Research Paper

An Analysis of Teachers' Social Construction on Students' Social Attitude in Social Sciences Subject at Elementary School in Makassar

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ABSTRACT

The purpose of this study is to analyze and describe the social construction of teachers on social attitudes in the learning process of social sciences subject at elementary schools in Makassar. The method used was descriptive quantitative. The research subjects were chosen using purposive sampling technique. The subjects consisted of 96 students and 4 teachers of 5th grade from 4 elementary schools in Makassar. The data collected through interview, questionnaire, observation and documentation. There were different interpretations from four schools regarding teachers' social construction on the importance of character values, especially on social attitude in the thematic learning for social sciences content on theme 8. Two schools, namely SD Pertiwi and MI Negeri 1 Makassar, considered that it was necessary to integrate social attitudes into the content of social sciences subject in order to make continuous positive impact on students' social attitude. The questionnaire results for social attitude of SD Pertiwi shows suitability of theory with the average score of 48,28%. MI Negeri 1 Makassar shows the suitability with average score of 53,41%. Meanwhile two other schools, namely SD InpresKampus IKIP and SD MuhammadiyahPerumnas, considered that it is not necessary to integrate social attitude in the learning process, instead, the teachers concerned more on the assessment of students' knowledge and skill. The results of questionnaire shows discrepancy of theory with the average score of 35,19% for SD InpresKampus IKIP and 35,73% for SD Muhammadiyah Perumnas.

INTRODUCTION

The teacher's social construction on the importance of character values can be analyzed through the social construction theory initiated by Peter L. Berger and Thomas Luckman which states that social construction is a social process in which individuals or groups carry it out through continuous actions and interactions with their environment based on the reality they have and experienced together subjectively. This is also reinforced by the results of research showing that social construction strongly describes the role of society and culture that affects the individual's perspective on other individuals. The teacher becomes the determinant in building character values in the world of education which is constructed based on his will, where the teacher has the freedom to act according to his views on character values. In the social process, humans are seen as creators of relatively free social reality in the world of education.

Social construction theory is a continuation of the phenomenological approach in social construction theory developed by Berger (Atmaja, 2017). The teacher's social construction can produce varied results starting from the meaning, views, and understanding of the teacher

himself (Rasyid, 2015). Berger and Luckman explained that social reality separates the concepts between "reality" and "knowledge". Reality is defined as a problem in which humans can reach a truth about the reality of something that really exists, which is recognized as having an existence that does not depend on self-will. While knowledge is defined as certainty that reality is real and has specific characteristics (Bungin, 2006).Social construction has a broad meaning when studied in the social sciences subject. Social construction is usually associated with social influences in the experience of each individual. The teacher's role is an important indicator in achieving character education goals in the learning process. Although the formulation of educational goals is good, if it is not followed by the professional ability of teachers in instilling character values in the learning process, the educational goals will never be achieved. According to Pranoto, et al (2014), moral education has a role in building good character and personality in children's education at an early age, thus character building is something that should be done from an early age.

Nowadays, character education is becoming an interesting topic of conversation in schools, seminar forums, discussions from various electronic and print media. Elementary school teachers have a very important role related to character education (Yolcu, 2018). The teachers are the spearheads in improving the quality of education, since the teachers interact directly with students in learning. Through the teaching and learning process teachers will instill values and this depends on the quality of the teachers themselves, especially in instilling character values that have been contained in Core Competence 1 (CC 1) and Core Competence 2 (CC 2).In CC 1 (spiritual) and CC 2 (social attitude) the competency standards and materials that must be conveyed to students have been clearly explained. Setyaji, et al (2020) stated that the synergy between teachers and students in learning will produce positive

social attitudes for both parties and provide rapid development for the learning process. The role of the teacher in the formal education process is very important in providing the habituation of good attitudes, so that it has a continuous positive impact on students' lives in the future as a benchmark for behaving.

Character education has dimensions of children's education, social-affective learning, affective learning, community service, and education that helps students acquire social values that contribute to society (Demirel, 2016). In line with this, Fatmawati&Pranoto (2020) stated that character education requires a process, attention, and the role of the school environment, family environment and community so that it becomes the attention of all parties. Character education can be interpreted as character development by using all aspects of family, school and community life. One of them is that students can adopt some social attitude character values in Core Competency (CC 2), namely honesty, responsibility, discipline, politeness, caring, and confidence. This is also stated by Muhamad & Saparahayuningsih (2016) that conceptually, character education is direct and indirect intervention by various parties such as families, schools, and communities that affect the development of one's values, attitudes and character. As social beings, humans embrace the culture of the society in which they live accompanied by the values, attitudes, beliefs, and ideas that arise in that culture, and guide behavior according to their environment (Durdukoca, 2019). Students' social competence broadly refers to their ability to maintain favorable interpersonal relationships for themselves and the environment in which students develop (Cheung, 2010).

