
STRENGTHENING STUDENTS' SOCIAL-EMOTIONAL COMPETENCE THROUGH IPS LEARNING IN PRIMARY SCHOOL

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ABSTRACT

Indonesia is a heterogeneous country with an extraordinary level of diversity in various aspects of life, including religion, culture, and language. This diversity affects people in interacting and communicating, of course, it will be difficult to adjust to the changes that occur in these different social environments. On the one hand, cultural diversity can add to the cultural repertoire of the nation, but on the other hand, it can have a negative impact on the fading of the nation's character. This can be seen from the many people who have individualism, intolerance, like to spread hoax news and use technology less wisely. The existence of this problem can trigger disharmony and disharmony in the social life of the community. Based on this phenomenon, it is necessary to take preventive action through education, one of which is by strengthening social studies learning in schools. The purpose of social studies learning itself helps students become good citizens and have social intelligence in maximising their role in the family and community environment. The method used in this study is a qualitative method using three data collection techniques, namely the first observation, second interview, third documentation. Then the researcher's data analysis technique uses the main data, namely data reduction, data analysis, and conclusions. Based on the results of the research that we observed how to strengthen the social spirit of children through social studies learning teachers provide understanding, support along with examples of behaviour that illustrates a positive social spirit towards students. The teacher becomes a *roll* model for students, the term teacher gives an example first how to behave socially towards peers, such as helping friends who are in trouble.

Keywords: Social Studies Learning, Strengthening Social Spirit, Cultivating Children's Social Spirit

ABSTRAK

Indonesia negara yang heterogen dengan tingkat keberagaman yang luar biasa dalam berbagai aspek kehidupan, termasuk agama, budaya, dan bahasa. keberagaman ini mempengaruhi masyarakat dalam berinteraksi dan berkomunikasi tentunya akan sulit untuk menyesuaikan diri dengan perubahan yang terjadi di lingkungan sosial yang berbeda-beda tersebut. Pada suatu sisi keanekaragaman budaya dapat menambah khasanah budaya bangsa, namun pada sisi lain dapat berdampak buruk terhadap luntarnya karakter bangsa hal ini dapat terlihat dari banyaknya masyarakat yang memiliki sifat individualisme, intoleran, suka menyebarkan berita hoax dan pemanfaatan teknologi yang kurang bijak. Dengan adanya masalah ini dapat memicu ketidak harmonisan dan ketidak akuran dalam kehidupan sosial masyarakat.

Berdasarkan fenomena tersebut perlu dilakukan tindakan prefentif melalui jalur pendidikan, salah satunya dengan menguatkan pembelajaran IPS di sekolah. Tujuan pembelajaran IPS itu sendiri membantu siswa menjadi warga Negara yang baik dan memiliki kecerdasan sosial dalam memaksimalkan perannya di lingkungan keluarga maupun masyarakat. Metode yang di gunakan dalam penelitian ini adalah metode kualitatif dengan menggunakan tiga teknik pengumpulan data yaitu pertama observasi, kedua wawancara, ketiga dokumentasi. Kemudian teknik analisis data peneliti menggunakan data utama yaitu reduksi data, analisis data, dan kesimpulan. Berdasarkan hasil penelitian yang kami amati bagaimana penguatan jiwa sosial anak melalui pembelajaran IPS guru memberikan pemahaman, dukungan beserta contoh perilaku yang menggambarkan jiwa sosial yang positif terhadap peserta didik. Guru menjadi *roll model* untuk para siswa istilahnya guru memberikan contoh terlebih dahulu bagaimana berperilaku sosial terhadap teman sebaya yaitu seperti membantu teman yang sedang kesulitan.

Kata kunci: Pembelajaran IPS, Penguatan Jiwa sosial, Penanaman Jiwa Sosial Anak

INTRODUCTION

The challenges of life in the era of globalisation require everyone to be able to adjust. Globalisation followed by the spread of culture across countries is a real phenomenon that cannot be rejected and must be faced. As Indonesian citizens, it is very difficult for us to face and adjust to the changes that occur in the social environment. On the side of cultural diversity can add to the cultural repertoire of the nation, but on the other hand it can have an adverse impact on the fading of the nation's character.¹ This can be seen from the increasing number of people who have an individualist attitude, intolerance, like to spread hoax news and the use of information technology that is not wise. The presence of this problem can trigger disharmony and disharmony in the social life of the community. Based on this phenomenon, it is necessary to take preventive action through education, one of which is .²

