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1 Implementation of Social Values in Shaping Social Behavior in Students of Grade IV at Primary School

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ABSTRACT

This study is motivated by the escalating challenges of the digital era and globalization, which have adversely impacted elementary students' social behavior, leading to a decline in manners and direct interpersonal interaction. The research aims to describe and analyze the implementation of social values in shaping the social behavior of fourth-grade students at Primary School 7 Ambon. Employing a descriptive qualitative approach, data was gathered through participatory observation, in-depth interviews, and documentation. The subjects, selected via purposive sampling, included the school principal, three fourth-grade teachers, and six students. Data analysis followed an interactive model involving condensation, display, and verification. The findings reveal that social values—specifically gotong royong (cooperation), responsibility, discipline, honesty, tolerance, and courtesy—were successfully integrated through three primary strategies: modeling, habituation, and positive reinforcement. Despite multidimensional challenges such as digital disruption and diverse family backgrounds, the implementation significantly improved students' prosocial behavior, fostering mutual respect and reducing peer conflict. This study contributes a strategic framework for educators to strengthen character education through contextual integration. It underscores that a cohesive synergy between school-based habituation and parental involvement is essential for the sustainable internalization of social values in contemporary education.

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1. INTRODUCTION

Education is a holistic process that focuses not only on developing intellectual capacity but also on shaping personality and social behavior in line with universal human values (Iskakova et al., 2023; Marchuk et al., 2024). In Indonesia, this mandate is reinforced in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which emphasizes the formation of individuals who are faithful and pious, possess noble character, and are capable of positive social

interactions. Social values are a fundamental pillar in these interactions, serving as standards and beliefs that guide student behavior, fostering tolerance, cooperation, honesty, and justice within the school environment (Bharti & Singh, 2025; Branco, 2024).

The primary school stage is a crucial period in character formation, as children begin to expand their social interactions beyond the family environment (Hanurawan et al., 2024; Khofi, 2024). Afandi and Astuti (2023) emphasize that social development at this stage directly impacts the learning process; students with mature social skills tend to be more collaborative, empathetic, and responsible. Similarly, Jusar et al. (2023) view socialization in elementary schools as a strategic vehicle for instilling social norms, given that children at this age are in a transitional period toward a concrete understanding of societal values.

However, the reality on the ground demonstrates significant challenges resulting from globalization and the disruption of digital technology, which are changing student interaction patterns (Dwistia et al., 2024; Moravec et al., 2023). Adhari et al. (2023) expressed concern over the impact of modernization, which triggers aggressive behavior, a decline in manners, and a weakened capacity for direct social interaction in elementary school students. This phenomenon is exacerbated by the unsupervised use of digital devices, which erodes the real socialization process. In this context, Nurhasanah et al. (2024) emphasized that the active role of teachers as role models, motivators, and facilitators is essential in creating a learning environment capable of strengthening students' social values.

The school environment plays a central role as a moral laboratory where teachers function beyond mere academic instructors. Research by Lessnusa et al. (2024) at Primary School 7, Ambon, identified that the effectiveness of instilling social attitudes is highly dependent on habituation methods, collaborative projects, and a consistent empathetic approach. This success is supported by the findings of Nurfirdaus and Sutisna (2021), who demonstrated that the school environment contributes significantly through systematic modeling and monitoring mechanisms. This confirms that the integration of social values requires a structured and sustainable educational ecosystem (Huang et al., 2024; Mocior & Kruse, 2016).

Building upon initial observations in fourth-grade students at Primary School 7, Ambon, a gap was found between the ideal and the reality of student behavior, such as a lack of respect for peers and a low level of cooperation. This condition reflects the suboptimal implementation of social values in the instructional process. The urgency of addressing this issue is reinforced by recent findings from Syamsudin and Hadi (2025), who empirically demonstrated that consistent implementation of character education and social skills in elementary schools contributes 56% to the development of students' overall prosocial behavior.