The contribution of the curriculum that has been carried out so far in elementary schools, which emphasizes the cultivation of character values, will depend on the involvement of teachers and students in the learning process and outside the

learning process. According to the Regional Regulation in South Sulawesi regarding the implementation of education (Chapter 1 Article 1 Paragraph 8) "Education is a conscious and planned effort that is carried out formally to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength. self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state."

In this study, the social construction of teachers are social symptoms that arise from social life within the scope of formal education, namely elementary schools which are found in the social experience of students in carrying out the learning process at school with the community around the school. Camelya, et al (2021) stated that social construction will determine teachers' point of view in identifying social problems encountered by the students, which then impacts on the treatment that the teacher provides for students' self-healing.

The stages of social construction include three moments, namely externalization, objectification, and internalization. At the externalization stage, there is an outpouring of effort or human self-expression into the world or the way the teacher interprets the importance of character values in learning. Teachers can build their own definitions regarding the importance of character values in the learning process. In the objectification stage, there is a habituation to the results of externalization, the teacher knows how to habituate character values in the learning process carried out at the school. The internalization stage is the re-application of the objectified world into the teacher's consciousness. Character education in learning that teachers apply consciously is the result of objectification. Therefore, the social construction of teachers is very influential on the habituation of students' character in schools and society, or the environment where students attend formal education in elementary schools.

LITERATURE REVIEW

Based on a review of research on the social construction of teachers and on the social attitudes of students in elementary schools, in general, social construction theory is used as a perspective in assessing a social problem that occurs in society. However, broadly speaking, the answers given by social construction theory to the problems of the sociology of knowledge become relevant to problems within the body of sociology in general.

The origin of the social construction of constructivist philosophy begins with cognitive constructivist ideas (Halim, 2015). Social construction theory in this study aims to find out how the social construction of teachers on the importance of social attitude character values in Core Competency (CC2) in the social sciences learning process in the 2013 curriculum which emphasizes six social attitudes that must be instilled by students, namely honesty, discipline, responsibility, caring, polite, and confidence. In line with this, Utomo (2018) stated that the process of internalizing character values in social sciences learning aims to build social attitudes.

The role of the teacher as an educator is very important in shaping students' character behavior, through social sciences learning, students can receive information on character values directly through reciprocal communication between students and teachers in the form of classroom learning activities. The social sciences subject needs the concept of character education material that is internalized in learning activities as an effort in the development of values that form the basis for teachers to develop students' character. Atmaja (2017) stated that social construction in learning has an impact on shifting social and cultural values. One way to provide habituation of character values, especially social attitudes, is to integrate attitudes into lesson plans. Zulhijrah (2015) argued that lesson plans are also part of the planning of character education in schools, which is a short-term plan to estimate or

project the character that will be instilled in students into learning. Teachers can easily predict the actions that will be taken in learning activities to form the habituation of social attitudes. Purnomo (2015) stated that social attitudes that are developed wisely will produce social intelligence which will then develop into solidarity between students and educators.

Regarding the importance of character values in schools, Safitri (2015) examined the various strategies carried out by schools in implementing character education through school culture. School culture is an important thing that must be considered in the process of internalizing character values in schools. Efforts to implement character values cannot be separated from the example of principals, teachers, employees, and students who work together to create a positive school culture.

MATERIALS & METHODS

The research design used was quantitative research. The data were processed by using descriptive analysis. The focus of this study was teachers of 5th grade at SD InpresKampus IKIP, SD Pertiwi, SD Muhammadiyah Perumnas, and MI Negeri 1 Makassar. The location of the research was chosen based on several considerations on required criteria, namely, the condition of school environment, which located in the middle of the city would affect the social construction of the teachers, the formation of character values on social attitude, teachers who often interact directly with students outside of school hours and schools that use the 2013 curriculum, because in Makassar there are still several schools in Rappocini sub-district that have not used the 2013 curriculum or they are still in the process of adjusting in high grades

The population in this research consists of teachers and students of elementary school at 5th grade in Rappocini sub-disctrict, Makassar, in academic year of 2019/2020. The samples of this research were 1 teacher of 5th grade at SD inpresKampus IKIP, 1 teacher of 5th grade

at SD Pertiwi, 1 teaher of 5th grade at MI Negeri 1 Makassar, and 1 teacher of 5th grade at SD Muhammadiyah Perumnas, and all 5th grade students from those schools consisting of 96 students. The sampling technique used in this research was non probability sampling using purposive sampling. Purposive sampling technique used since the researcher determined criteria in terms of choosing students and teachers from 5th grade in thematic learning of social sciences content as the informants in this research.

