



Implementation of Vygotsky's Theory of Social Constructivism in Learning Pancasila Education in Elementary Schools As Strengthening Cooperation Attitudes

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Abstract: This study aims to reveal the implementation of Vygotsky's theory of social constructivism in learning Pancasila education to strengthen students' cooperative attitudes. This study used a phenomenological method with a qualitative approach. The subjects in this study were teachers who teach Pancasila education subjects and grade III students at Gondangmanis State Elementary School, Karanganyar Regency, Central Java Province. The data collection technique was carried out by observation and interviews, which were then checked for validity of the data using triangulation techniques and sources, the data analysis used was interactive analysis. The results of the study showed that the theory of social constructivism was relevant to strengthening the attitude of cooperation in Gondangmanis State Elementary School in the learning of Pancasila Education. Gondangmanis State Elementary School still tends to be selective in choosing their group mates, but after the teacher implements Vygotsky's theory of social constructivism through Pancasila Education learning, students easily blend in with each side regardless of differences. It can happen because teachers divide groups randomly regardless of the differences in students' backgrounds after being divided, students are required to cooperate in the group to complete the tasks given by the teacher. Through this process, the attitude of cooperation of students can be built well because they are used to working with each student regardless of differences in background, both differences in religion, ethnicity, and area of residence.

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Introduction

Globalization has a positive impact on human civilization and poses several serious threats to human attitudes or behaviors. It is supported by research (Tjg et al., 2024) that explores the degradation of national identity among Generation Z, which is characterized by increasing individualism. Generation Z, who grew up in the digital era tends to prioritize personal interests over social values such as cooperation which is Indonesia's national identity (Nuryadi & Widiatmaka, 2023). The fading of the national identity is also the main basis for the Indonesian government to implement the current new curriculum, namely the independent curriculum (Suryaningsih et al., 2023).

In connection with the description above, the new curriculum implemented is an independent curriculum that strongly emphasizes the Pancasila student profile. This is contained in the Decree to the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 009/H/Kr/2022 which emphasizes that the Pancasila student profile is used as a reference for educators in building character. In line with this, (Muhdhor et al., 2023) revealed that the Pancasila student profile



in the independent curriculum is one of the government's efforts to improve the quality of the character of the nation's next generation in this digital era of globalization.

The Pancasila student profile is one of the government's efforts to internalize Pancasila values in society through education with the formation of student character (Khoeratussana et al., 2023). One of the dimensions of the Pancasila student profile is the attitude of cooperation (Ibad, 2022), which is relevant to the findings of the research (Tjg et al., 2024) which shows a low attitude of cooperation in Generation Z. This is also relevant to the goals of Pancasila Education in the independent curriculum, one of which is to form students who work together (Kurniawan et al., 2023). In addition, Permendikbud Number 20 of 2018 article 2 paragraph 2 also states that one of the manifestations of the five main values in the PPK (Strengthening Character Education), namely cooperation.

Cooperation as a student profile Pancasila guides students to have social values with an attitude that makes it easy to socialize by helping each other (Oktavianto et al., 2023). (Amelia & Ramadan, 2021) explained that the value of cooperation is reflected in joint problem-solving, communication, and mutual help to solve group problems. In addition, the values of cooperation include cooperation, help, anti-discrimination, and solidarity. Mulyani et al., (2020) explained that the purpose of the cooperation character education program is to instill the formation of national character values through the learning process so that understanding, understanding, and practice will be created that will have a great impact on students in behaving, thinking, and acting.

Strengthening and instilling cooperation attitudes in educational units from elementary to higher levels is inseparable from the learning process (Widiatmaka, 2022). So, this is closely related to learning theories, one of which is Vygotsky's learning theory of social constructivism. This theory of social constructivism postulates that learning undergoes an enculturation process involving the environment and related knowledge so that the role of language becomes an integral part of all forms of social interaction (Ilham & Tiodora, 2023). As explained in the previous paragraph, the character of cooperation is closely related to communication skills that encourage individuals to help each other, work together, volunteer, anti-discrimination, and solidarity. Thus, Vygotsky's theory of learning social constructivism is relevant for strengthening the character of cooperation. This is also relevant to the threat of national identity degradation, namely the fading of cooperation attitudes has been seen in Generation Z (Tjg et al., 2024).

