
Social Caring Behavior of Elementary School Students in Interacting with Peers

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Social Caring Behavior of Elementary School Students in Interacting with Peers

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Abstract: Childhood has an important role in human growth and development. For many people, character education is applied in the family, school, and community environment as an effort to instill positive character values in children, one of which is social care. This positive character emphasizes sympathy and empathy for those who need help. Instilling social care can be carried out by parents, teachers, and the community. Consequently, children interact daily with their peers as individuals and social beings. Children's interaction behavior is also influenced by the emotional and cognitive aspects that influence social care behavior in the form of attitudes and speech. Various symptoms in interacting with peers give rise to feelings of sympathy or antipathy towards appropriate and inappropriate behavior in the environment where children interact with peers, especially in the school environment. This study aims to describe the results of character analysis of social care behavior through descriptive qualitative methods with students at Panyileukan Elementary School, Kacapiring Elementary School, and Bhakti Nusantara Elementary School in Bandung. Forms of social care for children appear in the form of words, attitudes, and actions. Social concern in the form of greetings: asking about the condition/condition of friends, comforting friends who are feeling sad or in trouble, providing moral support to friends who are facing problems, and reprimanding/advising friends when friends make mistakes. Students' social concern is in the form of not being able to stay silent and not being able to accept a symptom that appears not in accordance with human and social norms. Actions carried out by students as a form of social care are providing assistance, protection, and mediating in times of conflict.

Keywords: Social Caring Behavior, Elementary Students, Interaction with Peers

A. Introduction

Humans are created by God Almighty. All humans are equal and have human rights. Accordingly, the position of Indonesian citizens is regulated in the UUD 45. After all, elements of the Indonesian state are the people who live in the territory of the Republic of Indonesia. In this regard, Winarno (2020: 79) stated that "His position as a citizen creates a relationship in the form of status (identity, participation, shared values, with reciprocal rights and obligations).

As individuals and social beings, humans cannot live separately from each other. In social interaction, contacts sometimes cause various conflicts because each party has its interests. Conflict does not only occur among adults but also among children.

Education is part of the process of character formation that lasts a lifetime, from the cradle to the end of life. Social concern is part of a positive character that all human beings, including children, must own. If all humans, especially children, have qualified social awareness, then the number of cases of bullying will decrease. Social care is an attitude that shows sympathy and empathy for someone and someone who needs help.

In this regard, it is necessary to conduct a study in an effort to analyze the social caring character of elementary school children in interacting with peers. Children are human beings experiencing a period of growth and development and have the unique characteristics of children who need guidance to form a noble character.

Social concern is an attitude and action with a social spirit that helps each other create a harmonious and peaceful environment. If you witness a misfortune both within and outside the school environment, manifest it with a sense of empathy, collect aid funds, show concern, and volunteer to help. Darmiatun (2013) stated that indicators that can be used to describe the character of social care are: (1) being helpful, (2) being tolerant, (3) doing social action, and (4) having a noble character. The five indicators are the reference for the question instrument in the distributed questionnaire.

Based on the results of Apriyani's research (2021), the social care attitudes of elementary school students in Kalideres District were in the high category on average. In detail, 50 students, with a percentage of 63.2%, have a high social life. With a mean of 71.51 out of an ideal mean of 66.5, the social care attitude of elementary school students in Kalideres District has exceeded the expected average, so the average student has a high social spirit. The level of social awareness of elementary school students was as follows: low 14%, medium 23%, and high 63%.

Teachers have a responsibility to set an example for students. Examples of social care teachers give to students include helping students who experience difficulties. Teachers also carry out spontaneous activities by admonishing and advising students who don't care about friends and through conditioning by installing rules of conduct, student codes of ethics, and related posters. With social care, teachers also condition the class with group work so that students work together and help their peers.

In this regard, the authors conducted research at Panyileukan Elementary School, Kacapiring Elementary School, and Bhakti Nusantara Elementary School in Bandung. This study involved 105 male and female respondents from grades 1 to 6.

