



Teachers' Strategies for Social Attitude Development in Integrated Natural and Social Sciences Learning

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Abstract

This study examines teachers' strategies for cultivating social attitudes through Integrated Natural and Social Sciences learning in an Indonesian public elementary school. Specifically, it explores the social attitudes developed, the challenges encountered during implementation, and the solutions adopted to address these challenges. The study employed a qualitative descriptive case study approach involving fourth-grade students. Data were collected through observations, interviews, and document analysis and were analyzed using the Miles and Huberman interactive model. The findings reveal that teachers promoted social attitudes through habituation, repetition, and collaborative activities, such as the *Clean Friday* program. These strategies contributed to the development of positive social attitudes, including politeness, honesty, responsibility, discipline, caring, and self-confidence. The implementation process was challenged by limited parental involvement, unfavorable environmental influences, and excessive use of electronic devices, which reduced students' social interactions. To address these challenges, teachers strengthened school regulations, enhanced collaboration with parents, and consistently reinforced positive values in students' daily activities. The findings highlight the importance of collaborative efforts among schools, families, and communities in strengthening social attitude development through Integrated Natural and Social Sciences learning in elementary education.

INTRODUCTION

Social attitudes are one of the key aspects in the character development of students (Anisah et al., 2021; Kardinus et al., 2022). These attitudes reflect how individuals act and interact with others in their daily lives (Fitriani & Zulfiati, 2021). Social attitudes encompass the tendency to act consistently toward social objects, such as groups, norms, and values that prevail in society (Junita et al., 2023). The cultivation of social attitudes serves as the foundation for shaping individuals who are responsible, disciplined, honest, and capable of working together (Hanafi & Yasin, 2023). In an era that demands strong social skills, elementary education serves

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as a strategic starting point for instilling these values (Nur'aeni & Mupid, 2021; Suwahyu, 2025). This is in line with the national education vision, which emphasizes the development of a nation with strong character. Education is not only a means of imparting knowledge but also a place for the moral and social development of Students (Ainiyah et al., 2025; Maharani et al., 2025; Yuliani et al., 2022). Therefore, character education particularly with regard to social attitudes needs to be instilled from an early age.

In the context of elementary school, students are in the concrete-operational stage of development, characterized by the ability to think logically about real-world objects (Addzaky, 2024). During this period, children begin to understand cause-and-effect relationships and show an interest in the social world around them (Hakim & Iskandar, 2023). Social attitudes such as mutual respect, cooperation, and responsibility are very important to develop (Salama, 2025). Teachers, as central figures in school learning, play a strategic role in instilling social values in students (Ivanda & Neni, 2025).

Through meaningful and interactive learning, teachers can effectively instill moral and social values. Elementary school-aged children are also greatly influenced by their environment whether at home, at school, or in the community (Siregar et al., 2025). Accordingly, a holistic and contextual approach to learning is essential for supporting students' cognitive, social, and moral development. In Indonesia's Merdeka Curriculum, Integrated Natural and Social Sciences (*Ilmu Pengetahuan Alam dan Sosial* (IPAS)) is introduced as an interdisciplinary subject at the elementary school level. By integrating concepts from natural sciences and social studies, this subject enables students to understand the interrelationships among humans, nature, and society (Utami & Anggraeni, 2025; Zakarina et al., 2024). Beyond developing scientific knowledge, Integrated Natural and Social Sciences learning encourages students to explore social phenomena and internalize the values that shape community life. Its interdisciplinary and contextual nature provides meaningful opportunities for fostering social attitudes through inquiry, observation, collaborative learning, and classroom discussions, enabling students to develop cooperation, empathy, responsibility, and effective social interaction skills (Zakarina et al., 2024; Hendriyanto et al., 2025).

The cultivation of social attitudes through IPAS learning can be carried out in a structured manner as part of daily classroom activities. Teachers can design learning strategies that emphasize social values such as cooperation, responsibility, and tolerance (Dewi et al., 2023). Group learning, case studies, and collaborative projects are some effective approaches for fostering students' social attitudes. In addition, teachers' exemplary behavior and speech serve as concrete examples that students can emulate. In this process, teachers function not only as educators but also as character mentors. Instilling social attitudes is not merely a matter of conveying values, but rather a process of developing habits through consistent and sustained daily actions (Ali, 2022).

Despite its potential, implementing social attitude development through IPAS learning remains challenging. Preliminary classroom observations in an Indonesian public elementary school revealed that some students demonstrated limited social attitudes, including being selective in choosing peers, showing reluctance to cooperate during group activities, and displaying insufficient respect toward classmates and teachers. These findings indicate that efforts to foster social attitudes require further strengthening. The development of students' social attitudes is influenced not only by their individual characteristics but also by family backgrounds and broader social environments.

