

# Multicultural Learning Strategies to Improve Social Care Character at an Elementary School: A Case Study at Muhammadiyah 6 Elementary School North Samarinda

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## Multicultural Learning Strategies to Improve Social Care Character at an Elementary School: A Case Study at Muhammadiyah 6 Elementary School North Samarinda

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### ABSTRACT

This study aims to analyze teacher strategies in shaping social care character and constraints experienced in shaping social care character of third grade students at Muhammadiyah 6 Elementary School North Samarinda 2022/2023 Academic Year. This study uses qualitative methods with data collection techniques namely interviews, observations, and documentation. The study conducted at SD Muhammadiyah 6 Samarinda Utara revealed creative strategies adopted by teachers to cultivate social care character among third grade students. By implementing routine activities such as 'Sharing Friday', weekly infaq, and spontaneous responses in the form of reprimands and advice, teachers inculcate caring values. They also demonstrate exemplary behavior and transform the classroom environment to facilitate better social interactions. The use of magic words in daily interactions and the integration of social care values in Civics Education lessons emphasize the importance of empathy and solidarity. The researcher recommends that the school develop learning materials that reflect the cultural, religious and ethnic diversity in Indonesia and provide professional training for teachers on how to integrate multicultural education into their teaching and how to identify and respond to bias in the classroom.

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## 1. INTRODUCTION

Elementary school is the most basic level of formal education that nurtures students aged 6 to 12 years old (Sinta et al., 2022). At this level, education must be carried out as well as possible because it will be the foundation for further education. The importance of multicultural education in improving students' social care character can be seen from several perspectives. *First*, in this era of globalization, intercultural interactions have become inevitable. Schools, as educational institutions, have an important role in preparing students to operate in a multicultural global context. Through multicultural education, students are taught to appreciate diversity, understand different perspectives, and develop empathy for others who have different backgrounds than them.

*Second*, strong social care character is considered essential for social welfare and community harmony. In a multicultural context, social care helps students not only accept differences but also work constructively to support peers who may need assistance or understanding. Multicultural education helps students think critically about social issues, build solidarity between groups, and act inclusively and fairly.

*Third*, SD Muhammadiyah 6 North Samarinda, as a diverse educational institution, provides a unique opportunity to implement and study the effectiveness of multicultural learning strategies. Case studies at this school can provide insight into how multicultural educational practices can be concretely applied to improve social care character among students, which can serve as a model for other schools in facing and celebrating cultural diversity.

Instilling and shaping character at elementary school age is very good to do because a child is in a developmental stage, they will be sensitive enough to imitate and respond to educational stimulation from outside (Bella et al., 2022). Thus, it will greatly affect the success of character building.

Character becomes a fundamental part of education that deserves special attention (Wijaya & Helaluddin, 2018). Character is the most important foundation that needs to be strengthened before building education in intellectual terms. So far, education has only focused on cognitive abilities and ignores other more important elements (Yudianto & Fauziati, 2021). Many people think that success is only measured by the parameters of knowledge alone and often ignores the values of character.

Character education must be optimized, because what underlies education is the process of humanizing humans (Wijaya & Helaluddin, 2018). That is, humans need to be equipped with things other than cognitive abilities. What is meant by other things are affective abilities or attitudes. Teachers are one of the successful factors in an educational process who are responsible for their students to become quality young generations (Salsabila, 2019). Learning activities are at the core of educational procedures, where teachers play an important role. In this activity, there is a series of activities carried out by teachers and students to achieve educational goals.

Based on Law no. 20 article 3 of 2003, the purpose of national education is to help students become healthy, knowledgeable, skilled, creative, noble, independent, responsible, democratic, faithful and pious human beings. One important part of educating students is noble character. The character of a nation is determined by the quality of its morals. Law no. 20 article 3 Year 2003, also explains the formation of character.