In connection with the description above, the researcher took the location of the research at Gondangmanis State Elementary School, because students at the school are still selective in choosing friends, such as social status and religion. The results of an initial study at Gondangmanis State Elementary School, Karanganyar Regency, Central Java Province showed that student behavior was less compact, especially in grade III students. The results of initial interviews with teachers who teach Pancasila education subjects show that most students are still selective in choosing friends when working in groups in class. This reflects the low character of cooperation in the field. Therefore, the researcher tried to review and examine more deeply the attitude of cooperation in the third grade of Gondangmanis State Elementary School. The attitude of cooperation that is inseparable from social interaction is in line with Vygotsky's theory of social constructivism. Therefore, this study aims to describe the implementation of Vygotsky's theory of social constructivism in the attitude of cooperation of students at Gondangmanis State Elementary School. Implementing Le Vygotsky's theory of social constructivism can provide a complete picture of the things that



encourage and inhibit the attitude of cooperation of third-grade students of Gondangmanis State Elementary School in the subject of Pancasila Education.

Various studies on the implementation of Vygotsky's theory of social constructivism have been carried out, but these studies tend only to explain the theory of social constructivism in literature (Ilham & Tiodora, 2023; Laird-Gentle et al., 2023; Retnaningsih, 2024; Shah, 2022; Yang, 2023) and emphasize strengthening students' cognitive abilities (Firetto et al., 2023; Habsy et al., 2023; Herianto & Lestari, 2021; Mohammed et al., 2022; Rahmani et al., 2023). These studies are not associated with the learning of Pancasila Education; no one has focused on strengthening character education, especially the attitude of cooperation. Therefore, this study aims to reveal the implementation of Vygotsky's theory of social constructivism in learning Pancasila education to strengthen students' cooperation attitudes. Hopefully, the results of this study can provide a new view of the world of education, especially in Pancasila Education which emphasizes attitude or character variables.

Research Method

This study used a phenomenological method with a qualitative approach. Phenomenological research is a type of qualitative research that involves looking at and listening to the testimony of the parties involved to gain a more detailed understanding of their experiences. Phenomenological research aims to interpret and explain what a person experiences, including his or her experience in interacting with others and his environment (Cresswell, 2017).

The data collection techniques in this study were observation, interview, and documentation techniques. The observation technique was used to obtain data on the attitude of cooperation of grade III students directly. The interview technique used was an in-depth interview. This is done so that researchers obtain data in the field that condenses the problem of cooperation attitudes. The sampling technique used as an informant in this study used purposive sampling because in choosing informants there must be certain considerations so that the informants in this study amounted to 7 informants consisting of 2 teachers who taught the subject of Pancasila Education and 5 grade III students. The 2 teachers were chosen as informants because they taught Pancasila education subjects and the 5 students were chosen as informants because they were still selective in choosing friends, especially when there was a group assignment.

The technique of checking the validity of the data was carried out by triangulation of techniques and sources. Sugiyono explained that triangulation techniques are techniques for checking the validity of data that are carried out by checking data from the same source but using different techniques. Meanwhile, triangulating technical sources to test the credibility of data by checking data from various sources (Sugiyono, 2021). The data analysis technique used is interactive data analysis which has several stages, namely data collection, data condensation, data presentation, and conclusion extraction (Miles, Huberman & Saldana, 2014). This conclusion is used as a basis for determining recommendations that will be given to related parties.

Results and Discussion

Vygotsky's Theory of Social Constructivism in Learning

Vygotsky emphasized the importance of social factors in learning. This is because, in the process of learning activities, there is an interaction between language and actions in



social conditions. By stating that learning must take place in social conditions, it is clear that learning is constructive (Muhibbin & Hidayatullah, 2020).

Vygotsky believes that a person seeks to acquire knowledge to understand a concept and in this mental process the role of one's cultural and social environment cannot be underestimated (Mohammed et al., 2022). Vygotsky emphasized the importance of verbal interaction and social mediation in learning. In verbal interactions, language becomes the most valuable tool in establishing dialogue. Meanwhile, social mediation reflects that social relationships are essential to our understanding of how human participation in social interaction mediates learning and development (Shah, 2022).

Vygotsky lays down the foundations of dialogical pedagogical as the social interaction that accompanies the mental functioning of the individual developing at a high level. Therefore, language is a basic mechanism for building ways of thinking and learning, not just a medium for articulating ideas. Thus, the theory of social constructivism affirms that learning creates various internal developmental processes that can only take place when the child interacts with people in his environment and cooperates with his peers (Laird-Gentle et al., 2023). Based on the above description, it can be synthesized that the theory of social constructivism is relevant to the social skills of individuals obtained from classroom learning. These social skills include how students interact with people in their environment and cooperate with their peers.