The uniqueness of this research lies in its in-depth analysis of social value integration strategies within the specific sociocultural context of the Ambon region, which faces unique modern challenges. This study aims to comprehensively describe how the implementation of social values can transform the social behavior of fourth-

grade students at Primary School 7 Ambon. The results are expected to provide theoretical and practical contributions for educators and policymakers in strengthening the character education architecture in elementary schools, as well as serve as a reference in formulating behavioral intervention strategies relevant to current developments.

2. METHOD

This study employs a qualitative approach with a descriptive research design. The qualitative approach was selected because this study aims to understand, interpret, and describe in depth the social phenomena occurring in the school environment, particularly with respect to the process of implementing social values in shaping the social behavior of fourth-grade students at Primary School 7 Ambon. A descriptive research design was adopted because this study seeks to present a systematic, factual, and accurate account of the facts, characteristics, and relationships among the phenomena under investigation namely, teacher strategies for implementing social values and their impact on students' social behavior. The study does not seek to test specific hypotheses but rather to describe what occurs within the research setting as it naturally exists.

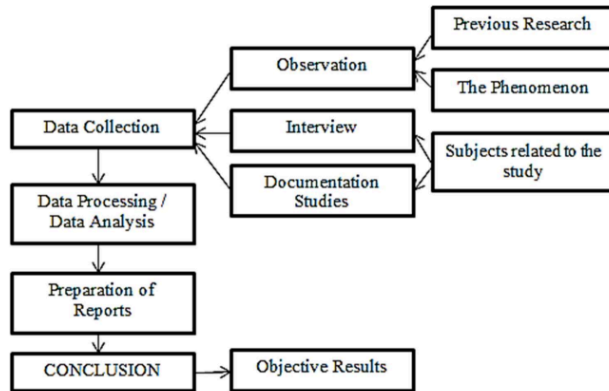


Figure 1. Descriptive Research Design

This study was conducted at Primary School 7 Ambon, located in Ambon City, Maluku Province. The selection of this site was based on initial observations revealing problems in the implementation of social values among fourth-grade students, which necessitated an in-depth investigation to identify contributing factors and potential solutions. The study was carried out during the even semester of the 2024/2025 academic year.

Research subjects were selected through purposive sampling a technique for determining data sources based on specific considerations aligned with the research objectives. The research subjects comprised: (1) fourth-grade classroom teachers at

Primary School 7 Ambon, serving as primary informants who directly implement social values in the learning process; (2) the school principal, serving as a supporting informant who provides policy direction for character development at the school; and (3) six fourth-grade students selected purposively based on variation in their social behaviors.

²³ The data collection technique in this study was carried out through a triangulation approach involving participant observation, in-depth interviews, and documentation to ensure the validity and depth of information. Participatory observation was carried out systematically using an observation guide to directly monitor the instructional process and the dynamics of fourth-grade students' social behavior in the school environment, while semi-structured interviews were conducted with class teachers, the principal, students, and parents to comprehensively explore strategies, obstacles, and the impact of implementing social values. All this data was then strengthened through a documentation study that included analysis of teaching modules, attitude assessment records, activity photos, and other school documents relevant to the student character development program.

² The primary instrument in this qualitative study was the researcher as a human instrument. ³² The researcher functioned as the key instrument in data collection and interpretation. As supplementary tools, the researcher utilized: (1) an observation guide containing indicators of social behavior and social value implementation; (2) an interview guide containing core questions for each group of informants; and (3) an audio recorder and field notes to document data accurately.

¹³ The data analysis in this study applied the interactive analysis model according to Miles et al. (2014), which includes four systematic stages to ensure the credibility of the findings. ³³ The process begins with comprehensive data collection from observations, interviews, and documentation, followed by data condensation through selection, simplification, and categorization of information based on relevant research themes. Next, the data is presented in the form of systematic narrative descriptions and supporting visualizations to facilitate conclusion drawing. In the final stage, the researcher draws conclusions and conducts in-depth re-verification of the field data to ensure that the research results are credible, valid, and scientifically accountable.

