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Implementation of Social Values Learning Strategies to Foster Students' *Tepa Selira* Attitudes in Pancasila and Civic Education at UPTD SMP Negeri 4 Moro'o in the 2025/2026 Academic Year

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Abstract

Differences in students' backgrounds, habits, and awareness of others' feelings present challenges to cultivating *tepa selira* in schools. This study examined the implementation of social values learning strategies, the barriers encountered, and the measures taken to address them in Pancasila and Civic Education (PPKn) at UPTD SMP Negeri 4 Moro'o. A descriptive qualitative approach involved five purposively selected informants: the principal, one PPKn teacher, and three students. Data were collected through non-participant observation, in-depth interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing. The findings indicate that social values were incorporated into learning through group discussions, case studies, collaborative assignments, presentations, and reflection. Implementation barriers included differences in students' habits, external social influences, uneven awareness of others, limited instructional time, and insufficient habituation. Measures to address these barriers included integrating social values into lessons, enforcing school regulations, and providing educational reprimands and sanctions. The findings highlight collaborative learning, guidance, and role modelling as relevant elements in efforts to cultivate *tepa selira*. The study provides a contextual account of social values education and underscores the importance of a consistent school learning culture that supports empathy, tolerance, and mutual respect.

Keywords: Learning Strategies; Social Values; *Tepa Selira*; Civic Education; Character Education

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INTRODUCTION

Education plays a strategic role in developing human resources by fostering not only knowledge and skills but also moral values and social competencies. In a multicultural society such as Indonesia, education is expected to cultivate individuals who respect differences, demonstrate empathy, and contribute to harmonious social relationships. This orientation is consistent with the national education objectives, which emphasize the development of individuals who are morally responsible, independent, and committed to ethical values. Accordingly, educational success should not be assessed solely through academic achievement but also through students' ability to demonstrate positive social values in everyday interactions.

One important social value that deserves greater attention in educational settings is tepa selira, a Javanese cultural principle referring to the ability to consider other people's feelings, interests, and rights before acting. This principle is closely associated with empathy, mutual consideration, and self-restraint, which are essential for maintaining harmonious interpersonal relationships. Within Javanese culture, tepa selira functions as a moral foundation that encourages individuals to maintain social harmony through respect and responsible conduct. It also reflects an individual's capacity to understand the emotional experiences of others and respond appropriately to their circumstances (Nafilasari et al., 2023). Consequently, incorporating tepa selira into school-based character education is particularly relevant to developing students' social awareness and interpersonal responsibility.

The importance of cultivating this value becomes increasingly evident when schools continue to encounter interpersonal behaviours that disregard the feelings and dignity of others. Limited empathy may contribute to bullying, including verbal harassment, social exclusion, and ridicule directed at an individual's physical characteristics. Previous research indicates that strengthening tepa selira may help reduce bullying tendencies by encouraging students to become more sensitive to the emotional experiences of their peers (Widiyanti, 2024). Similarly, students with lower levels of empathy tend to demonstrate a greater tendency towards bullying behaviour (Azizah et al., 2025). Educational interventions that promote empathy can also improve students' awareness of the emotional consequences experienced by bullying victims (Nurfalasyifa et al., 2026).

This issue is reflected in the preliminary observations conducted at UPTD SMP Negeri 4 Moro'o. The observations revealed several interpersonal behaviours that did not

adequately demonstrate tepa selira, particularly jokes and comments targeting students' physical conditions. One student who had been naturally bald since birth was repeatedly made the subject of jokes and experienced exclusion from peer interactions. This situation suggests that an understanding of respect for individual differences has not yet been consistently translated into students' everyday social behaviour. From the researcher's perspective, addressing such circumstances requires more than disciplinary regulations or verbal reminders. Rather, learning strategies should provide meaningful opportunities for students to understand, experience, and practise social values through their daily interactions.