Based on the results of the analysis it can be found that the application of 5S culture in social studies learning to strengthen the social character of students includes habituation activities. In the habituation of students applying the 5S culture is inseparable from the guidance and exemplary/example done by the teacher in the application of the 5S culture (smile, greeting, greeting, polite, courteous) to be imitated

¹Syahru Ramadhan, "Pembelajaran Sd/Mi Berbasis Sekolah Ramah Anak Di Mi Wahid Hasyim Yogyakarta," *eL-Muhbib: Jurnal Pemikiran dan Penelitian Pendidikan Dasar* 2, no. 2 (2020): 87–101, <https://doi.org/10.52266/el-muhbib.v2i2.386>; Djusmalinar Djusmalinar dan Fajar Dwi Mukti, "The Urgency OF Technology-Based Education FOR Primary School IN Indonesia," *Waniambey: Journal of Islamic Education* 3, no. 1 (2022): 12–23.

²N Nursaptini dan A Widodo, "Urgensi Penguatan Pembelajaran IPS di Sekolah dalam Menghadapi Tantangan Globalisasi Dan Keanekaragaman Budaya," *Jurnal ...*, 2022.

by students. The application of the 5S culture is able to provide an understanding of students about the importance of politeness values and provide direct education to students so that it can be realised in everyday life. The supporting factors for the application of the 5S culture to strengthen social character are inseparable from teacher resources in teaching and learning activities in the classroom who always provide motivation, direction, guidance, role models, in getting students used to applying a culture of smiles, greetings, greetings, courtesy, courtesy.³ As for the problems faced by students when the 5S culture is not applied by students, especially regarding politeness, courtesy, they will not pay attention to the interests of others, disturbing the learning atmosphere, for example, fighting in class, disturbing friends, disrespecting teachers so that it inhibits the development of other children to learn. Factors inhibiting the application of 5S include; first, internal factors, namely factors influenced from within the students themselves, namely there are still students who have not fully routinely implemented the 5S culture. Second, external factors, namely the environment where students play, grow and develop also affects the character of students. In addition, the role of parents is also very influential important in shaping, building, and developing children's social character values .⁴

Learners vary in their innate talents, mainly due to different environmental influences. With education, efforts to develop students' innate talents are easier to achieve.⁵ The nature of social studies learning that aims to help students become good citizens and have social intelligence in maximising its role in the family and community environment.⁶ The results of this study indicate that the process of instilling social attitudes of students through social studies learning can be instilled with social studies learning strategies used by teachers, the ability of teachers to provide examples of good interaction attitudes to students both inside and outside the classroom, and when giving

³Ilham Ilham, Syahrul Ramadhan, dan Agus Salam, "Problem Pendidikan Islam Di Madrasah Ibtidaiyah Dan Upaya Mengatasinya," *eL-Muhbib: Jurnal Pemikiran dan Penelitian Pendidikan Dasar* 6, no. 2 (2022): 164–79, <https://doi.org/10.52266/el-muhbib.v6i2.1218>.

⁴A Puspitasari, "Penerapan Budaya 5S Dalam Pembelajaran IPS Sebagai Penguatan Karakter Sosial Siswa Di MTs Al-Azhar Kecamatan Sampung Kabupaten Ponorogo," 2022.

⁵Syahrul Ramadhan, "Kreativitas Guru Sd/mi dalam Mendesain Pembelajaran Pai dan Implikasinya terhadap Penanaman Sikap Toleransi Siswa di Min 1 Sila," *KREATIF: Jurnal Studi Pemikiran Pendidikan Agama Islam* 18, no. 2 (2020): 181–205.

⁶S Syarifuddin dkk., "Implementasi Pembelajaran Tematik Pada Tema Makhluk Hidup Dalam Meningkatkan Minat Belajar," *Jurnal PACU Pendidikan Dasar* 2, no. 2 (2022).

positive sentences that contain the value of social attitudes at the beginning of learning.⁷ Teachers are used as a reference in the formation, development, and change in the social attitudes of students, teachers not only provide explanations but teachers should also try to provide real examples of how to practice social attitudes to students in order to be applied in everyday life.⁸

In social studies subjects at the primary school level, teachers are required to be able to maximally develop the potential and competence of students. Among the competencies that can be developed according to the implementation of the independent curriculum is the Social Emotional Competence of Students. This competency is an embodiment of the concept of Social Emotional Learning. In its application, teachers can create a learning climate that can help students in their social emotional development.⁹ The main goal in implementing students' social emotional competencies is for students to realise the importance of living together, being able to collaborate with peers, understanding social reality and caring about matters relating to other people's problems.