Consequently, teachers need to adopt appropriate instructional strategies that systematically integrate social values into classroom learning. IPAS learning provides

meaningful opportunities to promote cooperation, responsibility, respect, and tolerance by connecting learning activities with students' everyday experiences. Nevertheless, the effectiveness of these efforts depends on the use of appropriate pedagogical approaches and consistent support from both schools and families (Jonata et al., 2021; Wahidah & Shofa Nailil Husna, 2024). Teaching that remains onesided and fails to actively engage students can hinder the process of social character development (Setiana & Eliasa, 2024). A lack of reflection and feedback in the learning process also leads students to be less aware of the importance of treating others with kindness. Therefore, it is essential to implement a participatory and reflective approach to learning. Teachers need to design learning activities that connect the material to students' social experiences so that the values taught will leave a lasting impression on their memories and behavior (Jajat & Somantri, 2025).

Against this background, the present study explores how social attitudes are cultivated through IPAS learning in an Indonesian public elementary school. Specifically, it examines the instructional strategies employed by teachers, the social attitudes developed among students, and the challenges and solutions encountered during the implementation process. The findings provide insights into effective approaches for integrating social attitude development into IPAS learning and offer practical implications for teachers and school leaders in strengthening character education. Furthermore, this study contributes to the growing body of research on character education by enriching the understanding of how Integrated Natural and Social Sciences learning can support students' social development in elementary education.

METHODS

This study employed a qualitative descriptive case study approach to examine how social attitudes are cultivated through IPAS learning in an Indonesian public elementary school. A case study design was selected because it enables an in-depth exploration of naturally occurring educational practices within their real-life context. The study involved a fourth-grade teacher and fourth-grade students who were selected purposively based on their participation in IPAS learning under the Merdeka Curriculum (Atmowardoyo, 2018; Engkizar et al., 2026; Font-Aranda et al., 2023).

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations focused on teacher and student interactions and students' social attitudes during IPAS learning activities. Semi-structured interviews with the classroom teacher and selected students were conducted to explore instructional strategies, challenges, and solutions related to social attitude development (Alouzi et al., 2026; Defriyanto et al., 2026; Engkizar et al., 2026; Tadol et al., 2025). Document analysis included lesson plans, teacher records, and other school documents relevant to the implementation of IPAS learning.

The researcher served as the primary research instrument, supported by observation protocols, interview guides, and documentation checklists. To ensure the trustworthiness of the findings, data credibility was established through source and method triangulation. The collected data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing (Hamzah et al., 2025; Miles et al., 1994; Qomaruddin & Sa'diyah, 2024).

RESULT AND DISCUSSION

Teachers' Strategies for Cultivating Social Attitudes through IPAS Learning

The findings indicate that teachers intentionally integrated social attitude development into IPAS learning through collaborative instructional strategies,

habituation, and teacher role modeling. Classroom observations showed that students were regularly engaged in group discussions, collaborative projects, and contextual learning activities that encouraged cooperation, responsibility, mutual respect, and tolerance. During these activities, teachers consistently guided students to share responsibilities, appreciate different opinions, and resolve disagreements through constructive communication.

The classroom teacher emphasized that the cultivation of social attitudes was embedded in every IPAS lesson rather than being taught as a separate activity:

"In every IPAS lesson, students work in groups because cooperation is one of the values we want to develop. I always remind them to listen to their friends' opinions, respect differences, and complete their responsibilities together. When conflicts occur, I encourage them to discuss the problem and find a solution as a team." (informant)

In addition to collaborative learning, teachers reinforced positive social attitudes through daily habituation. Students were encouraged to greet one another politely, help classmates experiencing learning difficulties, maintain classroom cleanliness, and participate actively in collective activities such as the *Clean Friday* program. Teachers also modeled respectful and responsible behavior during classroom interactions, allowing students to observe and imitate positive social practices.

Classroom observations further revealed that teacher intervention played an important role in strengthening students' social attitudes. Whenever students showed reluctance to cooperate or excluded their peers during group work, teachers immediately provided guidance and encouraged inclusive participation. According to the classroom teacher:

"Children learn social values through repeated practice. Explaining the importance of cooperation is not enough; they need opportunities to experience working together in every lesson. Therefore, I always provide guidance whenever problems arise during group activities." (informant)

These findings suggest that cultivating social attitudes through IPAS learning depends not only on collaborative instructional activities but also on teachers' consistent guidance, exemplary behavior, and the creation of a supportive classroom environment that enables students to practice positive social values in authentic learning situations.

Social Attitudes Developed through IPAS Learning

The findings indicate that IPAS learning contributed to the development of several positive social attitudes among students, including politeness, honesty, responsibility, discipline, caring, cooperation, and self-confidence. Classroom observations showed that these attitudes became more evident during collaborative learning activities, classroom discussions, and school-based programs that required students to work together toward common goals.