Within this context, Civic Education (Pendidikan Pancasila dan Kewarganegaraan or PPKn) provides an important educational foundation for developing students' social character. The subject addresses Pancasila values, citizens' rights and responsibilities, social norms, and civic participation. Therefore, its instructional objectives should extend beyond conceptual understanding to include the development of students' attitudes and social competencies (Afriani & Solihat, 2025). One relevant approach is the implementation of social values-based learning strategies, which involve systematically planned activities such as group discussions, collaborative learning, behavioural habituation, teacher modelling, and reflection. Affective learning approaches encourage students to engage with social situations and make decisions based on internalised values (Paputungan & Paputungan, 2023). Such strategies can also incorporate active learning and teacher role modelling to support character development.

Previous studies have examined various instructional approaches to strengthening students' social attitudes. Suharli et al. (2025) demonstrated that cultural performances integrated into social studies learning could strengthen tolerance and mutual respect among students. Maulidia et al. (2026) identified cooperative learning, role-playing, and project-based learning as relevant approaches to developing multicultural awareness. Furthermore, Kamila et al. (2024) highlighted the potential of the Team Games Tournament model to promote tolerance and cooperation among learners. Collectively, these findings suggest that instructional activities involving meaningful social interaction can contribute to the development of positive interpersonal attitudes.

Other studies have further emphasised the importance of integrating social values into classroom instruction. Nurhayati & Shintasiwi (2023) examined multicultural-based social studies instruction as an approach to strengthening tolerance in junior secondary

education. Lisa et al. (2024) found that teachers' efforts to incorporate multicultural values played an important role in developing students' social tolerance. Similarly, Rintia et al. (2025) highlighted the relevance of incorporating local cultural values through contextual learning experiences. Although these studies provide valuable insights into social character development, their primary emphasis remains on tolerance, multicultural education, and social attitudes in general. The specific implementation of social values-based learning strategies to develop tepa selira within Civic Education therefore requires further investigation.

The research gap addressed in this study concerns the limited exploration of how social values-based learning strategies are implemented to develop students' tepa selira, particularly within junior secondary Civic Education classrooms. Previous studies have generally concentrated on particular social outcomes or broader character-building initiatives. Comparatively less attention has been given to the interconnected processes of classroom implementation, students' experiences and responses, instructional challenges, and the measures adopted by teachers to address those challenges. This study consequently extends the discussion beyond the identification of instructional strategies by examining how social values are understood, experienced, and expressed through students' actual classroom interactions.

The theoretical foundation of this study draws upon Lev Vygotsky's social constructivist perspective, which explains that cognitive and social development emerges through interaction with others and the surrounding social environment. Through dialogue, collaboration, and appropriate guidance, students gradually construct understanding and internalise values through shared learning experiences (Vygotsky, 1980). This perspective is complemented by the view that character development involves the integration of moral knowledge, moral feelings, and moral action (Rahman & Wassalwa, 2019). Furthermore, affective learning strategies provide a pedagogical foundation for developing students' attitudes through meaningful experiences and value-based decision-making (Alifah, 2019). The multicultural education perspective also reinforces the importance of fostering respect for diversity within educational environments (Nasution & Albina, 2024).

The novelty of this study lies in its specific examination of social values-based learning strategies as a means of developing tepa selira, a local cultural value that has particular relevance to interpersonal relationships in Civic Education. Its distinctive

contribution is reflected in the integrated examination of three interconnected aspects: the implementation of instructional strategies, the challenges encountered by teachers and students, and the efforts undertaken to address those challenges. Employing a descriptive qualitative approach, this study seeks to capture the contextual dimensions of classroom interactions, student experiences, and observable social behaviours rather than statistically measuring instructional effects. Accordingly, this study aims to describe the implementation of social values-based learning strategies in developing students' tepa selira, identify the challenges associated with their implementation, and examine the measures taken to overcome those challenges in Civic Education at UPTD SMP Negeri 4 Moro'o.

METHODS

This study employed a qualitative approach with a descriptive research design. The qualitative approach was selected to obtain an in-depth understanding of the implementation of social values learning strategies in fostering students' *tepa selira* (empathy and consideration for others) in the subject of Pancasila and Civic Education (PPKn). Qualitative research is conducted in natural settings, with the researcher serving as the primary research instrument. It involves purposive or snowball sampling, triangulation in data collection, and inductive analysis to understand the meaning of a phenomenon (Sugiyono, 2023). A descriptive design was used to portray the phenomena and issues as they occurred in the research setting (Tanjung & Albina, 2025).