So far, education in Indonesia still makes moral crisis as a multidimensional crisis that always haunts the Indonesian generation. Schools are also faced with morality that has shifted and is not in accordance with universally understood virtues.¹⁰ Meanwhile, students are the hope of parents and the State in creating a better life order in the future. The actualisation of the virtues that are the main hope in the application of learning in schools continues to change so that sometimes the basic principles in the application of learning also undergo significant changes. With the implementation of an independent curriculum, positive expectations can be achieved if the values and philosophy can be applied optimally by teachers. The philosophy of serving students and developing

⁷Hermansyah Ilham, "Pendidikan Moral Anak Usia Sekolah Dasar Dalam Perspektif Al-Gazali dan Implikasinya Pada Pembentukan Karakter Siswa," *KREATIF: Jurnal Studi Pemikiran Pendidikan Agama Islam* 21, no. 2 (2023): 260–71.

⁸S N Oktaviani, "Penanaman sikap sosial melalui pembelajaran IPS Pada siswa kelas V di SDN 2 Telagawaru Tahun Pelajaran 2021/2022," 2022; Ni Nyoman Lisna Handayani, "Determinasi Model Rekonstruksi Sosial Vigotsky Berbasis Teknik Scaffolding terhadap Sikap Sosial dan Hasil Belajar IP," *Lampuhyang* 14, no. 1 (2023): 11–30, <https://doi.org/10.47730/jurnallampuhyang.v14i1.326>; Nurhariani Suci dan Nurhariani Suci, "Penanaman Sikap Sosial Melalui Pembelajaran IPS di Kelas VII MTsN 1 Mukomuko," *Jurnal Dinamika Sosial Budaya* 25, no. 1 (2023): 381–381, <https://doi.org/10.26623/jdsb.v25i1.6998>.

⁹Ilham, "Pendidikan Moral Anak Usia Sekolah Dasar Dalam Perspektif Al-Gazali dan Implikasinya Pada Pembentukan Karakter Siswa."

¹⁰Syahru Ramadhan Nurul Izati Mardiah, Luthfiyah, Anwar Sadat, Ihlas, Yayuk Kusumawati, "Analisis Pergerakan Pendidikan Perempuan Serta Kiprah Siti Walidah di Aisyiyah," *Tajdid : Jurnal Pemikiran Keislaman dan Kemanusiaan* 6, no. 1 (2018): 60–74.

student competence by understanding the nature of children in accordance with the thoughts of Ki Hajar Dewantara can be implemented so that the process of developing students' Social Emotional Competence can be applied optimally.¹¹

Among the values of Social Emotional Competence that can be developed by teachers through various learning activities at school are self-awareness, self-management, social awareness, relationship skills and responsible decision making. If teachers are able to develop these competencies, then students will be born who have a soul and high social sensitivity. In the journey, students are only required to be able to master all the material taught, but must also be able to show attitudes and skills in accordance with the knowledge and values that have been taught. Students who are able to apply Social Emotional Competence in everyday life will also find it easier to control their emotions so that they are not quick to anger, despair, and these students will be more creative, innovative and will become future leaders.¹²

To answer the various problems that have been raised by the researchers above, schools as educational institutions in Indonesia must come up with various innovations and programmes that can answer the expectations as previously mentioned¹³. In accordance with the Ministry of Education and Culture Regulation that schools, especially at the primary school level, are required to implement the Merdeka Curriculum, with that, schools and teachers are obliged to be able to apply the concept of social-emotional learning as a form of actualisation of the development of students' social-emotional competencies. Among the schools that are actively involved in implementing learning that develops students' social emotional competencies is primary school 12 Sarae Kota Bima.