Implementation of Vygotsky's Social Constructivism Theory in Pancasila Education Learning as a Strengthening of Students' Mutual Cooperation Attitudes

The Pancasila Education subject in the independent curriculum is divided into several materials, all of which contain the values of the nation's character (Widiatmaka et al., 2023). One of the materials is to show cooperation in various forms of ethnic, social, and cultural diversity in Indonesia which is bound by unity and unity in the residential and school environment. This material is further mapped into four categories, namely social and cultural diversity, cooperation, compactness, and unity, and the last is Indonesian as a language of unity (Widiatmaka et al., 2022). This study focuses on the material of cooperation attitudes.

In Pancasila Education Learning in third grade of Gondangmanis State Elementary School, teachers carry out several learning steps that are adjusted to the learning implementation plan. The implementation of Vygotsky's theory of social constructivism can be seen in the learning steps carried out by teachers with third-grade students at Gondangmanis State Elementary School. Based on the results of the researcher's observations, the steps of the learning activities are as follows:

First, the teacher started the learning activity by reviewing the documents that students learned in the previous lesson. Next, the teacher connected the material with the material he will learn by providing a contextual story. The contextual stories conveyed by the teacher are related to traditional games that require cooperation. Here the teacher also ensures that all students have followed the previous material. In line with this, Mahato & Sen (2023) mention that teachers who understand contextual factors better influence learning which tends to increase student motivation, interest, and engagement in learning.

Second, the teacher guided students to read the text independently while reminding students to read seriously. Here the teacher facilitated students who were not fluent in the guided group. Here there are also still some students who were not compact because of their peers who did understand the content of the text. The results of student interviews showed that students who understand the content of the text better, tend to want to show their



existence in class. This is what causes the lack of cohesiveness between students in the classroom. Therefore, in this activity, the teacher guides slowly with the cooperation of the student's classmates. According to (Bukit et al., 2023), although teachers are student facilitators, they do not make teachers the center of learning, but rather teachers must communicate effectively so that students can experience the benefits of communication with the emergence of a mutual relationship between teachers and students.

Third, the teacher formed a group consisting of 3-4 students. This group was given the task of filling out the "Let's Write" table. The task of this group is to write down the duties and roles of each figure/character that reflects the attitude of cooperation according to the reading text entitled "Nusantara Cultural Performance". In addition, teachers also asked students to write down examples of cooperation attitudes around their environment, both home and school environments. The teacher said that the formation of this group was by the teacher's provisions with the aim that students could blend in with all their classmates so that students were not used to being selective in making friends. The teacher also said that cohesiveness in the group also contributed to the final assessment. Teaching in group work can better meet students' individual needs, increase their sense of participation and belonging, and increase their interest and motivation in learning (Zhang & Ma, 2023).

Fourth, after the group work was completed, the teacher asked students to take turns telling stories about their experiences participating in cooperation activities, either at home, school, or in the community. Teachers also explored their feelings when participating in these activities. The results of student interviews showed that students were getting used to being good friends with all students in the class. They acknowledged that the assessment of group cohesiveness motivates them to help each other and work well together. Flores (2020) mentions that being a teacher is not only about applying a series of techniques and skills but also includes the development of knowledge and meaning in the dialogue that occurs during the teaching and learning process. A close and positive teacher-student relationship also contributes to students' academic outcomes (Engels et al., 2021).

Fifth, the teacher guided students to work in groups as before to discuss activities that can be carried out in cooperation according to the pictures presented. The cohesiveness of students also began to be harmoniously intertwined in the work of this second group. They admitted that the formation of the group according to the teacher's provisions in the previous activity made them more flexible in working together. This is relevant to (Ma et al., 2023) which states that teaching is an emotional practice so it must be able to create an appropriate atmosphere, such as improving students' social competence.

Sixth, the teacher guided students to share the results of group work in class to expand students' understanding of cooperation as well as check whether the activities written by students are correct or not. Teacher-student interaction is an important step in student learning and development (Chan et al., 2024). A good relationship between teachers and students is also a social-emotional aspect that has a reciprocal relationship to learning (Keller & Becker, 2021). Teachers' emotions in learning also conveyed important social messages with potential implications for students' beliefs (Frenzel et al., 2021).

Finally, the teacher explained the traditions of cooperation that already exist in Indonesia. Starting from the tradition of cooperation from Aceh, namely Alang Tulung, in Java it is commonly referred to as Sambatan. In Bali, it is called Ngayah. In South Sulawesi, it is called Ammosi. In East Nusa Tenggara it is called Gemohing. In Maluku it is called Masohi, and so on. In this last activity, the teacher also held a question and answer session with students to ensure that students not only understood the material of cooperation attitudes



but also had been realized in the form of student attitudes during the learning process. Thornberg et al., (2022) found that a positive, warm, and supportive teacher-student relationship was directly related to higher student achievement and students' cognitive skills. Thus, the established social interaction greatly determines students' attitudes and achievements in learning.