The research was conducted at UPTD SMP Negeri 4 Moro'o, located in Moro'o District, West Nias Regency, North Sumatra Province, Indonesia. The site was selected based on its accessibility to the researcher and the absence of previous studies at the school specifically examining the implementation of social values learning strategies to foster students' *tepa selira*. Research informants were selected through purposive sampling based on three criteria: direct involvement in learning or school activities, relevant experience with social values learning strategies, and willingness to provide information openly. The study involved five informants: one school principal, one PPKn teacher, and three students. Limited snowball sampling was also employed when additional information was required, based on referrals from previously interviewed informants. Informants were selected because they were considered capable of providing relevant information for the research.

Data were collected through non-participant observation, in-depth interviews, and documentation. Non-participant observation involved examining the learning process, teacher–student interactions, students' social behaviour, and the classroom environment without directly participating in the observed activities. In-depth interviews were conducted using open-ended questions to obtain detailed information about the implementation of social values learning strategies, the challenges encountered, and the efforts made to address them (Humam & Hanif, 2025). Documentation involved collecting relevant records, archives, photographs, notes, and activity reports to complement the observation and interview findings (Purba et al., 2025).

Data were analysed using the interactive model proposed by Miles and Huberman, consisting of data collection, data reduction, data display, and conclusion drawing and verification (Qomaruddin & Sa'diyah, 2024). Data reduction involved selecting, simplifying, and categorising information according to the research focus. The reduced data were then presented in descriptive narratives to organise the findings systematically. Conclusions were drawn by identifying patterns, relationships, and meanings within the data and were continuously verified by reviewing field notes and comparing information from different sources.

Data trustworthiness was established through credibility, transferability, dependability, and confirmability. These criteria were addressed through triangulation of data collection techniques, member checking, maintaining an audit trail, and researcher reflexivity. Ethical considerations included informed consent, confidentiality, and fair treatment of participants. Before data collection, informants were informed about the research objectives and procedures. They were also given the right to decline to answer particular questions or withdraw from the study at any time.

RESULTS

Implementation of Social Values Learning Strategies

The findings indicate that social values learning strategies were implemented through a series of activities connecting Pancasila and Civic Education (PPKn) content with students' social experiences. During the planning stage, the teacher prepared lessons by establishing learning objectives, selecting materials and methods, and designing activities that

incorporated social values. The materials covered Pancasila values, tolerance, cooperation, and harmonious relationships within diversity.

During the implementation stage, the teacher introduced the learning materials, divided students into groups, and facilitated discussions on social issues or case studies related to their everyday lives. Students were encouraged to express their perspectives, listen to their peers, and consider differing opinions. Group assignments also provided opportunities for students to distribute tasks and develop a sense of shared responsibility.

The subsequent stages involved group presentations and intergroup feedback. Each group presented its discussion results, while other groups were encouraged to ask questions and provide responses respectfully. The learning activities concluded with reflection and collective conclusions concerning the importance of respecting others, refraining from imposing personal views, and being considerate of other people's feelings. The principal explained that PPKn learning involved cooperation and discussions among students (interview, 2 March 2026), while the PPKn teacher identified group discussions and case studies as the learning strategies employed (interview, 3 March 2026).

Table 1. Stages of Social Values Learning Strategy Implementation

Learning Stage	Learning Activities	Social Values Developed
Planning	Preparing learning objectives, materials, methods, and activities that incorporate social values	Value awareness, tolerance, and harmonious relationships
Implementation	Group discussions and examination of social case studies	Listening skills, empathy, and respect for differences
Collaboration	Working together to complete group assignments	Cooperation and responsibility
Presentation	Presenting discussion results and providing feedback between groups	Respectful communication and appreciation of others' opinions
Reflection	Drawing conclusions about social values based on learning experiences	Tepa selira (empathy and consideration for others) and sensitivity to others' feelings

Source: Compiled by the researcher (2026)

Table 1. Stages of Social Values Learning Strategy Implementation shows that the implementation of social values learning strategies followed a structured process, beginning with lesson planning and continuing through classroom activities, collaboration, presentations, and reflection. Each stage provided opportunities for students to practise specific social values through direct interaction. This indicates that social values were not merely introduced as theoretical concepts

but were incorporated into learning activities that encouraged students to demonstrate respect, empathy, cooperation, and consideration for others.