After family, school is the right place to build character (Salsabila, 2019). Elementary schools have a huge responsibility to instill and apply character values to their students. Social care character is one of the 18 characters that must be inherent in

students (Arif et al., 2021). Social care is an act, not just thought or feeling, but there is a desire to help others so as to alleviate their burden (Saraswati et al., 2020). By having good social care character, a student will be sensitive to what is happening around them, thus arises the desire to help, empathize, and always be responsive to friends who are experiencing difficulties. Teachers can shape students' social care character through learning activities in class or outside the classroom. That way, this social care character will stick to the students and can be applied within the school environment and outside school.

In today's education, the challenges of globalization and socio-cultural diversity arise from increasingly intense interactions between various cultural and social groups. Globalization introduces students to various perspectives and values, but it can also lead to value conflicts and assimilation pressures. Socio-cultural diversity in the classroom can lead to misunderstandings and social tensions. In an increasingly diverse society, it is important for educators to integrate culturally responsive instruction. (Latifa and Hariyadi 2022; Rosyada 2014) This not only benefits students with different backgrounds but also encourages acceptance and helps prepare them for an increasingly diverse world. By understanding the various types of diversity that may be encountered in the classroom, including race, ethnicity, religion, socioeconomic status, sexual orientation, and gender identity, teachers can design more inclusive lesson plans. (Ambarudin 2016; Pebriansyah 2020) Furthermore, diversity and cultural awareness help students become more empathetic, understand lessons better, be more open, confident, and prepared for diverse workplaces. This provides direct relevance to current and future needs in global education and workforce. Multicultural education offers solutions by teaching students to appreciate and understand this diversity, not only as a social fact but as a source of learning wealth. This approach helps students develop empathy, openness, and cross-cultural communication skills, all of which are important aspects of a caring social character. By introducing students to different ways of life and thinking, multicultural education broadens their horizons and prepares them to contribute to a more inclusive and harmonious society.

However, in reality social care today has begun to fade. This is indicated by the lack of caring for others, fights between students, bullying, brawls, indifferent attitudes towards friends who need help and the lack of students' desire to share with each other. This shows that shaping students' social care character is one of the important responsibilities of educational institutions.

A similar problem was also revealed by Cahyono who stated that there has been an irrepressible degradation of moral values. This can be seen in television screens that display many phenomena of deviant behavior among teenagers, both students and college students, acts of violence, brawls between students, demonstrations, free sex, fraud, theft and other social diseases that have become daily consumption of the mass media (Fadilah et al., 2021).

Murray et al. provided reinforcement regarding the importance of shaping social care character through their research, which revealed that the role of teachers when students are at school and the role of parents when students are at home, is very important for instilling social care character in elementary school students (Murray et al., 2020). As Annisa explained that the digital era encourages individuals to be individualistic (Annisa et al., 2020). This can be seen when someone falls or has an accident, the first thing that is done is not to help them. But some people are busy immortalizing the moment by taking pictures, videos, or spreading them on social media.

From the literature above, studies on shaping social care characters are very important to do. So that it can be actualized as a character education program in schools. Because, if the social care character of students is not immediately shaped and improved, it will lead to a moral crisis that results in negative behavior in society.

Based on observations that have been made, social care for students at SD Muhammadiyah 6 Samarinda is still not well established. This is indicated by fights between students, bullying classmates, and students who do not care about friends who are having difficulties. However, there is one class whose students reflect better social care character than other classes, namely third grade students. The formation of this character is not an easy thing, of course there are ways or strategies implemented by a teacher. Therefore, researchers are interested in examining teacher strategies in shaping social care characters in third grade students at SD Muhammadiyah 6 North Samarinda for the 2022/2023 academic year.

## 2. METHODS

A qualitative method was used in this study. According to Moleong the stages in qualitative research include pre-field stage, field stage, and data analysis stage (Sidiq & Choiri, 2019). The research was conducted at SD Muhammadiyah 6 North Samarinda located on Magelang Street RT. 19 Lempake Village, North Samarinda District, Samarinda City, East Kalimantan. This research was carried out in the even semester from March to April 2023.