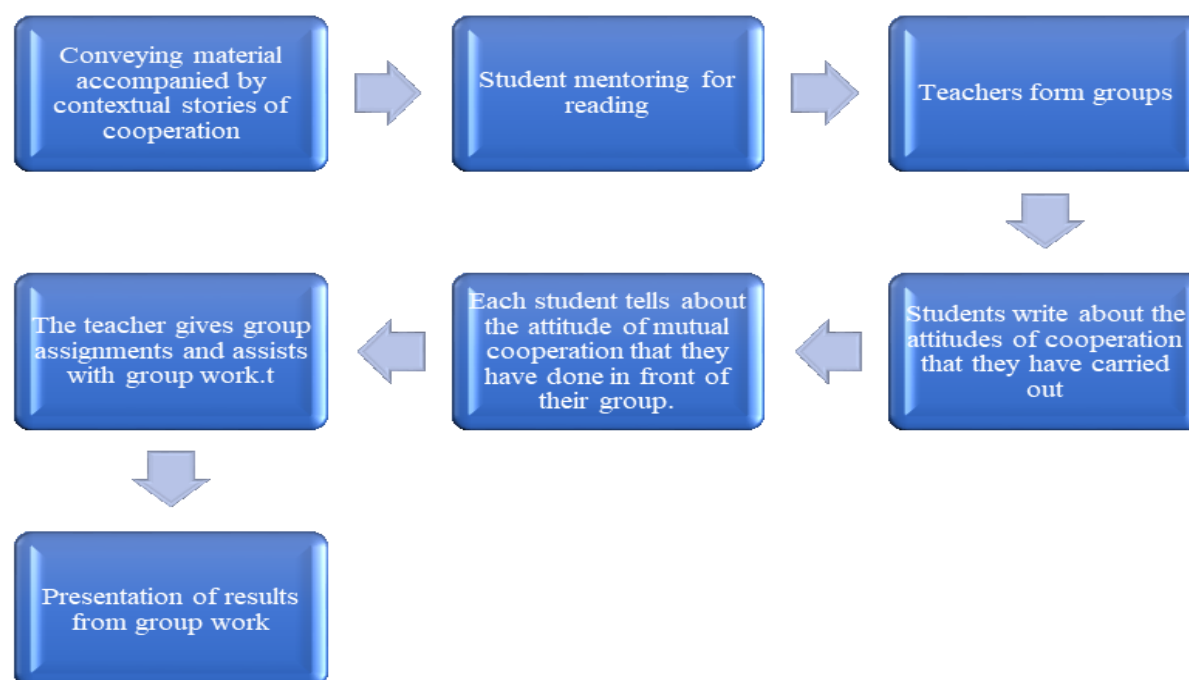


Figure 1. Implementation of Vygotsky's Social Constructivism Theory in the Learning Process of Pancasila Education

Each group made a presentation, and then the teacher gave reinforcement and conclusions related to cooperation and explained the cooperation activities (local wisdom) in Indonesia, such as cooperation activities in Aceh called Ngayah, cooperation in South Sulawesi called Ammosi, cooperation in East Nusa Tenggara is called Gemohing and so on. The learning process by utilizing Vygotsky's theory of social constructivism can instill an attitude of cooperation in students, which is expected to be inherent in students.

The implications of this study can increase the attitude of cooperation of students despite having differences in background, such as differences in religion, differences, and ethnicity so that it can foster an attitude of unity and unity in which the Indonesian people are a heterogeneous society. In addition, this also has implications for the development of learning models and learning methods in the learning process by each teacher by utilizing Vygotsky's concept of social constructivism to build the character of the nation, especially the character of cooperation of students.

Conclusion

Based on the results of the study, the theory of social constructivism is relevant to strengthening the attitude of cooperation in third grade at Gondangmanis State Elementary School in the learning of Pancasila Education. Third-grade students of Gondangmanis State Elementary School still tend to be selective in choosing their group mates, but after the teacher implements Vygotsky's theory of social constructivism through Pancasila Education



learning, students easily blend in with each side regardless of differences. This can happen because teachers divide groups randomly regardless of the differences in students' backgrounds, after being divided, students are required to cooperate in the group to complete the tasks given by the teacher. Through this process, the attitude of cooperation of students can be built well, because they are used to working with each student regardless of differences in background, both differences in religion, ethnicity, and area of residence.

Recommendation

The results of this study are expected to be considered or relevant research for future researchers, who want to study more deeply related to the development of Vygotsky's theory of social constructivism in the learning process. In addition, every teacher is expected to implement Vygotsky's social constructivism in the learning process so that it can form a cooperative attitude for students.

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