Based on the results of initial interviews at primary school 12 Sarae Kota Bima, that the application of social attitudes and the cultivation of children's social spirit is not fully implemented in the school environment, there are still many students who are

¹¹Ahmad dkk., "Menumbuhkan Karakter Positif Siswa Melalui Tayangan Inspiratif di SDN Inpres Nanga Ni'u Desa Karampi," *eL-Muhbib: Jurnal pemikiran dan pendidikan dasar* 7, no. 1 (2023): 119–31.

¹²Syahru Ramadhan dan Dewi Masitha Syafruddin, "EFEKTIVITAS PENERAPAN MEDIA VIDEO ANIMASI PADA PEMBELAJARAN TAHFIDZ Institut Agama Islam Muhammadiyah Bima ARTICLE INFO," *KREATIF: Jurnal Studi Pemikiran Pendidikan Agama Islam* 21, no. 2 (2023).

¹³Ayu Sholina dan Fajar Dwi Mukti, "Kecerdasan Emosional Peserta Didik Di Sd Takhasus Al-Quran Kalibeber Wonosobo," *dalam Jurnal Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah* 2, no. 1 (2019); Fajar Dwi Mukti dan Ayu Sholina, "Level of Self-Regulated Learning of Students at Takhasus Elementary School Al-Qur'an Kalibeber Wonosobo," *Southeast Asian Journal of Islamic Education* 4, no. 2 (20 Juni 2022): 209–20, <https://doi.org/10.21093/sajie.v4i2.4363>.

reluctant to help each other, lack empathy and lack of respect for their peers. Likewise, the results of observations that researchers observed were not much different from the results of initial interviews where in the observation activities the character of some students was not good such as disturbing friends, not respecting friends' opinions, and tending to talk to themselves when the teacher delivered material in class. Based on the description of the problem above, the researcher feels it is important to raise the title of the report, namely: "Strengthening Children's Social Spirit Through Social Studies Learning at primary school 12 Sarae Kota Bima".

RESEARCH METHODS

This research uses qualitative research. Qualitative research method is a method used to answer research problems related to data generally in the form of narratives sourced from interview activities, observations, extracting documents¹⁴. Therefore, in this study researchers obtained data through three techniques, namely the first observation, the second interview and the third documentation so that researchers could obtain information properly. Then the researcher's data analysis technique uses the main data namely data reduction, data analysis, and conclusions. A true research is to find the truth. Truth that is not justified, but truth that is really, really true. Because the truth is what will be used as a basis for action not assumptions. To get the truth, a research should be based on good rules so that the results can be trusted. In qualitative research, the methods usually used are interviews, observations, and document utilisation. Qualitative research in terms of other definitions is stated that it is a research that uses open interviews to examine and understand the attitudes, views, feelings and behaviour of individuals or groups of people, including about activities or activities related to strengthening the social spirit of children in social studies learning.¹⁵

RESEARCH RESULTS AND DISCUSSION

Social studies learning is learning in which there is a discussion of social society, in social studies learning there are several important points that must be considered, namely social interaction, tolerance, morals, and strengthening the social spirit. One of

¹⁴W Wahidmurni, "Pemaparan metode penelitian kualitatif," 2017.

¹⁵S P Rukin, "Metodologi penelitian kualitatif," 2019.

the objectives of social studies is that students have the basic ability to think logically and critically, as well as a good social spirit .¹⁶

Forms of Social Emotional Competence Development

1. Self-awareness

Students who are aware of their position and existence are the most important part of the emotional control process. In the form of actualisation, teachers realise that every student must have potential and competence, talents, interests that must be facilitated by teachers with various learning activities and programs at school. At primary school 12 Sarae Kota Bima, teachers often position students as the main actors in the application of learning. Teachers realise that there are no stupid students, only teachers who are unable to maximally develop students' competencies. Among the activities that facilitate the development of students' self-awareness are singing with emotional nuances that at the same time introduce students according to their talents and interests, sharing stories about students' personal experiences, and so on. . All activities that can maximally develop students' self-awareness are carried out with full feeling and soul that really grows from the students themselves.

2. Self-Management

This competence is the most important and inseparable part of the competence of self-awareness. Because students who have been able to know themselves, then they must be able to control themselves so that they are not on the wrong path. Sometimes the student's emotional condition can change according to his taste and enthusiasm, the development of this competency can also help students to close the space that can hinder the process of potential growth and development. In its application, the teacher can together with students do game activities with a focus point on how to prevent the student from making mistakes that have an impact on punishment. Self-management can also be developed through the implementation of Islamic programmes, as has been implemented at primary school 12 Sarae Kota Bima such as reciting the Koran, carrying out IMTAQ activities, praying in congregation and so on.