There were two kinds of data in this research, namely primary and secondary data. Primary and secondary data collected directly from the teachers and students of four different elementary schools in Rappocini sub-district in Makassar. In collecting the data, this research used interview, questionnaire, observation, and documentation technique. The in-depth interview was used to gain information about teachers' social construction. The interview results were analyzed by deciphering the words into sentences systematically. The questionnaire given to the respondents used Likert scale 1-4. Before distributing the questionnaire, the questionnaire was initially tried out in the trial class. The trial was conducted in order to find out the validity and reliability of questionnaire. The observation in this research was carried out in order to find out the data about teachers' performance during the learning process of social sciences subject. The documentation process was conducted to gather and analyze documents, in the form of writing, picture, or electronic media. The documents in this study consisted of the applied curriculum, syllabus, lesson plans, textbooks, and photos related to the object under study. The data analysis technique in this study used several stages which included data triangulation; data reduction, data presentation, conclusion drawing and descriptive statistics. Triangulation of data used two techniques, namely triangulation of sources and methods. Source triangulation is used to

compare and check the degree of confidence of the information obtained. Triangulation method is by utilizing researchers or other observers for the purpose of re-checking the degree of confidence in the data. Data reduction is defined as the process of selecting, focusing and simplifying, abstracting, and transforming "rough" data that emerges from written field notes. Presentation of data can be done in the form of brief descriptions, charts, displaying relationships between categories and other things which are then analyzed in depth so that it is possible to draw conclusions from the data. Drawing conclusions aimed to find out repeated actions on notes in the field. Descriptive statistics were used to collect questionnaire data of students' social attitude, descriptive statistics is a form of data analysis that describes the collected data and generalize them to obtain the required results.

RESULT & DISCUSSION

1. The Result of Teachers' Social Construction at SD InpresKampus IKIP

Based on the result of interview about social construction with 5th grade teachers' regarding the importance of students' character values in the learning process of social sciences subject, via online or offline learning, at SD InpresKampus IKIP, Rappocini sub-district in Makassar, teachers' social construction was divided into three moments, which simultaneously described based on analysis result through the stage of externalization, objectification, and internalization underlying the questions from interview.

Social Construction at SD InpresKampus IKIP

Indicator of social construction	The result of teacher's social construction
Externalization	The form of assessment contained in the 2013 curriculum is spiritual assessment
Objectification	Habituation of good social attitudes is by using data from spiritual assessments.
Internalization	The assessment of social attitudes is carried out based on the value of the tasks carried out and from an assessment of the spiritual aspect.

The table shows that the social construction of SD InpresKampus IKIP includes three indicators or stages. At the externalization stage, character education in the 2013 curriculum was a spiritual value which required teacher's obligation to implement it in students' learning. In addition, according to the fifth grade teacher, the assessments contained in the 2013 curriculum were knowledge assessment and skills assessment. The implementation of the most effective character education according to the fifth grade teacher was carried out in the learning process by providing examples and habituation for students to respect and obey the rules at school. Rachmawati et al (2013) revealed that teachers must be able to become student facilitators during the learning process. The example and application of social attitudes is a dynamic problem, the teacher must be able to answer every question and problem that arises in the ongoing learning. The application of the assessment of social attitudes combined with the assessment of skills for example when students are given an assignment, students do it skillfully.

At the objectification stage, the general view regarding the purpose of implementing the social attitude character assessment was that the teacher is able to form good attitudes for students, and students can develop their potential to behave well. The implementation of a good character assessment according to the teacher was by using pre-existing data in semester 1 in assessing social attitudes during the pandemic period, namely spiritual assessment. In addition, character assessment can be seen from the extracurricular activities followed by students. The availability of facilities and infrastructure did not make a special contribution in the habit of forming social attitudes outside of school hours.

At the internalization stage, character values in learning were conveyed

through the offline group study method, while in the online learning process the method used by the teacher was to convey material through the Class V WhatsApp (WA) group and the teacher also directed students to watch shows through TVRI television broadcasts related to learning materials, meanwhile for attitude assessment, the teacher took the results of the assessment in semester one.