Humans are social beings who cannot live separately from one individual to another. Ministry of National Education (2010: 29) states that social care is an attitude and action that always wants to help others. In line with Zamroni (2011: 170), he stated that social care is an attitude and action that always wants to provide assistance to people in need. Noddings (2002: 12) also revealed that when someone cares about other people, they will respond positively to what others need and express it in action.

Samani and Hariyanto (2012: 51) stated that social care is the act of treating others politely, acting politely, being tolerant of differences, not liking to hurt others, not taking advantage of others, being able to work together, willing to be involved in community activities, loving humans and other creatures, loyal, and peace-loving in dealing with problems. Social care plays an important role in forming socially sensitive individuals with attitudes and actions who always want to assist others in need. In addition, without the value of the character of social care, solidarity between people will not work well. Positively, social care provides many benefits, both morally and materially. It is hoped that students will have the character of social care and be able to embed it in everyday life.

Samani and Hariyanto (2012: 51) mentioned indicators that can be used to describe the character of social care as follows: 1) Treating other people politely, 2) acting politely, 3) being tolerant of differences, 4) Do not like to hurt others, 5) Not taking advantage of others, 6) Able to work together, 7) Willing to be involved in community activities, 8) Loving humans and other creatures, and 9) Love peace in dealing with problems.

One of the factors that can influence the increase in students' social care is based on their environment. The environment in question is where a person lives and interacts with other people, commonly called the social environment. Setiadi et al. (2012: 66) stated that the social environment refers to the environment in which a person carries out social interactions with family members, friends, and other larger social groups.

Degeng (2013: 95-96) stated that attitude is a complex mental state of the learner that can influence his choice to take actions that are personal to other people, objects, or events. The student has an attitude if he has chosen to do the same action in a repeated situation. Behavior only shown in one situation cannot be used as an attitude indicator.

Attitudes appear only when there is consistent behavior in similar situations. Social care character attitudes are attitudes and actions that always want to provide assistance to others in need and empathy for others. In order for the attitude of the social caring character to develop consistently, a learning condition is necessary. The learning condition can change a person's attitude after being involved.

Learning conditions can be divided into internal and external. In the internal conditions for learning attitudes, students need to recall models that show certain attitudes (Degeng, 2013: 97). This means that students remember information and intellectual skills that are relevant to the desired action.

Internal conditions are abilities already existing in the individual before he learns something new that is produced by a set of transformation processes. Meanwhile, to learn attitudes to external conditions, students are given the opportunity to observe behavioral

models and obtain personal action choices (Degeng, 2013: 100). In order for students' social caring character attitudes to develop, students are given the opportunity to observe behavior models directly, for example, the teacher provides direct examples to students by providing examples of how to act and how to behave that shows concern for others. Students know that the attitude of a socially caring character is an attitude that always wants to assist others. When students can understand what actions are included in social care attitudes that exist in the social environment, students will apply and care about their social environment.

B. Research Method

Referring to the purpose of this research, the research applied a qualitative approach with descriptive-analytical methods. Sugiyono (2015) stated that the descriptive method is used to describe or analyze a research result but not to draw broader conclusions. This method is considered the most appropriate for dissecting the various problems being researched, namely analyzing the social care behavior of elementary school students in interacting with peers. This study used a material approach and visualization of the instruments that had been made.

In this study, the researchers made research instruments in accordance with the research objectives to be achieved by observation and documentation techniques, including 1) direct observation. The direct observation technique is the most widely used data collection technique in qualitative research. The observation technique is a method that directly comes to the intended object. In this process, the researcher acted as an observer. A separate approach was necessary when the observation took place, so the expected data can be obtained easily through 2) questionnaire. This study used a questionnaire instrument filled in by data sources to determine the factual conditions of elementary school students' social care behavior in interacting with peers. Lastly, 3) an interview was also held to obtain relevant data.

