's closed response to a certain stimulus or object that has contained the opinion or emotional factor in question. Whereas according to Saefudin Azwar in (Suharyat, 2009) attitude is one of the personality elements that a person must have to determine his behavior and actions towards objects, accompanied by positive and negative emotions.

Attitudes are all actions and behaviors that are based on the beliefs and beliefs they adhere to. An attitude is an evaluative statement about anything, be it an object, a person, or an event. Attitude reflects a person's feelings about something. Social attitudes refer to the formation of students' social attitudes in order to be honest, disciplined, act responsibly, and care for others and the environment. Helpful, cooperative, tolerant, peaceful, polite, responsive and positive qualities in solving problems and building harmonious relationships with society (social environment).

Social attitudes can be instilled from the family environment, school and from the environment around the community where

students live. The cultivation of social attitudes towards students can also be done from learning in schools. The cultivation of social attitudes that are carried out outside of learning can be done from habituation in students' daily lives.

Effendi in (Wahyuni et al., 2016) said thematic learning is learning that uses themes to connect several subjects and provide memorable experiences for students. Thematic Learning is learning that combines two or more subjects into one subject. This learning is considered applicable because it not only prioritizes students' knowledge but also focuses on developing students' social skills and attitudes. This is integrated from the learning materials contained in the topic and assignment book (Jonata et al., 2021).

From the results of preliminary observations made by researchers, the implementation of learning carried out in the IVA class of SD Negeri 005 BG is known that the learning process has used a group learning strategy. In study groups, students are trained to be able to work together with friends in their group and help each other. Teachers also train students to be able to appreciate differences of opinion when discussing with their friends.

In addition, from the results of the initial interview with the Walikelas IVA of SD Negeri 005 Batu Gajah, it is known that there are some students who still lack confidence in answering some of the questions raised by the teacher. Some students are still unable to appreciate the differences of opinion among their friends when discussing during the learning process.

Therefore, the purpose of this study is to describe the picture and obstacles of instilling social attitudes in Thematic learning in IVA grade students of SD Negeri 005 BG. From the research conducted by (Anisah et al., 2022) that teachers are expected to be role models for their students and anything that is done indirectly can be a role model for their students.

The teacher plays a key role in shaping the character of students in relation to the

current curriculum. Saving students' social attitudes needs to be done because otherwise the social attitudes in students will easily weaken. Therefore, the role of teachers as well as educators as well as parents of students in schools is to instill social attitudes in students through Thematic learning.

Social attitudes are the behavior of a person who behaves in the same way towards others and society. This attitude is carried out to build good relationships between people so that they can live together and mutually benefit (Wiguna, 2017). Whereas (Tiara & Sari, 2019) argues that social attitudes are the behavior of a person in response to something in social life. A person's attitude has to do with social life because social interaction expresses the attitude of the person.

According to (Siti Anisah et al., 2021) with a good social attitude, a child can build good relationships with other people in his life, that is, his friends, his parents, siblings and even others around him who know how to respect others or that older person easily agrees or builds relationships with them and they can be responsible for all their decisions.

It can be concluded that social attitudes can be considered as a person's good relationship with others in responding to something in social life. Social attitudes can be seen from how social development is, because social development is a human fire.

RESEARCH METHODS

In this study, the authors used descriptive research with a qualitative approach. Qualitative research is a research method based on the philosophy of protivism, which is used to examine a natural object condition. The descriptive method is a method of examining an object with a system of thought or events in the present (Yanti, 2020).

This research took place at SD Negeri 005 BG, Air Molek, Pasir Penyus District, Indragiri Hulu Regency, Riau. Research data management involves the process of data analysis. This is the step or process of systematically collecting and organizing data,

such as interviews and summarizing it in an easy-to-understand way so that it can be shared. In taking data for this study, the method used was the triangulation method. In order to obtain the necessary data that can be tested for correctness.