The obstacle faced by the teacher in character assessment was that the teacher was not able to see directly the student's activities at home during the learning process, so that the assessment was only based on the tasks collected by the students. The assessment of student attitudes in the social sciences subject refers to learning materials because the assessment was carried out based on the value of the tasks collected, but regarding the social attitudes of students, the teacher assessed based on

student attitudes that the teacher has known in the first semester. Cintang, et al (2017) stated that students' independence will be more developed if teachers are able to develop them as implementers of educational products and not as product makers. This means that between teachers, students and the curriculum there must be a good synergy and mutual support.

Based on the results of the social construction of the fifth grade teacher at SD InpresKampus IKIP, it can be concluded that the teacher constructed social attitudes in learning based on the pattern of meaning that the assessment of social attitudes was not considered important, because the teacher concerned more on low score obtained by students in the aspect of knowledge. This is in line with the average results of the questionnaire of indicators of student social attitude, see Figure 1.
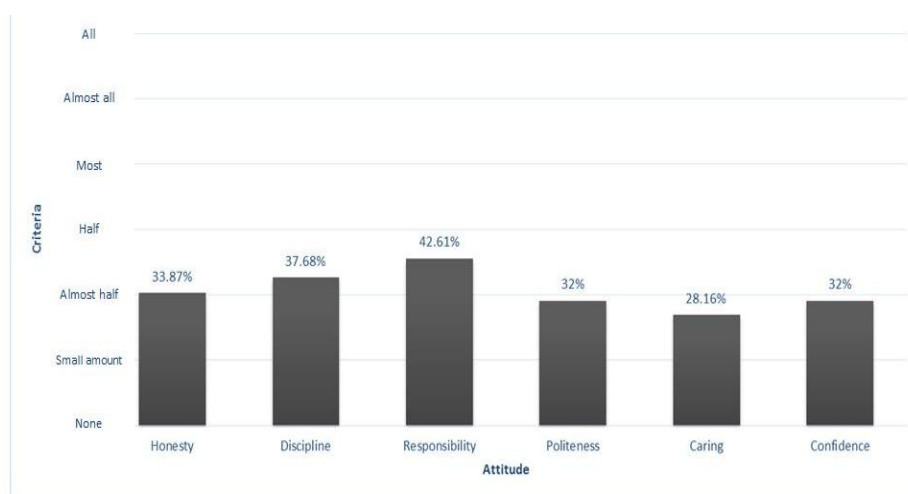

Figure 1.The average score of Social Attitude Indicator at SD InpresKampus IKIP

Figure 1 shows that the highest percentage of students' social attitude indicator at SD InpresKampus IKIP was obtained in the attitude showing 'responsibility' with a score of 42.61%. This shows that the social attitude given by the teacher in the social sciences learning process has not become a good habit for students, while the lowest score was shown in 'caring' with a score of 28.16%, followed by 'politeness' with a score of 32%, and 'self-confidence' at 32% percentage. This

shows that the three attitudes at SD InpresKampus IKIP are still low.

The average percentage of social attitude of each question items would be analyzed by using the formula for average percentage of overall students' answers. The total or overall average percentage of students' answer $(\overline{(P\_T\,)})$ was obtained from the total average score of questions item of first indicator $(\overline{P\_i})$ divided by the total number of items (k), then the result obtained was 35,19%.

The average percentage of students' overall answers for SD InpresKampus IKIP was 35.19%, this shows that the average percentage of students' social attitudes was 35.19%. This means that almost half of the students have good social attitudes. Therefore, a small number of students, as many as 4 students, were in the very good category, almost half of the students, as many as 10 students were in the good category, and almost half of the students, as many as 11 people whose social attitude scores were in the sufficient category, out of 25 students in the fifth grade at SD InpresKampus IKIP.

2. The Result of Teacher's Social Construction at SD Pertiwi

Based on the result of interview about social construction with 5th grade teachers' regarding the importance of students' character values in the learning process of social sciences subject, via online or offline learning, at SD Pertiwi, Rappocini sub-district in Makassar, teachers' social construction was divided into three moments, which simultaneously described based on analysis result through the stage of externalization, objectification, and internalization underlying the questions from interview.

Social Construction at SD Pertiwi

Indicator of Social Construction	The result of teacher's social construction
Externalization	Character education is the process of building a good attitude. There are two assessments in learning, namely knowledge assessment and skills assessment. The aspect of social attitude assessment can be determined based on student participation in learning.
Objectification	Assessment of social attitudes aims to familiarize students in carrying out various kinds of positive activities.
Internalization	The assessment of social attitudes is always carried out by the teacher by adjusting the theme or sub-theme that will be given during the learning process.