Teachers reported that students gradually became more willing to participate in group discussions, share responsibilities, and assist classmates who experienced learning difficulties. As explained by the classroom teacher:

"Compared with the beginning of the semester, many students are now more willing to work together. They have become more confident in expressing their opinions and are more willing to help classmates during group activities." (informant)

Observational data also revealed that students demonstrated greater responsibility by completing assigned tasks, participating in classroom cleaning activities, and following agreed classroom rules. Nevertheless, the extent of social attitude development varied among students. While many students consistently

displayed positive behaviors, a small number still preferred to work only with close friends, participated passively in group activities, or showed limited respect for differing opinions.

Students likewise acknowledged that collaborative learning activities helped them develop positive social attitudes. One student stated:

"When we work in groups, we learn to share tasks and help each other. If someone does not understand the lesson, we explain it together." (informant)

Another student commented:

"Our teacher always reminds us to respect our friends, even when we have different opinions. We also learn to take responsibility for keeping the classroom clean." (informant)

Overall, the findings suggest that the integration of collaborative and contextual learning activities into IPAS instruction provides meaningful opportunities for students to practice positive social behaviors in authentic classroom situations. Although the level of development differed among individuals, repeated participation in these activities gradually strengthened students' social attitudes and interpersonal relationships.

Challenges in Cultivating Social Attitudes through IPAS Learning

The findings revealed several challenges in cultivating students' social attitudes through IPAS learning. One of the most prominent challenges was the inconsistency between students' understanding of social values and their actual behavior in daily classroom activities. Although most students were able to explain the importance of cooperation, responsibility, and mutual respect, these values were not consistently reflected in their interactions with peers.

Classroom observations showed that some students tended to choose only close friends during group activities, were reluctant to participate in collaborative tasks, and occasionally ignored their classmates' opinions. Such behaviors reduced the effectiveness of collaborative learning and limited opportunities for students to develop positive social interactions.

The classroom teacher identified limited parental involvement as another major challenge:

"At school, we consistently encourage students to cooperate and respect one another. However, these values are not always reinforced at home, so some students find it difficult to maintain positive behavior outside the classroom." (informant)

In addition to family-related factors, teachers reported that students' social environments and the increasing use of electronic devices also influenced their social development. According to the teacher:

"Some students spend more time using mobile phones than interacting with their friends. As a result, they become less communicative and less willing to participate in collaborative activities." (informant)

The findings further indicated that differences in students' family backgrounds contributed to variations in social attitudes. Students who regularly experienced positive social interactions and parental guidance at home generally adapted more easily to collaborative classroom activities, whereas those with limited supervision or support required more intensive guidance from teachers. These findings suggest that cultivating social attitudes requires continuous reinforcement both inside and outside the classroom, involving active collaboration between schools and families.

Teachers' Solutions for Strengthening Social Attitudes through IPAS Learning

The findings indicate that teachers implemented several strategies to address the challenges encountered in cultivating students' social attitudes through IPAS learning.

One of the primary approaches involved providing positive reinforcement by recognizing and rewarding students who consistently demonstrated cooperation, responsibility, honesty, and respect during classroom activities. Teachers believed that positive reinforcement encouraged other students to adopt similar behaviors.

The classroom teacher explained:

“We always appreciate students who demonstrate good attitudes, whether by praising them in class or recognizing their efforts during school activities. This motivates other students to practice the same positive behaviors.” (informant)

Teachers also provided individualized guidance for students who experienced difficulties in social interaction. Rather than imposing immediate punishment, teachers preferred to discuss inappropriate behavior with students, encourage self-reflection, and help them identify more constructive ways of interacting with their peers.

Another teacher stated:

“When students have conflicts or refuse to cooperate, I invite them to talk about the problem first. I want them to understand why cooperation and mutual respect are important instead of simply following classroom rules.” (informant)

In addition, teachers designed contextual and collaborative IPAS learning activities that enabled students to practice social values directly. Group discussions, collaborative projects, environmental activities, and the *Clean Friday* program provided authentic opportunities for students to develop cooperation, responsibility, empathy, and mutual respect through shared experiences.

To strengthen the sustainability of these efforts, teachers maintained regular communication with parents regarding students' social development and encouraged parents to reinforce positive behaviors at home. The findings suggest that the effectiveness of social attitude development depends on continuous collaboration between teachers, families, and the wider school community. A combination of positive reinforcement, individualized guidance, contextual learning experiences, and parental involvement contributed to creating a supportive environment for students' social development.

Overall, the findings indicate that cultivating students' social attitudes through IPAS learning requires the integration of multiple instructional strategies rather than relying on a single approach. The strategies identified in this study, together with their classroom implementation and the corresponding social attitudes developed, are summarized in Table 1.