Barriers to Implementation

The barriers to implementation originated from student-related factors, the social environment, and classroom learning conditions. Differences in students' backgrounds, parenting styles, habits, and social experiences resulted in varying levels of understanding and application of social values. Furthermore, students' social environments outside school influenced their interaction patterns and behaviour when engaging with their peers at school.

Another significant barrier was the uneven development of students' awareness of the importance of tepa selira. This was reflected in behaviours such as teasing and making remarks without adequately considering their potential impact on others' feelings. Limited instructional time also presented challenges for teachers in conducting more in-depth discussions, establishing consistent habits, and facilitating reflection. In addition, the social values introduced in the classroom were not always consistently practised in students' everyday interactions.

Table 2. Barriers to the Implementation of Social Values Learning Strategies

Barrier Category	Description of Findings
Backgrounds and habits	Differences in students' experiences, parenting styles, and interaction habits
Social environment	The influence of social interactions outside school on students' behaviour at school
Awareness of tepa selira	Students demonstrated varying levels of understanding and awareness
Instructional time	Limited time constrained the depth of learning activities and the development of consistent habits
Daily habituation	Social values introduced during lessons were not consistently practised in everyday interactions

Source: Compiled by the researcher (2026)

Table 2. Barriers to the Implementation of Social Values Leearning Strategies shows that the barriers to implementation were multidimensional, involving individual characteristics, external social influences, and instructional constraints. Differences in students' backgrounds and social environments contributed to variations in their social behaviour, while limited awareness and insufficient daily habituation hindered the consistent application of tepa selira. These findings suggest that developing social values requires more than classroom instruction; it also depends on continuous reinforcement through everyday interactions and a supportive school environment.

Efforts to Address the Barriers

The school and teacher implemented several complementary measures to address these barriers. The first involved integrating social values directly into PPKn lessons through discussions, case studies, collaborative activities, and reflection. The second measure focused on reinforcing classroom learning through the consistent enforcement of school regulations, particularly those addressing behaviours such as teasing, belittling, or humiliating peers. The third involved corrective reprimands and educational sanctions, including requiring students to apologise to peers who had been negatively affected by their behaviour.

Interview findings indicated that the teacher reprimanded students who teased their classmates (student interview, 4 March 2026), while students who engaged in certain inappropriate behaviours were asked to apologise (PPKn teacher interview, 3 March 2026). These measures were intended to develop students' awareness and sense of social responsibility rather than merely impose punishment. Accordingly, corrective actions were directed towards helping students recognise the consequences of their behaviour and restore positive relationships with their peers.

Table 3. Measures to Address Barriers to Implementation

Measures	Forms of Implementation	Educational Objectives
Integrating social values into learning	Discussions, case studies, collaborative activities, and reflection	Developing students' understanding and practice of social values
Strengthening school regulations	5 Enforcing rules against teasing, belittling, and humiliating others	Creating a safe and respectful learning environment
Corrective reprimands	Providing direct reprimands for inappropriate behaviour	Raising students' awareness of the consequences of their actions
Educational sanctions	Requiring apologies and providing guidance following violations	Fostering responsibility and restoring interpersonal relationships

Source: Compiled by the researcher (2026)

Table 3. Measures to Address Barriers to Implementation shows that the efforts to address implementation barriers involved both instructional and disciplinary approaches. The integration of social values into classroom activities provided opportunities for students to understand and practise appropriate social behaviour, while school regulations reinforced behavioural expectations. Corrective reprimands and educational sanctions further encouraged students to recognise the impact of their actions, take responsibility, and rebuild relationships with their peers. These measures demonstrate the importance of combining learning activities, consistent school policies, and educational guidance in fostering tepa selira among students.