The table shows that the social construction of SD Pertiwi includes three indicators or stages. At the externalization stage, character education is a process of building good attitudes. The assessment consists of knowledge and skills, and according to the teacher, the application of social attitudes can be assessed from student participation in learning via zoom meetings, collecting assignments, and every Friday students are required to donate. The effectiveness of character education carried out by teachers in learning is to familiarize students with the rules that already exist in school, for example getting students to clean the classroom before and after the learning process, being on time to enter the zoom meeting room and various kinds of rules that has been made by the teacher in maximizing the cultivation of character education during the learning process.

At the objectification stage, the value of the character of social attitudes aims to familiarize students in carrying out various kinds of positive activities. The implementation of social attitudes can be seen when the teacher invited students to provide feedback on material that has not been understood by students. The teacher integrated the value of social attitudes in planning learning activities, and the teacher held a meeting once a week for students to summarize material that has not been understood by students. Furthermore, the teacher conducted a question and answer session and discussion related to material that was not understood, students provided input to each other so that the teacher could assess the value of students' social attitudes based on discussion activities. Supporting media in familiarizing social attitudes in learning was the laptop used by students, which can be used properly so that the delivery of material can be easily conveyed to students.

At the internalization stage, the teacher used the method by explaining the material and giving assignments to students, then the teacher held a question and answer session with students. The implementation of the value of social attitudes could be seen when students collected assignments on time and students confidently explained the answers of the tasks they had done. The

obstacle faced by teachers appeared when the network used by students was not stable so that the delivery of material was not optimal. The teacher overcame this by conducting a meeting once a week to re-explain the material that was not understood by the students. Moreover, the assessment of social attitudes was always carried out by the teacher, referring to the themes and sub-themes in the learning process.

Based on the results of the social construction of the fifth grade teacher at SD Pertiwi, it can be concluded that the teacher interpreted the character values of social attitudes, not only teaching what is right and what is wrong, but more than that, the character values of social attitudes were instilled through habits or culture, and it would continue practiced by the teachers of SD Pertiwi. In addition, it can be concluded that the teacher at SD Pertiwi interpreted the value of the ideal social attitude character, by stating that the student's social attitude character is a very important foundation and needs to be instilled early on. This is in line with the average results of the student social attitude questionnaire indicators, see Figure 2.
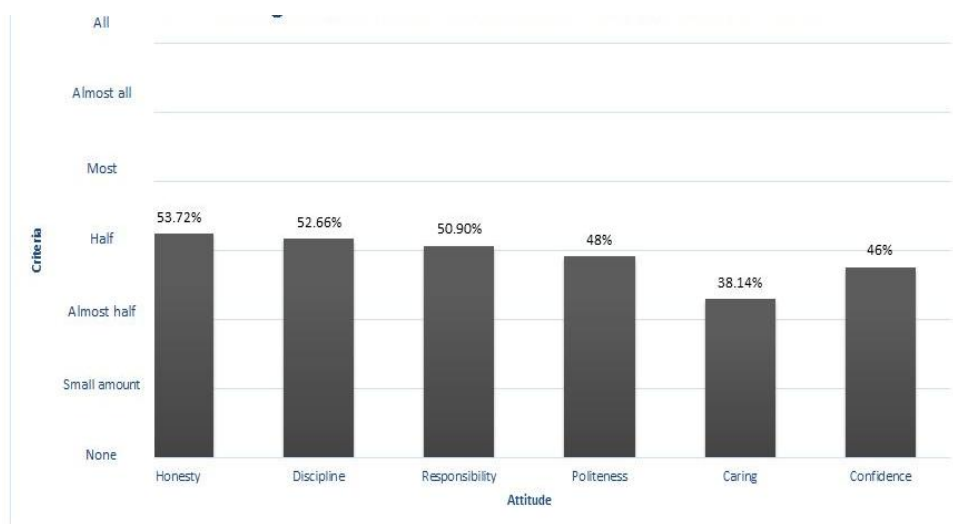

Figure 2.The average score of Social Attitude Indicator at SD Pertiwi

Based on Figure 2, the indicators of SD Pertiwi's social attitudes show the highest score on 'honesty', at 53.72%. This shows that the social attitude given by the teacher in the social sciences learning process has become a good habit for students. The lowest score was shown in the 'caring' attitude with a score of 38.14%, this shows that the students' 'caring' attitude at SD Pertiwi is low.