3. RESULTS AND DISCUSSION

Results

Implementation of Social Values in Shaping the Social Behavior

Data triangulation through observations, interviews, and documentation in the fourth grade of Primary School 7 Ambon found that the consistent implementation of social values significantly contributed to the transformation of student behavior. Prior to optimal intervention, various behavioral challenges existed, such as low mutual respect, reluctance to collaborate, and minimal empathy among students. However, through the structured integration of social values by teachers into learning activities, daily habits, and modeling, substantial behavioral changes occurred. Characters such as honesty, responsibility, cooperation, and politeness began to be internalized in

students' daily interactions, reflected in their willingness to help each other, apologize for mistakes, and communicate more politely with both teachers and peers.

The effectiveness of instilling these values is supported by the role of teachers as moral agents who actively provide positive reinforcement and create a conducive classroom environment. Despite external obstacles such as individual character differences and lack of parental supervision at home, the habituation process at school still managed to encourage productive group work and reduce conflict between students. Overall, the implementation of social values at Primary School 7 Ambon has successfully fostered more mature prosocial behavior, increased social awareness, and created a more harmonious, safe, and inclusive learning environment. This success demonstrates that a holistic approach involving modeling and conditioning the school environment is highly effective in strengthening the foundation of students' character at the elementary school level.

Information Reports: Fourth-Grade Classroom Teacher

In-depth interviews with fourth-grade teachers regarding the urgency and implementation of social values revealed a consensus that internalizing these values is a key foundation for the elementary school learning ecosystem. As emphasized by the DP teacher, the application of social values in the instructional process is not merely a supplement to the curriculum, but rather a strategic instrument for shaping students' character and ethical interactions from an early age. This perspective emphasizes that academic success must align with social maturity, with teachers playing a central role in integrating moral principles into every classroom activity to create a supportive and civilized learning environment.

"Social values relate to the relationships between individuals at school, not only within the classroom but also in the learning environment as a whole. Social relationships are very important—without social relationships, neither the learning environment within the classroom nor the school environment can function properly. In essence, social communication is extremely important..."

Teacher LM, interviewed on Monday, October 13, 2025, at 10:35 WIT in the teachers' room, stated:

"The application of social values in the learning process at the elementary school level is very important. Social values such as honesty, cooperation, and tolerance constitute the foundation for shaping children's characters and personalities from an early age. School is not merely a place to impart academic knowledge, but also a place to shape positive social attitudes and behaviors. Through learning that integrates social values, students can learn how to interact with peers, respect differences, and behave courteously in daily life..."

Teacher KN, interviewed on Monday, October 13, 2025, at 11:03 WIT in the teachers' room, noted:

"The application of social values in elementary school education is extremely important. At the elementary school age, children are in the developmental stage of character formation

and social attitude development. Through learning that instills social values such as mutual cooperation, tolerance, mutual respect, and responsibility, students learn to interact well with their peers and surrounding environment."

From the perspective of fourth-grade teachers (DP, LM, and KN), internalizing social values is seen as a fundamental element in building students' character, attitudes, and adaptive behavior from an early age. Implementing these values not only aims to create a positive learning atmosphere but also to project students into individuals with integrity and responsibility. At Primary School 7 Ambon, values such as responsibility, discipline, cooperation, mutual assistance, honesty, and politeness are a top priority. Educators believe that strengthening these values is an absolute prerequisite for optimal school activities and equips students with the skills to live harmoniously within society.

In practice, the integration of social values is carried out systematically, particularly through Social Studies (IPS) subjects, which serve as a simulation arena for community life. LM and KN teachers emphasize that IPS learning goes beyond theoretical understanding of geography or culture; material on Indonesia's socio-cultural diversity, for example, is used as a medium to instill tolerance, appreciation for differences, and a spirit of collaboration. This strategy is implemented through interactive activities that encourage students to share their cultural experiences, so that values such as empathy and mutual respect are not merely learned as concepts but are practiced in the dynamics of classroom interactions.