3. Social Awareness

¹⁶M Syaifullah, "Meningkatkan Keterampilan Sosial Peserta Didik Usia Dasar Melalui Pembelajaran IPS," ... : *Jurnal Pendidikan dan Pembelajaran* ..., 2021.

Teachers and parents have an important role in the development of children's social spirit. In their role as teachers, they must provide understanding, support and examples of behaviour that illustrate a positive social spirit towards students. Likewise, parents certainly have different parenting patterns, including: authoritarian parenting, democratic parenting, and permissive parenting. Parenting patterns in primary school children include providing physical, mental, emotional, moral, and social stimuli that will encourage optimal child development. Parenting style towards their children will affect the social development and personality of the child.¹⁷

Based on the results of the research that we learned about the efforts of teachers in developing the potential that children already have, namely by; *first* instilling knowledge, *second* changing attitudes and behaviour in order to become children who have character, *third* strong traits and personalities through teaching, *fourth* character value training instilled in primary school children. The cultivation of character values in question includes: religion, integrity, mutual cooperation, independence, and nationalism. In primary school children's education, the focus is not only on cognitive achievement but also on affective achievement, thus the hope of creating and developing moral children's character and character can be achieved. The objectives of instilling early childhood character education include: placing character values as a generator for the development of a national education platform to improve the quality of 21st century education through harmonisation supported by an educational environment and building community socio-cultural networks as a learning resource to support the national movement for mental revolution (GNRM) which is useful for preparing learners from an early age to be able to compete globally in the future.¹⁸

In children's character education, parents play an active role in providing education in the form of basic understandings of character and morals. Children are guided and guided by example, discipline, motivation, habituation, preservation and conducive development. As well as an educational atmosphere that helps develop their social environment. And parents have a pattern to guide children's social

¹⁷K D Dhiu dan Y M Fono, "Pola Asuh Orang tua terhadap perkembangan sosial emosional anak usia dini," ... : *Jurnal Inovasi Pendidikan Anak Usia Dini*, 2022.

¹⁸U Hasanah dan N Fajri, "Konsep pendidikan karakter anak usia dini," ... : *Jurnal Inovasi Pendidikan Anak Usia Dini*, 2022.

behaviour character by applying leadership attitudes democratically based on the development of children's social behaviour character. Then by parents fostered in harmony because of the cooperation and strengthening of character education from schools and teachers intensively and continuously .¹⁹

4. Relationship Skills

In developing this competence, teachers and students can carry out learning activities such as group discussions. The teacher asks a question and instructs the students in the group to find answers, find solutions to various problems faced by looking and paying attention to the surrounding conditions, peers and last but not least interaction and collaboration with friends. Students must realise that every friend must have abilities and advantages, so it is necessary to be utilised and empowered in accordance with the targets and goals to be achieved together. This competency, if developed, can make students agents of change and at the same time will become future leaders.

5. Responsible Decision Making

In the world of students, individual ego is still very strong and can influence their thoughts and actions. Sometimes students in making decisions do not pay attention to the people around them, do not pay attention to the principle of benefits and benefits of many people. From this, the teacher is in a strategic position to be able to change negative habits carried out by students through the application of learning in class and outside the classroom such as habituation to share, role play, group discussions, and so on.

Implementation of social studies learning in elementary/middle school:

Learning is essentially a process of change in personality in the form of skills, attitudes, habits and intelligence. Learning is an interaction between educators and students where the educator's efforts in providing an understanding of something to be permanent. This change is permanent in behaviour that occurs as a result of practice or experience.²⁰ . Social studies learning is one of the lessons that can integrate character values in its learning. This is related to the purpose of social studies, namely, to equip students to become good citizens, and can face various problems that occur in the

¹⁹T Nida, "Pendidikan karakter perilaku sosial anak usia sekolah dasar dalam keluarga di kota banjarmasin," *Tarbiyah: Jurnal Ilmiah Kependidikan*, 2019.