The average percentage of social attitude of each question items would be analyzed by using the formula for average percentage of overall students' answers. The total or overall average percentage of students' answer $(\overline{(P\_T)})$ was obtained from the total average score of questions item of first indicator $(\overline{P\_i})$ divided by the total number of items (k), then the result obtained was 48,28%

The average percentage of students' overall answers for SD Pertiwi was 48,28%, this shows that the average percentage of students' social attitudes was 48,28%. This means that from total number of 28 5th grade students at SD Pertiwi, almost half of the students have good social attitudes. Therefore, most of the students, 16 students, were in a very good category, a small number of students, 7 students, were categorized into good category, and 5 students were categorized into fair category.

3. The Result of Teacher's Social Construction at SD Muhammadiyah Perumnas

Based on the result of interview about social construction with 5th grade teachers' regarding the importance of students' character values in the learning

process of social sciences subject, via online or offline learning, at SD Muhammadiyah Perumnas, Rappocini sub-district in Makassar, teachers' social construction was divided into three moments, which simultaneously described based on analysis result through the stage of externalization, objectification, and internalization underlying the questions from interview.

Social Construction at SDMuhammadiyah Perumnas

Indicator of Social Construction	The result of teacher's social construction
Externalization	The assessment used in the 2013 curriculum is an assessment of knowledge and skills
Objectification	Attitude assessment is carried out based on task scores and active students' participation in learning.
Internalization	Instilling the habit of social attitudes is considered unnecessary, because students spend more time in the family environment.

The table shows that the social construction of SD Inpres Kampus IKIP includes three indicators or stages. At the externalization stage, character education is considered as a habit that forms good character for students and their environment. In addition, according to the 5th grade teacher, the assessment used includes skills and knowledge. The implementation was carried out by getting students used to saying greetings when passing by school residents and requiring them to read the Qur'an regularly. The process of assessing social attitudes was carried out by considering the scores from the results of the tasks collected by students.

At the objectification stage, the teacher considers the implementation of a good social attitude character assessment by looking at the tasks collected by students and the active participation of students in learning. In addition, in general, the assessment of the value of social attitudes in learning was implemented by providing good examples for students, although it was not carried out optimally because if students return to the community, the good examples of attitudes that have been modelled were easily forgotten by students. Moreover, during the learning process from home in the pandemic, students learned and interacted more in their home, so teachers found it more difficult to habituate good attitudes as an example so that students can apply when following the online learning process. The teacher integrated the cultivation of social attitudes by always reminding students to get used to reading the Qur'an, praying daily, and carrying out obligatory and sunnah prayers. In addition, facilities and infrastructure were less supportive because all facilities at the elementary, junior high, and high school levels were used in the same place, for example the field and the prayer room.

At the internalization stage, the assessment of social attitudes did not refer to themes and subthemes, the cultivation of habituation of social attitudes was sometimes forgotten by the teacher in the social sciences learning process, this happened also in the offline/face-to-face learning process. During online learning, students spent more time in the family environment so that the attitude assessment was taken from the score in the learning process in the first semester. The learning method used was only providing material through WhatsApp (WA) class groups and memorizing short surahs. However, there was obstacle faced by the teacher, some students who did not have gadgets always experienced delays in collecting their assignments. Therefore, the teacher overcame this by giving written assignments in one week and giving assignments again if students were still late in submitting assignments.

Based on the results of the social construction of the fifth grade teacher at SD Muhammadiyah Perumnas, it can be concluded that the assessment of social attitudes was not considered important by the teacher, because the teacher concerned more on score obtained by students in the aspect of knowledge and skills in the learning process, whether it was offline or online. This is in line with the average

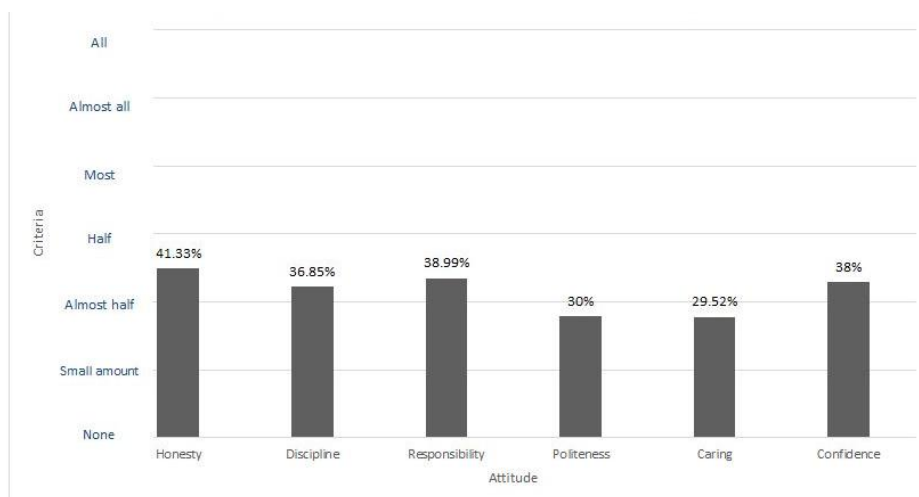results of the questionnaire of indicators of   student social attitude, see Figure 3.