Table 1. Strategies for Fostering Social Attitudes through IPAS Instruction

Strategy	Implementation in the Classroom	Impact on students
Collaborative Discussion	Students worked in small groups to discuss contextual issues and solve problems collectively.	Cooperation, tolerance, communication, and responsibility
Habituation	Daily classroom routines, Clean Friday, classroom duties, and weekly reflection activities.	Discipline, responsibility, caring, and self-regulation
Teacher Role Modeling	Teachers consistently demonstrated politeness, honesty, mutual respect, and responsibility during classroom interactions.	Respect, honesty, empathy, and positive behavioral imitation
Contextual Project-Based Learning	Environmental campaigns, classroom cleanliness projects, and poster-making activities linked to real-life situations.	Teamwork, responsibility, environmental awareness, and problem-solving
Integration of Religious Values	Learning materials were connected with relevant Quranic verses and hadith to reinforce moral and social values.	Moral awareness, empathy, mutual respect, and social responsibility

Table 1 demonstrates that the development of students' social attitudes was supported by complementary instructional strategies implemented throughout the learning process. Rather than functioning independently, these strategies reinforced one another in promoting cooperation, responsibility, discipline, empathy, honesty, and mutual respect. However, their effectiveness depended on consistent implementation by teachers and continuous support from families and the wider school community.

The findings demonstrate that IPAS learning provides an effective context for cultivating students' social attitudes by integrating collaborative, contextual, and value-based learning experiences (Luthfiyah et al., 2025; Pratiwi et al., 2024). Rather than relying solely on direct instruction, teachers encouraged students to develop cooperation, responsibility, honesty, and mutual respect through active participation in discussions, collaborative projects, and everyday classroom activities. These findings support Bandura's Social Learning Theory, which posits that children acquire social behaviors through observation, imitation, and interaction with significant role models (Brady, 2017).

In this study, teachers functioned not only as facilitators of learning but also as role models whose consistent behavior reinforced the internalization of positive social values. The findings also reflect the principles of constructivist learning, suggesting that students develop social attitudes more effectively when they actively construct knowledge through authentic experiences and collaborative interaction (Caena & Redecker, 2019; Idawati et al., 2024). Similar findings have been reported by previous studies, which concluded that collaborative and contextual learning environments contribute significantly to the development of cooperation, responsibility, and empathy among elementary school students. However, the present study extends this evidence by demonstrating how these pedagogical strategies can be systematically integrated into IPAS learning within the Merdeka Curriculum (Julianto et al., 2025; Maruti et al., 2023).

Another important finding is that the integration of religious values into IPAS learning strengthened students' motivation to practice positive social behaviors in their daily lives. By relating learning materials to relevant Quranic verses and *hadith*, teachers encouraged students to perceive cooperation, mutual respect, and social responsibility not only as school expectations but also as values grounded in Islamic teachings (Akem et al., 2025; Engkizar et al., 2025; Kaema & Ulwi, 2025). This finding complements previous studies on character education, which have emphasized the contribution of religious values to students' moral development. The present study contributes further by showing that the integration of contextual learning and religious values creates meaningful learning experiences that support both cognitive understanding and the internalization of social values.

Despite these positive outcomes, the findings also revealed several challenges, including limited parental involvement, differences in students' family backgrounds, and the influence of digital technology on students' social interactions. These challenges indicate that character education cannot rely exclusively on classroom instruction (Han & Abdrahim, 2023; Wulandari & Fauzi, 2021). Instead, the effectiveness of social attitude development depends on continuous reinforcement through collaboration among teachers, families, and the wider community. This finding is consistent with ecological perspectives on child development, which emphasize that students' social behaviors are shaped by interactions across multiple environments, including school, family, and society. Therefore, strengthening school and family partnerships and creating consistent opportunities for students to practice positive social behaviors should become integral components of future character education initiatives (Bang, 2018; Febriani et al., 2020; Li et al., 2023).

Overall, this study contributes to the growing literature on character education by demonstrating that IPAS learning can serve as an effective interdisciplinary platform for cultivating students' social attitudes. The integration of collaborative learning, contextual experiences, teacher role modeling, habituation, and religious values provides a comprehensive approach that supports both students' academic learning and their social character development in elementary education.

CONCLUSION

IPAS education has great potential to shape the social attitudes of elementary school students if it is implemented consistently and supported by all relevant parties. Although challenges remain such as individualistic attitudes, low awareness of social values, and minimal parental involvement teachers' strategies involving motivation, habit formation, rewards, and setting a good example have proven effective in fostering positive changes in student behavior. A contextual, collaborative, and religious approach to instilling social values has a significant impact on character development, ensuring that students are not only intellectually capable but also possess noble character and are prepared to contribute to society. Therefore, synergy among schools, families, and the community is key to strengthening character education through IPAS learning.

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