DISCUSSION

The findings indicate that social values learning strategies in Pancasila and Civic Education (PPKn) at UPTD SMP Negeri 4 Moro'o were implemented through group discussions, case studies, collaborative assignments, classroom presentations, and learning reflections. These activities demonstrate that social values were not treated merely as conceptual content delivered by the teacher but were incorporated into students' learning experiences. Through classroom interactions, students had opportunities to express their opinions, listen to their peers, collaborate, and respond to differing perspectives respectfully. Learning therefore functioned not only as a means of acquiring civic knowledge but also as a social environment in which students could experience and practise interpersonal values. This finding is consistent with the broader purpose of PPKn, which extends beyond the acquisition of civic knowledge to the development of attitudes and character. Winataputra (2016) emphasises the role of PPKn in developing civic knowledge, values, and dispositions. In the present study, group discussions and collaborative activities provided opportunities to connect students' understanding of Pancasila values with observable social conduct. The significance of these activities consequently lies not only in students' comprehension of instructional material but also in their opportunities to demonstrate respect, tolerance, and responsibility during classroom interactions.

The development of tepa selira is particularly relevant to these interactions. Tepa selira as sensitivity to the feelings of others and the willingness to consider their circumstances before acting. From this perspective, the value cannot be demonstrated solely through students' ability to explain why other people should be respected. It must also be reflected in everyday conduct, including refraining from imposing opinions, avoiding ridicule, listening attentively, and considering the possible emotional consequences of one's words and actions. Group discussions, presentations, and collaborative assignments are therefore meaningful because they create situations in which students are required to practise consideration and mutual respect. Viewed through Vygotsky's (1978) social constructivist perspective, these findings suggest that students' understanding of social values develops through interaction with others. Students do not acquire social values exclusively through teachers' explanations; they also construct meaning through communication and collaboration with their peers. Teachers play an important role in guiding these interactions and ensuring that they become constructive learning experiences. Social values learning can

thus be understood as an internalisation process shaped by teacher guidance, peer interaction, and students' experiences within the classroom environment.

Nevertheless, the findings also reveal several challenges affecting implementation. Differences in students' backgrounds and habits, influences from social environments outside school, uneven awareness of the importance of tepa selira, limited instructional time, and insufficient everyday reinforcement of social values were identified as relevant obstacles. The habit of teasing classmates, for example, illustrates a discrepancy between students' perceptions of certain remarks as harmless jokes and the emotional effects those remarks may have on others. This suggests that cognitive awareness of social values does not automatically translate into sensitivity in actual behaviour. Internalisation requires repeated opportunities for students to connect moral understanding with emotional consideration and appropriate conduct. These challenges further indicate that the development of social attitudes cannot be assigned exclusively to classroom instruction. Family relationships, peer environments, and social media may also shape students' interaction patterns. In addition, teachers must balance character development with the responsibility to deliver curriculum content within limited instructional time. These circumstances highlight the need for a consistent school environment in which the values introduced during lessons are reinforced through everyday practices.

The findings are consistent with Suharli et al. (2025), who reported that culturally based learning can support the development of mutual respect among students. Both studies highlight the importance of social interaction as part of the learning process. The present study extends this understanding by focusing specifically on tepa selira as the capacity to consider other people's feelings within PPKn learning. The findings also support Maulidia et al. (2025), who identified cooperative learning as a means of fostering tolerance and empathy. However, the contribution of the present study lies in illustrating how collaborative principles are enacted through discussions, case studies, presentations, and intergroup responses in the particular school context examined. Similarly, Kamila et al. (2024) found that cooperative learning is associated with the development of students' collaboration and tolerance. The present findings reinforce this perspective by showing how students are encouraged to respect their peers' opinions and work collaboratively during classroom activities. Lisa et al. (2024), meanwhile, emphasised the importance of social values education in developing tolerance. The current study complements this research by directing attention

to tepa selira as a form of consideration that involves not only accepting differences but also being sensitive to other people's feelings and social experiences.