Figure3.The average score of Social Attitude Indicator at SD Muhammadiyah Perumnas

Figure 3 shows that the highest percentage of students' social attitude indicator at SD Muhammadiyah Perumnas was obtained in the attitude showing 'honesty' with a score of 41,33%. This shows that the social attitude given by the teacher in the social sciences learning process has not become a good habit for students, while the lowest score was shown in 'caring' with a score of 29,52%, followed by 'politeness' with a score of 30%, and 'self-confidence' at 38%. This shows that the attitudes of caring, politeness, and confidence of students at SD Muhammadiyah Perumnas are still low.

The average percentage of social attitude of each question items would be analyzed by using the formula for average percentage of overall students' answers. The total or overall average percentage of students' answer $(\overline{(P\_T\ )})$ was obtained from the total average score of questions item of first indicator $(\overline{P}\_i)$ divided by the total number of items (k), then the result obtained was 35,73%

The average percentage of students' overall answers for SD Pertiwi was 35,73%,

this shows that the average percentage of students' social attitudes was 35,73%. This means that from total number of 19 fifth grade students at SD Muhammadiyah Perumnas, almost half of the students have good social attitudes. Therefore, 5 students were in a very good category, 4 students were categorized into good category, and 10 students were categorized into fair category.

4. The Result of Teacher's Social Construction at MI Negeri 1 Makassar

Based on the result of interview about social construction with 5th grade teachers' regarding the importance of students' character values in the learning process of social sciences subject, via online or offline learning, at MI Negeri 1 Makassar, Rappocini sub-district in Makassar, teachers' social construction was divided into three moments, which simultaneously described based on analysis result through the stage of externalization, objectification, and internalization based on the obtained answers from interview.

Social Construction at MI Negeri 1 Makassar

Indicator of Social Construction	The result of teacher's social construction
Externalization	Character education is the process of instilling attitudes that are carried out from teachers to students. The form of assessment consists of an assessment of attitudes, knowledge, and skills.
Objectification	The implementation of character values in social attitudes in social sciences subject is carried out by building the habit of caring, responsibility, honesty, discipline, politeness, and confidence in the school environment.
Internalization	The assessment of social attitudes by the teacher is adjusted to the material to be conveyed and will form a habituation of good attitudes.

The table shows that the social construction of MI Negeri 1 Makassar includes three indicators or stages. At the externalization stage, character education was the process of inculcating attitudes carried out by schools from teachers to students. The assessment contained in the 2013 curriculum consists of an assessment of attitudes, knowledge and skills. In addition, the form of applying attitude assessment in class V was by inserting examples of attitudes in each teaching material and instilling an attitude of mutual assistance between friends who have difficulty in learning.

At the objectification stage, the purpose of implementing social attitude character values in social sciences learning was to build a sense of caring, responsibility, honesty, discipline, politeness, and confidence among students in the school environment, although there were some changes in attitudes in terms of knowledge during the process of online learning since the students sometimes looked for answers using Google's help. This kind of learning process is common not only in social sciences learning but in other lessons as well. But the teacher still allowed this because the social attitude between students can be seen if they help each other

when they get a difficult task to do independently.

At the internalization stage, the method used by the teacher in conveying character values in learning was by using a friend card in the form of numbers that were set in groups so that students could get to know each other. In addition, the obstacle faced by the teacher was that there were some students who did not want to interact with friends who were considered not smart and were always late in collecting assignments because they did not have adequate access at home. Assessment of social attitudes for fifth grade teachers has led to themes and sub-themes but there was no column for assessing the social attitude section because CC2 is included in the psychomotor assessment of students.