However, this implementation process faces complex challenges, including the heterogeneity of students' family backgrounds, the fluctuating emotional stability of children, and the challenge of behavioral consistency outside the school environment. Teachers identified that limited instructional time and a lack of parental involvement often hinder the alignment of values instillation at home and at school. Therefore, there is strong hope that these social values will not be isolated to a single subject but will be integrated holistically throughout the school ecosystem through teacher role models and closer synergy with parents to ensure these values are permanently internalized in students' characters.

Information Reports: School Principal

The school principal, Mrs. MP, was interviewed on Monday, October 27, 2025, at 09:00 WIT in her office regarding the importance of implementing social values at the elementary school level. She stated:

"The application of social values in the learning process at the elementary school level is extremely important. School is not only a place for students to acquire academic knowledge, but also a vehicle for character formation and personality development. Through social values such as cooperation, mutual respect, responsibility, honesty, and concern for others, students learn to interact positively with their surrounding environment..."

Ms. MP defines social values at Primary School 7 Ambon as the manifestation of attitudes and behaviors that encompass caring, cooperation, mutual respect, responsibility, and honesty in the daily dynamics of the school. The implementation of these values is positioned as the primary foundation for character development to ensure students not only achieve academic proficiency but also develop noble personalities. Given the school's highly heterogeneous demographic, the values of tolerance and respect are a top priority to ensure harmonious coexistence amidst diverse social and cultural backgrounds. Furthermore, the value of cooperation (gotong royong) is internalized through cleaning activities and group collaboration, while discipline and responsibility are emphasized to build students' awareness of their obligations and compliance with school regulations.

However, efforts to internalize these values face complex challenges, particularly stemming from differences in family habits and the negative influence of social media and technology, which often trigger imitative behavior irrelevant to school values. Limited instructional time also requires teachers to effectively balance the delivery of academic content with the instilling of character values. Going forward, Ms. MP hopes to strengthen the synergy between schools, teachers, and parents so that these social values are holistically integrated, both through social studies and extracurricular activities. Through this cross-sector collaboration, it is hoped that students will grow into individuals with strong social character, discipline, and responsibility in every aspect of their lives.

Information Report: Students

In-depth interviews were conducted with six fourth-grade students identified as OM, Z, D, SO, J, and H on Thursday, October 9, 2025, at 15:30 WIT in the fourth-grade classroom, exploring students' understanding of mutual respect and helping each other. Regarding what they had learned about mutual respect and helping others at school:

Student OM: "I have learned that we must respect our friends. For example, when a friend is speaking, I do not interrupt. I have also learned that we should like to help others, such as assisting a friend who is having difficulty with an assignment or who has forgotten to bring stationery."

Student Z: "I have learned that we must respect our friends so that no one feels offended. If a friend is struggling, we help them, so they feel happy."

Student D: "I have learned that mutual respect gives us friends and helping each other makes the class lively but still harmonious."

Student SO: "I have learned that through mutual respect, we can get along with our friends. If someone is in difficulty, I help them because when I need help, my friends will certainly help me too."

Student J: "Mutual respect is important so that we have many friends."

Student H: "It is very important."

Based on interviews, researchers concluded that mutual respect and mutual assistance have been internalized as crucial fundamental values for students within the school ecosystem. Students recognize that the practice of mutual respect not only

improves the quality of relationships with teachers and peers but also creates a conducive learning atmosphere and minimizes the potential for conflict. This collective awareness demonstrates that students' understanding of social etiquette has gone beyond simply following rules to become a necessity for shared comfort in learning.

Students' active efforts to create happiness and comfort in the classroom are reflected in a variety of prosocial actions. Student OM and Student SO, for example, focused on maintaining harmony by avoiding disputes and maintaining class calm out of respect for the teacher's authority. Meanwhile, Students Z, D, and J emphasized the importance of inclusivity by being friendly without discrimination and readily assisting peers experiencing learning difficulties. Student H reinforced this dynamic through democratic leadership in group work, prioritizing collaboration over personal dominance to ensure each member felt involved and valued.