RESULTS AND DISCUSSION

Based on the results of research obtained through observation, interviews and documentation to students and teachers of the IVA class at SD Negeri 005 BG, it can be seen that the cultivation of social attitudes has been carried out quite well. Students and teachers' understanding of social attitudes that are indicative of tolerance, confidence, and mutual aid already exists. They argue that social attitudes are attitudes of mutual respect, respect, confidence and helping each other. In the learning process, teachers always emphasize social attitudes in students' daily lives. This can be seen during the learning process which is described as follows:

a. Tolerance

Social attitudes have been seen in most of the students in the IVA class of SD Negeri 005 BG. It is proven when the learning process using the group method of students already shows an attitude of tolerance. Students give each other opinions in turn and listen well when the other group is presenting. Students' tolerance attitudes are often seen during learning in theme 5 (My Hero) Subtheme 1 learning 1 social studies subject. In this study, the material discussed was about the Kings in the archipelago. Students were asked to observe the reading text, discuss and give some examples of the heroic attitudes of the kings. All students respect each other's opinions expressed by other groups.

Neither student imposes his opinion nor cuts off friends while speaking. When there are unresolved problems regarding the example of the heroic attitude of the kings of the archipelago, the teacher responsively guides to make joint decisions. The student airily accepted the agreement even though it differed from his opinion. Furthermore,

when the group friend incorrectly gives the answer the group member does not immediately blame. Together they help each other solve the given questions.

Based on this, it can be concluded that an attitude of tolerance has indeed begun to be instilled in children. According to Poerwadarminto (Muawanah, 2018). Tolerance is an attitude of tolerance between others in respecting and allowing a stance, opinion, view, belief, or other that is different from one's own opinion. Meanwhile, (Rosyidi, 2019) argues that tolerance is an attitude of allowing or allowing establishment (views, opinions, beliefs, habits, behaviors, and so on). From the opinions above, it is known that tolerance is an attitude of mutual respect between each other in various aspects such as opinions, views, habits, beliefs that are different from oneself.

b. Confident

The attitude of self-confidence has begun to be implemented well by IVA grade students of SD Negeri 005 BG. This can be seen when the teacher gives questions in the learning process students are able to answer them with confidence. Self-confidence often appears during civics learning in Theme 5 (My Hero) subtheme 1 learning 1. It can be seen that students are more active in expressing their opinions and answering the questions given by the teacher with confidence. Although there are some answers given inappropriately, the teacher still appreciates his courage.

The teacher asked about which attitudes of king Purnawarman reflected the values of pancasila then students were also asked to name 3 examples of actions in daily life that were in accordance with the meaning of the 4th precept of Pancasila. The student confidently gives the answer according to his understanding.

Furthermore, a confident attitude is seen when there are students who are not quite right when giving answers. Group members work together to find more appropriate answers, do not give up, and discuss again

to answer the questions given by the teacher. From these activities, it can be seen that there is an unyielding attitude and not easily discouraged in students.

The teacher always tries to make the atmosphere of the classroom active. Students are asked to express opinions to each other, ask questions and give conclusions. A confident attitude arises when students are always actively asking questions, giving opinions, and giving conclusions.

However, for a confident attitude, not all students have applied it well. It can still be seen that there are some students who hesitate when giving ideas or ideas that come from their thoughts. They dodge each other when answering or giving questions. They assume they will make mistakes when answering or giving their opinions. This will certainly have an impact on his sense of trust. So that makes students lack self-confidence and become passive. However, teachers always strive to be responsive to provide guidance and motivation that students should dare to try. Thantaway in (Perdana, 2019) explained that self-confidence is a person's mental or psychological state that gives confidence in himself to perform an action. Meanwhile, (Asiyah et al., 2019) defines a confident attitude as a belief in oneself in the ability to do tasks. From the opinions above, we can know that a confident attitude is an attitude of trust and confidence in the abilities possessed.

c. Mutual aid

The attitude of mutual cooperation is certainly one of the attitudes to be achieved when planting social attitudes. Because, the attitude of mutual cooperation teaches children to cooperate with each other and help friends in completing the tasks that have been given. The attitude of mutual cooperation has been well implemented by most of the IVA grade students of SD Negeri 005 BG. This is evidenced by the cooperation they have carried out during group discussions. The attitude of mutual

cooperation appears more often in social studies learning in Theme 5 (My Hero) subtheme 1 learning 2 about the relics of kings that affect the community or region where they live. Students are given the task by the teacher to write down the various forms of relics of the kings and their influence on society. When the student seems to have not mastered the material, there are other members of friends who help him so that the problem is solved properly.