C. Discussion

Basically, elementary school students have social concerns. Their views and behavior related to social care vary according to their level of mental maturity, which is also influenced by physical age.

The data instrument was a questionnaire comprising 20 statements with a Likert scale containing 5 alternative answers. Score 5 for the highest score and score 1 for the lowest score. From the statement items, the highest score was 80, and the lowest score was 53. Further analysis, the mean was 71.51, the median was 74, the mode was 80, and the standard deviation was 7.24. Next, a search for the frequency distribution is carried out. The most frequency of social care questionnaire scores lies in the 75-79 interval with 24 students (30.3%), and the least lies in the 50-54 interval with 2 students (2.5%).

The indicators used to describe the character of social care are as follows: 1) Treat others politely, 2) Act politely, 3) Tolerant of differences, 4) Do not like to hurt others, 5) Not taking advantage of others, 6) Able to work together, 7) Willing to be involved in community activities, 8) Loving humans and other creatures, and 9) Prefer peaceful method in dealing with problems.

Attitudes of early-grade students (grades 1 to 3) in social care behavior tend to be simpler than higher-grade students (grades 4 to 6). The level of students' thinking skills also influences interaction and behavior with friends in the school environment. The higher the age of the child, the more complex his thoughts and considerations are in aspects of social care in the form of attitudes, speech, and actions. Children's mental maturity level also influences the form of variations in student behavior in responding to various symptoms.

Student participation in social care may vary. At least there are 3 forms of participation, according to Koentjaraningrat (1994) in Saifullah & Nurmalia, (2008), (a) in the form of energy, (b) in the form of thoughts, and (c) in the form of material (objects).

Language communication is something that cannot be separated from human life. However, language behavior is a vital aspect of human life when interacting with others to express aims and objectives.

Forms of social care displayed in students' language behavior include expressing empathy and sympathy for friends. There is a tendency for students to ask for news not only because they want to know the condition of their friends but also because of matters related to their relationship as schoolmates. Longing for friends in joint activities is one reason students ask about their friends' condition. Concern for the conditions experienced by friends creates a sense of sympathy that encourages students to really know the situation. Students who do not have close relationships with friends or rarely communicate with friends tend to never ask about the condition of their friends.

Children, as humans, have feelings and thoughts. There was a time when humans experienced happiness, sadness, and anger. Many factors cause this to happen, including in the school environment. Social care is carried out by students in the form of attitudes and speech by trying to provide solutions to existing problems, both in the form of speech, labor assistance, and materials. This arises due to the sympathy of students for friends.

Solidarity towards friends is one of the factors that cause the emergence of student concern for friends. Caring for a student is done by providing assistance in the form of advice, suggestions, and physical actions in the form of helping his friend's work. The frequency of interacting with friends causes an attitude of mutual indifference because, among friends, there is often an attitude of mutual help and tolerance. Students do good and avoid bad things associated with sin and reward. In this regard, Wiyani (2015) stated that moral and religious development in children is related to their ability to understand and perform good behavior and avoid bad behavior based on the teachings of their religion.

Religious considerations arise in students from the teachings they receive from the family and school environment. The family is the closest educational environment for students. In this regard, Muharram (2006) stated that there is a tendency for children to receive teachings from their families without filtering them.

Students do good and avoid bad things associated with sin and reward. Muharram (2006) stated that divinity is one of the principles of education. This concerns the beliefs held as guidelines in religious life.

Antipathy towards friends arises because he and the people in his environment are disturbed by his comfort and calm. The students addressed this by reprimanding and scolding him. The attitude of empathy in students is influenced by the teachings of the religion they adhere to. Students do good and avoid bad things associated with sin and reward. Religious considerations arise in students from the teachings they receive from the family and school environment.