When faced with situations where peers were experiencing academic difficulties, students demonstrated constructive, empathetic responses through various mentoring strategies. The approaches used varied from slowly explaining the material as practiced by Students OM and Z, to collaborative discussion initiatives carried out by Students D and J to find joint solutions. In addition, there was an awareness to involve teachers as sources of knowledge authority if the obstacles faced were quite complex, as suggested by Students SO and H. This phenomenon indicates that most students have high emotional intelligence and motivation to learn together, which ultimately forms a solid culture of cooperation in the elementary school environment.

Discussion

Implementation of Social Values in Shapping Student' Social Behavior

The findings of this study indicate that the implementation of social values in fourth-grade students at Primary School 7, Ambon, significantly transformed student behavior, from an initial low level of respect and reluctance to collaboration to clearly prosocial behavior. This success aligns with a study by Aminah et al. (2022), which asserted that strengthening character education through a contextual approach in elementary schools can encourage deeper and more sustainable internalization of values than a purely theoretical approach. Teachers at Primary School 7 Ambon confirmed this by comprehensively implementing social values, both inside and outside the classroom, to connect learning materials with students' real-life experiences.

Furthermore, the effectiveness of this social awareness character formation was achieved through the systematic integration of values into social studies, as supported by research by Nuraeni et al. (2022). At the study site, this integration was realized through discussions of socio-cultural diversity and case studies of community life, allowing students to directly practice the values of tolerance and cooperation. This aligns with the argument of Rahma et al. (2026), who positioned social studies as a strategic vehicle for instilling social values in the era of globalization. Teachers at Primary School 7, Ambon, recognize this strategic role by not only focusing on

geographical or cultural facts but actively emphasizing the importance of respecting differences as the foundation of students' communal interactions.

Teacher Strategies for Instilling Social Values

The strategies implemented by fourth-grade teachers at Primary School 7, Ambon, to internalize social values include three main approaches: modeling, habituation, and positive reinforcement. These findings support research by [Rimadhani and Arief \(2022\)](#), which demonstrated that instilling a spirit of cooperation and responsibility through consistent habituation methods in elementary schools can produce significant changes in social behavior. At Primary School 7 Ambon, this habituation is realized through class community service programs, structured group activities, and a culture of mutual assistance that is built repetitively so that these values are not merely formal rules but rather become naturally integrated into students' character and personalities.

In addition to habituation, the role of teachers as role models is crucial in the process of imitating student behavior, as confirmed by a study by [Pitaloka et al. \(2021\)](#), which confirmed that teacher role models are a key factor in fostering tolerance in early childhood in Indonesia. Teachers at Primary School 7 Ambon concretely demonstrate these values through polite speech, respect for differing opinions, and a willingness to help fellow educators. This approach is complemented by positive reinforcement in the form of appreciation and constructive feedback for students who demonstrate prosocial behavior. This holistic strategy has proven effective in motivating students to increase cooperation without discrimination while also strengthening their motivation to maintain positive social behavior in the school environment.

Prioritized Social Values and Their Impact on Students' Social Behavior

The prioritization of social values at Primary School 7 Ambon, which include cooperation (gotong royong), responsibility, discipline, honesty, tolerance, politeness, and caring, is strategically designed to address the diverse school environment and student behavioral issues. The value of cooperation is the primary focus, implemented through group activities and joint projects, in line with [Husin et al.'s \(2026\)](#) findings that the cooperative learning model contributes significantly to developing the cooperative character of elementary school students. Through this model, students are not only encouraged to complete collective tasks but also trained to respect others' opinions, share roles, and accept differences inclusively within the dynamics of classroom interactions ([Chen, 2023](#)).