Regarding implementation barriers, the findings correspond with Nurhayati and Shintasiwi (2023), who highlighted the role of the learning environment in supporting social values education. The present study provides a contextual account of how teasing, peer influences, and inconsistent reinforcement of positive behaviour may obstruct the development of tepa selira. It therefore contributes to the existing discussion by identifying specific challenges arising from students' everyday social interactions within the school environment. Based on the interviews, the efforts to address these challenges included integrating social values into PPKn lessons, enforcing school regulations, and providing educational reprimands and sanctions. These measures indicate that fostering tepa selira requires coordination between classroom instruction and the broader school culture. Teachers are not merely responsible for delivering subject content; they are also expected to model empathy, tolerance, and mutual respect. School regulations establish behavioural boundaries that help maintain positive relationships among students, while reprimands, apologies, records of violations, and parental involvement provide opportunities to develop students' awareness of the consequences of their actions.

Theoretically, this study reinforces the relevance of Vygotsky's (1978) social constructivist perspective for understanding the development of social attitudes through interaction and learning experiences. The findings suggest that discussions, collaboration, and reflection can provide opportunities for students to understand and practise social values. The study also extends character education discussions by positioning tepa selira as a social disposition that can be observed through respect for others' opinions, sensitivity to classmates' feelings, and restraint from behaviour that may cause harm. This interpretation view that character education integrates moral knowing, moral feeling, and moral action. Zamroni similarly understands social values education as a process of character development that supports harmonious social relationships, while Suyanto emphasises the importance of teacher role-modelling and a supportive learning environment. In practical terms, the findings suggest that PPKn teachers should integrate social values into classroom activities rather than rely exclusively on verbal advice. Group discussions, case studies, presentations, and reflective activities can provide concrete opportunities for students to practise respecting differences. Schools should also strengthen a culture of mutual respect through clear behavioural regulations, teacher role-modelling, and educationally oriented corrective

measures. Family involvement is equally important to ensure that positive behaviours are reinforced beyond the school environment. The development of tepa selira should therefore be understood as a shared responsibility involving teachers, schools, families, and students' wider social environments.

Several limitations should be considered when interpreting the findings. First, the relatively short research period restricted the extent to which changes in students' tepa selira could be observed over time. The development of social attitudes is a gradual process that requires continuous reinforcement and habituation. Second, the study was conducted at a single school and involved five informants: the principal, one PPKn teacher, and three students. Consequently, the findings primarily reflect the social context of UPTD SMP Negeri 4 Moro'o and are not intended for statistical generalisation to other schools. Third, although observation, interviews, and documentation provided contextual insights, students' social behaviour may vary across situations, and not all behavioural patterns could necessarily be captured during the research period. Future studies could involve more diverse school settings, extend the observation period, and examine the consistency of students' behaviour across different social situations. Such approaches would provide a more comprehensive understanding of how tepa selira is internalised and sustained in students' everyday lives.

CONCLUSION

This study concludes that social values learning strategies in Pancasila and Civic Education (PPKn) at UPTD SMP Negeri 4 Moro'o were implemented through group discussions, case studies, collaborative assignments, and presentations. These activities provided opportunities for students to develop interpersonal skills, express their opinions respectfully, appreciate differences, and cultivate *tepa selira*, a culturally rooted disposition involving empathy and consideration for others. Thus, PPKn learning served not only to develop civic knowledge but also to foster social behaviour through meaningful learning experiences. The study also identified several implementation barriers, including differences in students' backgrounds and habits, influences from their social environments, uneven awareness of the importance of *tepa selira*, limited instructional time, and insufficient reinforcement of social values in everyday interactions. These challenges were addressed through the integration of social values into classroom instruction, the enforcement of school regulations, and the provision of educational reprimands and sanctions.

Theoretically, this study contributes to character education by positioning *tepa selira* as an expression of social values that can be nurtured through classroom interaction. Practically, the findings highlight the importance of collaboration among teachers, schools, students, and families in creating an environment that promotes respect for differences and social concern. Teachers should therefore implement collaborative learning activities and consistent role-modelling, while schools should strengthen positive school culture through supportive policies and habituation. Students are also encouraged to practise mutual respect in their daily interactions. Future research should consider broader research settings, a larger range of informants, and longer observation periods to provide a more comprehensive understanding of how *tepa selira* develops and is sustained in students' everyday social lives.

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