Based on the results of the social construction of 5thgrade teachers at MI Negeri 1 Makassar, it can be concluded that teachers at MI Negeri 1 Makassar constructed the importance of the character values of students' social attitudes related to meaning, response, and action. Based on the pattern of meaning, the assessment of social attitudes needs to be integrated in every learning activity from the beginning to the end of learning. This is in line with the average results of the student social attitude questionnaire indicators, see Figure 4.
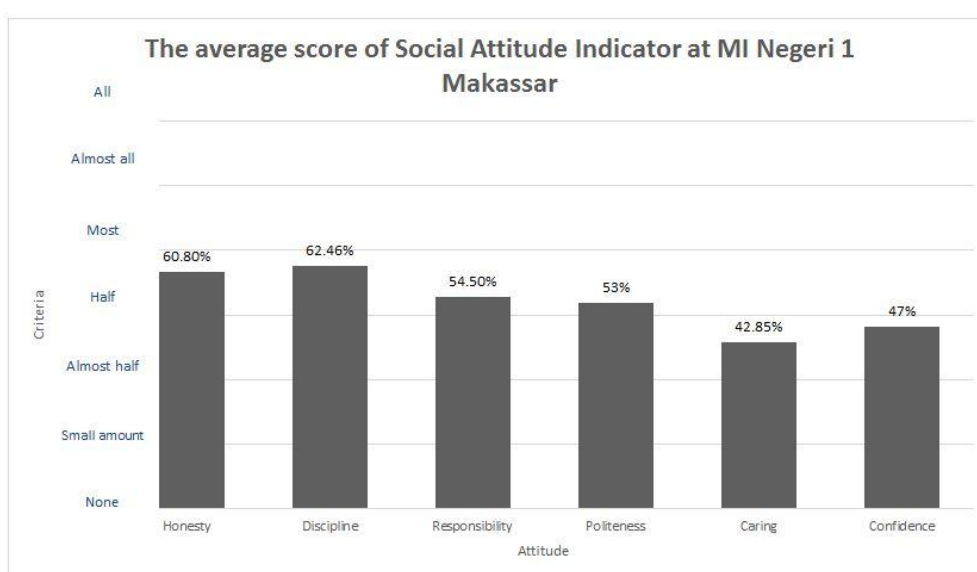

Figure 4.The average score of Social Attitude Indicator at MI Negeri 1 Makassar

Based on Figure 4, it can be seen that the highest percentage of students' social attitude indicator at MI Negeri 1 Makassar was obtained in the attitude showing 'discipline' with a score of 62,46%. This shows that the social attitude given by the teacher in the social sciences learning process has not become a good habit for students, while the lowest score was shown in 'caring' with a score of 42,85%. This shows that the attitudes of caring of students at MI Negeri 1 Makassaris still low.

The average percentage of social attitude of each question items would be analyzed by using the formula for average percentage of overall students' answers. The total or overall average percentage of students' answer $((P\_T\ )\overline{)}$ was obtained from the total average score of questions item of first indicator $(\overline{P}\_i)$ divided by the total number of items (k), then the result obtained was 53,41%.

The average percentage of students' overall answers at MI Negeri 1 Makassar was 53,41%, this shows that the average percentage of students' social attitudes was 53,41%. This means that from total number of 24 fifth grade students at MI Negeri 1 Makassar,18 students were in a very good category and 6 students were categorized into good category.

CONCLUSION

The teachers' social construction on the importance of character values, especially on social attitude in the thematic learning for social sciences content on theme 8 resulting in different process of meaning in four schools. Two schools, namely SD Pertiwi and MI Negeri 1 Makassar, considered that it was necessary to integrate social attitudes into the content of social sciences subject in order to make continuous positive impact on students' social attitude. Meanwhile two other schools, namely SD Inpres Kampus IKIP and SD Muhammadiyah Perumnas, considered that it is not necessary to integrate social attitude in the learning process, instead, the teachers concerned more on the assessment of students' knowledge and skill. It is suggested that educational institutions in Makassar, especially local education authorities in Rappocini sub-district, should hold trainings and seminars that examine how to apply habituation of social attitudes in the social sciences learning process which is in accordance with the objectives of the 2013 curriculum that emphasizes character building. It is recommended for schools to prepare lesson plans, syllabus, and materials by providing an element of habituation that educates students' social attitudes, since currently there are more learning tools that emphasize cognitive and psychomoroic development, so that the habituation of social attitudes in the affective aspect is not enough noticed. For teachers from the four schools studied, it is hoped that they will continue to pay attention to the habituation of the affective aspects of students, not only on the cognitive and psychomotor aspects, but also on the affective aspects.

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