In addition to cooperation, the value of tolerance receives special emphasis given the heterogeneity of students' social and cultural backgrounds at Primary School 7, Ambon. This aligns with research by [Sundari et al. \(2023\)](#), which revealed that in the digital era, instilling tolerance and respect for differences is crucial because exposure to increasingly broad diversity requires planned and sustainable character building. The impact of implementing these values is clearly reflected in the behavioral transformation of fourth-grade students, marked by increased helpfulness, polite

language, and productive group work without discrimination. These findings confirm that students' understanding of the importance of social harmony has developed positively, creating a more responsible and empathetic learning environment.

Challenges in the Implementation of Social Values and Efforts to Address Them

The implementation of social values at Primary School 7 Ambon faces interrelated, multidimensional challenges, ranging from heterogeneity in family backgrounds and student character to the children's fluctuating emotional stability. Based on interview findings, teachers identified limited instructional time and minimal parental involvement in reinforcing values at home as major obstacles. This is exacerbated by the influence of digital technology and social media, which, according to Triyanto (2020), present a dual challenge for character education. Although they can be learning tools, uncontrolled exposure to digital content risks eroding the capacity for direct socialization and obscuring the social values instilled in schools (Dahmani & Brada, 2025).

Differences in socio-cultural backgrounds also require a more intensive approach, as students from environments with less positive social habits take longer to internalize values. This finding is reinforced by Triana et al. (2023), who stated that technological advances without adequate values guidance have the potential to widen character disparities among students, thus requiring teachers to be more adaptive in designing strategies appropriate to the diversity of student circumstances. Furthermore, Hidar et al. (2020) emphasized that synergy between family and school is an absolute prerequisite for successful character education; without consistent reinforcement at home, the internalization of values at school will be asynchronous and less effective.

In response to these challenges, educators at Primary School 7 Ambon have developed various adaptive strategies, such as forming heterogeneous study groups to foster cross-cultural interactions and using role-playing methods to cultivate empathy. The school also strives to establish communication channels with parents and integrate the value of cooperation through extracurricular activities and supportive school policies. While not yet fully addressing all existing obstacles, this collaborative effort has demonstrated measurable positive results in transforming the social behavior of fourth-grade students, demonstrating that consistent school strategies can have a significant impact on student character development.

This research provides significant theoretical and practical contributions to enrich the literature on strategies for internalizing social values at the elementary level, particularly in facing the challenges of digital disruption and socio-cultural diversity. Practically, this study offers a value integration model through an exemplary approach, habituation, and positive reinforcement that has been proven effective in transforming students' prosocial behavior, thus serving as a strategic guide for educators and policymakers in schools in formulating character-based curricula. Furthermore, these findings emphasize the importance of synergy between schools and families as the primary foundation for successful moral education, which is expected

to serve as a reference for the development of more adaptive and holistic character-building programs in elementary schools in general.

4. CONCLUSION

The implementation of social values in shaping the social behavior of fourth-grade students at Primary School 7 Ambon has been running positively through the central role of teachers who consistently apply role-modeling, habituation, and positive reinforcement strategies. Internalization of priority values such as cooperation, responsibility, honesty, tolerance, and politeness, especially through the integration of contextual-based social studies materials—has been proven to have a real impact on increasing students' respect, social awareness, and capacity for cooperation while reducing the potential for conflict. Despite facing the challenges of digital technology disruption, heterogeneity of family backgrounds, and limited parental involvement, the effectiveness of this program can be optimized through stronger synergy between school and home, the development of a more structured character education program, and the use of information technology as a supporting medium for sustainable social values education.

As a recommendation, it is recommended that schools and educators develop a more structured character curriculum by integrating social values into all subjects, not limited to social studies alone, to ensure the sustainability of students' prosocial behavior. Teachers need to strengthen their role as role models and innovators in utilizing digital media as a learning instrument for values that are adaptive to current developments, while schools are expected to initiate more intensive partnership programs with parents to align parenting patterns and monitor children's behavior at home. Through this strategic collaboration between the educational ecosystem and the family environment, it is hoped that the process of internalizing values such as tolerance, responsibility, and cooperation can be formed permanently and comprehensively in each student.

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