The attitude of mutual aid is also seen when there are students who complain about not understanding the lesson. The members of his group are not just silent and letting. They help re-explain the teacher's explanation so that the student can understand it. However, at the time of working on the task, there are still some students who are passive. This student was more silent and less responsive as the discussion progressed. Of course this will make cooperation within the group disrupted. All students should be able to be active in doing the tasks and responsibilities that have been given. This is reinforced by the theory of Koentjaningrat in (Djamari, 2016) which explains that the attitude of mutual cooperation is an attitude that instills cooperation with each other in an effort to face and solve problems together. Also the opinion of (Rochmadi, 2012) The attitude of mutual cooperation is an attitude that prioritizes cooperation, please help among others.

From the results of this study, it can be seen that IVA grade students of SD Negeri 005 BG have good social interactions and attitudes, but indeed there are still some students who lack confidence, are passive, and are less able to provide their ideas or ideas as group members. Nonetheless, teachers always seek to foster social interaction to students by providing direction and guidance. As well as providing direct examples according to real life and close to the daily life of students. Teachers are also more trying to activate the classroom atmosphere with group discussions.

So that students dare to give opinions and train students to give their ideas and ideas. Teachers always provide direction and guidance to students to carry out their duties and roles properly so that the cultivation of social attitudes is still carried out even though it does take a long time.

The teacher's efforts in improving students' social attitudes are by emphasizing social attitudes in students' daily lives at school, linking learning materials with social attitudes, providing good tauladan suri for students, habituation of social attitudes, cooperation of several parties including schools, families and communities. As well as providing an understanding to the child about the importance of social attitudes and often using group learning methods. Students are formed into small study groups to discuss material or problems in learning. With this group learning activity, it can help students develop their social attitudes such as being more confident in expressing opinions, being able to cooperate with others, being able to respect friends, daring to face challenges, being responsible for their duties and roles in the group and forgiving friends' mistakes. By identifying this group, many students are taught to be able to interact well with their friends. Students are required to be able to appreciate a variety of different opinions, develop themselves, thus forming a disciplined self and being able to socialize.

Instilling social attitudes to students is certainly not easy and requires a long time. In the cultivation of this social attitude certainly has some obstacles. Here are some factors that become obstacles in the cultivation of social attitudes, namely:

a. Student associations in the community

The association of students certainly cannot be monitored by the teacher continuously. Especially in the community environment. Because the community environment has a very wide reach while teachers are only authorized in schools. Currently, students can also use technology according to the development of the times without limits. If there is no awareness from parents and

society to limit then teachers will also have difficulty instilling social attitudes in children. Associations in society must of course be more controlled. The surrounding community must be able to set a good example for students so that students can model these behaviors. What the student sees will be a habituation for him. For this reason, it is necessary to have more supervision from parents regarding children's relationships.

- b. Students' social attitude awareness is still low

When instilling social attitudes in students, of course, a student must have an awareness of how important social attitudes are towards life. What impact will be received if it does not instill social attitudes early on well. In reality, there are still many students who have low social awareness. They think that social attitudes do not have much influence in the learning process. For this reason, students' self-awareness must be grown by always providing direction and guidance as well as real examples directly from teachers, families, and communities.

- c. Innate attitude from home

One of the factors that hinder the growth of social attitudes in children is an innate trait. When children are used to lack of socialization, unable to instill social attitudes in the home environment, it will be difficult for children to do so in the school environment. The child is used to always being alone, unable to put himself among his peers. Children tend to be more introverted and unable to interact well with their friends and teachers at school. Of course, this will be an obstacle factor for teachers in an effort to instill social attitudes in children. Teachers must be able to change student habits, which is certainly not easy. Because that habituation takes quite a long time.