²⁰I F Zahroh, "Integrasi Nilai-Nilai Islam Dalam Pembelajaran IPS di MI," *Al-Munqidz: Jurnal Kajian Keislaman*, 2020.

surrounding environment. In the process of learning social studies can not be separated from the formation of character, in accordance with the objectives of national education. The success of social studies learning in the formation of national character is inseparable support from various parties, including education units, parents, and the surrounding environment.²¹

In social studies learning we need to know that it contains material about geography which discusses the environment, how to use natural resources and human behaviour. In social studies learning loaded historical material which discusses how the past affects the present and the future, and how cultures and traditions change over time. Social studies learning includes cultural and economic materials where cultural materials in learning discuss how culture affects the way humans interact, adapt in everyday life then social studies learning is contained in economic materials that are how humans manage finances, how humans manage resources to meet needs and how humans produce goods and services available so that it affects daily life.

Implementation of Students' Social Emotional Competence Development in Primary school

Cultivating children's social spirit is the effort of teachers and parents to teach students about social spirit, such as getting children used to sharing and teaching children to socialise with neighbours. In instilling this habit, teach children first to share in the family so that the habits that children often do at home will be carried over to the school environment. Likewise, in instilling children's social spirit when socialising with neighbours, children must be accustomed to socialising with the surrounding community so that when they are in the school environment children already know in advance how to interact with their peers.

²¹S Suyanti, "Peran Pembelajaran Ips dalam Pembentukan Karakter Bangsa," *Prosiding Seminar Nasional Pendidik Dan ...*, 2017.



Figure 1. Social studies teaching activity

In the research conducted by researchers, the techniques used were observation, interviews, and documentation. The results of data from observations made by researchers on Monday, 29 April 2024 and interviews conducted on Friday, 22 March 2024 that to cultivate children's social spirit, teachers teach socially related material such as deliberation. Deliberation as a value as well as a procedure does not stand alone but is related to other values, namely the value of divinity, humanity, unity, and justice. The values of deliberation are very relevant as ethical fundamentals for realising democratic behaviour and instilling children's social spirit²². Through deliberation, children can learn social values such as children can learn how to share and contribute to society, as well as how to develop awareness and concern for others. Thus, deliberation can help children build a better social spirit and increase their awareness of the importance of sharing and contributing to society.

Through this research, researchers also obtained data on how to instil children's social spirit, here the teacher becomes a *role* model for children, meaning that the teacher first gives examples of how to behave socially to students, then the teacher teaches how to discuss and the teacher invites students to directly visit places that foster empathy such as markets, and historical places related to student learning needs.

²²E Setyaningsih, P K Wulandari, dan ..., "Konsepsi Musyawarah Dalam Serat Kancil Kridhamartana Jilid I Sebagai Sumber Nilai Bagi Perilaku Berdemokrasi Penyelenggara Negara," ... : *Jurnal Pendidikan Nilai* ..., 2021.



Figure 2. Sharing activities at school

Then on Wednesdays the school also holds a school tennis practice programme, namely sharing breakfast together, in this programme the teacher's efforts in instilling children's social spirit when some students forget to bring breakfast there the teacher teaches students to share with their friends. By sharing breakfast together, children can learn social values such as the ability to share with everyone and care for others. This programme can also help children understand that sharing does not only mean giving food, but also means giving time, attention and awareness to others.



Figure 3. Gotong Royong activity

As for the school's efforts so that students are instilled with social values, namely holding a mutual cooperation programme every Saturday, both teachers and

students must participate in the programme. Because in this mutual cooperation, students are taught a lot about social values such as togetherness, unity, and willing to sacrifice. The benefits of the gotong royong programme include: the existence of this gotong royong programme fosters a sense of solidarity which helps children understand the importance of working together in solving a problem. then the benefits of this programme also increase environmental awareness and increase humanitarian awareness.

CONCLUSIONS

From the results of the research described by the researcher above, that learning applied in primary school must pay attention to aspects of students' Social Emotional Competence. This is in line with the philosophy of implementing an independent curriculum in accordance with the thoughts of Ki Hajar Dewantara, namely developing students' talents, interests and potential by applying the principles of independence in learning. Among the most important things in strengthening students' social emotional competence are self-awareness, self-management, social awareness, relationship skills and responsible decision making. Meanwhile, in the application of learning at primary school 12 Sarae, the strengthening of students' social emotional competence is carried out through various activities and programmes that can foster students' social spirit, so that they can become leaders in learning and students are accustomed to solving various complex life problems.

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