In interacting, tensions or conflicts sometimes arise, which lead to physical violence in the form of fights or fights. This happens because one or both parties have different interests. Every conflict requires a resolution. As a form of concern for fellow friends, students break up fights and fights because they are worried that the fights will continue and damage the conduciveness of friendship at school. The teacher's guidance and direction also influence this problem because school is one of the places for forming student character. Muharram (2006) stated that teachers are good educators, so it becomes hope for students to take exemplary values. A school is a place that applies character and ethical values. It is a conditioning factor for students in responding to problems in the school environment.

The attitude of students who do not take any action or remain silent when conflicts occur among their friends is not always a form of indifference. They are silent, considering 1) someone has solved the problem, and 2) he worries that he will be affected by conflicts between his friends.

Conflicts sometimes occur in the interaction between the teacher and students so that the student gets a reprimand from the teacher. The indifference and indifference of the students emerged in the incident. Students who have solidarity tend to advise their friends to be better so they don't get scolded anymore. Students who know their friend is innocent will explore the problem that actually happened and then clarify it to the teacher. Shiva, who does not react, does nothing and does not do anything, could be because his friend made a mistake or some are afraid of their teacher. Superiority also plays a role in this matter.

Bullying does not always happen. This is relevant to the students' view that this behavior has never been taught by the teachers, so students avoid bullying their friends. In this regard, Al Qahthani (2013) states that a child will intentionally or unintentionally imitate his teacher and friends regarding their speech and behavior. Children imitate what is happening in the society surrounding them, good or bad. Children will imitate people who live with or relate to them. The person who is imitated must be a person who is a good role model and a proper example because, for children, imitating is an important part of habitual behavior.

Family and school environment factors play an important role in shaping anti-bullying social care behavior. This plays an important role in the formation of a child's positive character.

As individual creatures as well as social beings, children want to have lots of friends. They try to maintain friendships by refraining from scolding and fighting with friends. The act of forgiving a friend's mistakes is a consideration for friends in maintaining friendships.

Social care is a form of children's love and affection for friends. This is a reason for the anti-bullying attitude instilled by students as part of the school community. In this regard,

Megawangi (2004) said that family factors play an important role in shaping children's character. However, the school environment greatly influences this social-emotional maturity from preschool to adolescence.

Forms of children's social care appear in the form of words, attitudes, and actions. Social concern in the form of greetings, namely: asking about the condition/condition of friends, comforting friends who are feeling sad or in trouble, providing moral support to friends facing problems, and reprimanding/advising friends when friends make mistakes. Students' social concern is in the form of not being able to stay silent and not being able to accept a symptom that appears not in accordance with human and social norms. Actions carried out by students as a form of social care can be in the form of providing assistance, protection, and mediating in times of conflict.

D. Conclusion

Elementary school students have social concerns. Their views and behavior related to social care vary according to their level of mental maturity, which is also influenced by physical age. The higher the age of the child, the more complex his thoughts and considerations are in aspects of social care in the form of attitudes, speech, and actions. Children's mental maturity level also influences the form of variations in student behavior in responding to various symptoms. Based on the research that has been done, the mean is 71.51, the median is 74, the mode is 80, and the standard deviation is 7.24. Next, a search for the frequency distribution is carried out. The highest frequency of social care questionnaire scores lies in the interval 75-79 with 24 students (30.3%) and the least lies in the interval 50-54 with 2 students (2.5%).

Attitudes of early-grade students (grades 1 to 3) in social care behavior tend to be simpler than higher-grade students (grades 4 to 6). The level of students' thinking skills also influences interaction and behavior with friends in the school environment. The higher the age of the child, the more complex his thoughts and considerations are in aspects of social care in the form of attitudes, speech, and actions. Children's mental maturity level also influences the form of variations in student behavior in responding to various symptoms.

Social concern in the form of greetings can be expressed by asking about the condition of friends, comforting friends who are feeling sad or in trouble, providing moral support to friends facing problems, and reprimanding/advising friends when friends make mistakes. Actions carried out by students as a form of social care are providing assistance, protection, and mediating in times of conflict.

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