In addition to there are factors that hinder there are also factors that support the implementation of the cultivation of these social attitudes. Factors that can support are well-established cooperation in the school

environment, family, and community. When teachers, parents, and the community have set good examples around students such as giving praise to students who are able to do social attitudes well, warning students who are wrongdoing, guiding students with polite language. Then these things will make the process of instilling social attitudes and habituation in students more effective.

According to (Purnama & Kurniawan, 2018) the supporting factor for the cultivation of social attitudes is the role between parents, teachers and the community. Then the inhibiting factors in the cultivation of social attitudes in students, namely the community environment and technology.

Meanwhile (Fitriyana & Trisharsiwi, 2018) that the cultivation of social attitudes has several supporting and inhibiting factors. Supporting factors that influence the cultivation of social attitudes in students are the cooperation of the family, school, and community environment. Meanwhile, the inhibiting factors that influence the cultivation of social attitudes are uncontrolled association of students in society, low awareness of students' social attitudes, and innate attitudes from home.

CONCLUSIONS AND RECOMMENDATIONS

1. Teachers and students have understood and implemented social attitudes including tolerance, self-confidence, and mutual cooperation.
2. The cultivation of social attitudes in thematic learning is carried out in various ways, namely by always giving emphasis in the learning process, reminding and providing direction in polite and easy-to-understand language for students, providing concrete examples to students, and forming students into study groups. With these things done, it will help students learn to work well together, dare to perform, and be able to tolerate their friends. Habituation to students to social attitudes through thematic learning will make students better acquainted with and understand social

attitudes. In addition, teachers and environments close to students must provide good suri tauladan so that it can help students get more accustomed to implementing social attitudes in their lives.

3. The social interaction that occurs between students and teachers is good enough, even though there are some students who still lack confidence, have not been able to express their ideas or ideas, and are passive. Teachers strive by emphasizing learning, providing advice and guidance to providing group learning methods. Teachers try to increase the activeness of the classroom atmosphere so that students are more confident by interacting in the group when other groups ask questions. Reminding children to value friends and cooperate with each other.
4. At the time of instilling social attitudes is certainly not easy. There are factors that support and hinder the process. A supportive factor in the cultivation of social attitudes is the cooperation of various environments such as schools, families and communities. Providing advice and guidance as well as praise for students who are already able to apply social will provide high motivation to students. Meanwhile, the factors that hinder the instillation of social attitudes are student associations that cannot be panatauned continuously, low awareness of students' social attitudes, innate poor behavior. Solutions that can be done are the provision of a good suri tauladan for students, habituation to social attitudes, cooperation of several parties including schools, families and communities, providing understanding and reminding children about the importance of social attitudes.

The application of social attitudes carried out by class IV A teachers of SD Negeri 005 BG is directly integrated in thematic learning. Teachers seek to relate learning materials to social attitudes that they want to emphasize to students. In addition, teachers also try to provide examples of real behavior to students and collaborate with the

environment that is close to students such as the family, school and community environment. Forming social attitudes is not easy, it takes a long process to get satisfactory results. In the cultivation of social attitudes, of course, there are various supporting and inhibiting factors in it. In accordance with the opinion of Mednick and Higgins (Fitriyana & Trisharsiwi, 2018) "the formation of social attitudes is influenced by norms, culture, personality traits of individuals, information that individuals have been receiving".

(Rismayani et al., 2020) Explaining that the cultivation of social attitudes in students can shape the pattern of student life from now to adulthood. Social attitudes are developed, expressed repeatedly, and carried out in the same way in a social group. It is hoped that by familiarizing students and setting a good example, it can shape their social attitudes. Therefore, the role of the teacher is very important in instilling social attitudes in students while in school.

Some suggestions that the author can give are as follows:

1. For students, they should be able to have more confidence in their abilities. Don't be afraid of mistakes before you dare to try. Do the tasks that have been given, and work well together because with cooperation work will be easier.
2. For teachers, they should maintain the cooperation of all parties who play an important role in shaping social attitudes such as the school environment, family and community.

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