Once all the data, from observations, interviews and documentation has been collected, the next step is to analyze the data. The purpose of analyzing data is to classify the arrangement of data into existing provisions in order to obtain appropriate results. This study uses a qualitative descriptive analysis technique. Miles and Huberman stated that data analysis can be done with three activities, namely data reduction, data presentation, and drawing conclusions (Sidiq & Choiri, 2019).

Sugiyono stated that qualitative research can be considered scientific research, if the research tests the validity of the data (Sidiq & Choiri, 2019). Researchers tested the validity of the data using triangulation techniques which were carried out by comparing the results of interviews with the results of observations and documentation. The researcher will check the truth of what was obtained from the three techniques that have been carried out.

Qualitative Research Design and Case Study Approach:

1. Case Selection: SD Muhammadiyah 6 North Samarinda was chosen as a single case because this location provides rich information on the implementation and impact of multicultural learning strategies in improving social care character.
2. Research Context: Identifying and describing the school context, including the socio-cultural environment, student diversity, and school policies related to multicultural education.
3. Research Participants: Determining teachers, students, parents, and school staff as key participants, and may also involve local community members.

Data Collection Procedures and Techniques:

1. In-depth Interviews: Conducting semi-structured interviews with teachers, staff and students to understand their perceptions and experiences regarding multicultural learning strategies.

2. Observation: Observing interactions in class and around school to see multicultural learning practices and social interactions that reflect social care character.
  3. Document Study: Collecting and analyzing documents such as school curriculum, lesson plans, and extracurricular activity reports.
  4. Field Notes: Recording experiences, reflections, and key events during observation and interviews.
  5. Focus Groups: Holding focus group discussions with students to gain diverse perspectives and shared experiences.
- Qualitative Data Analysis Process:
1. Transcription: Converting audio data from interviews and focus groups into text.
  2. Coding: Dividing transcripts and field notes into manageable segments and categorizing them by theme.
  3. Thematic Analysis: Identifying patterns and themes emerging from the data, such as types of multicultural learning strategies, manifestations of social care character, and challenges in implementation.
  4. Data Synthesis: Bringing together information from various sources to build a comprehensive understanding of the research subject.
  5. Triangulation: Validating findings by comparing results from the various methods and data sources.
  6. Reflection: Reflecting on the research process and results, and considering how this research can contribute to educational practice and further research.
  7. Reporting: Compiling a research report that presents findings in detail, including context, data collection process, analysis, and practical implications.

### 3. RESULTS AND DISCUSSION

#### 3.1 Research Findings

The researcher describes the findings in the field based on the research focus, namely the teacher's strategy in shaping students' social care character and the obstacles in shaping the social care character of third grade students at SD Muhammadiyah 6 North Samarinda. Information obtained through interviews, observations and documentation is expected to provide an overview of teacher strategies and the obstacles experienced in shaping the social care character of third grade students at SD Muhammadiyah 6 North Samarinda. The class teacher's strategies and obstacles in shaping the social care character of third grade students are described as follows:

##### 3.1.1. Teacher Strategies in Shaping Social Care Character of Third Grade Students

###### 3.1.1.1. Self Development Program

###### a. Routine Activities

There are several routine activities carried out in grade 3. The routine activities carried out are weekly routine activities in the form of Sharing Friday activities and weekly infaq. These routine activities are carried out every Friday and guided by the homeroom teacher. Based on the results of an interview with SR, it was stated that,

"There is sharing Friday and also infaq, infaq is every Friday and it is given to the poor around the school. Sharing Friday is every Friday students bring two thousand rupiah or bring small snacks and given to each class in rolling every week for example maybe this week is in grade one, in the second week it's in grade two, and so on, and also occasionally students give it to teachers who are not their



homeroom teacher, for example with the homeroom teacher of grades six, five, four, or other subject teachers." (SR/GR/W1/P22-03)

The results of the interview show that the strategy used by teachers to shape students' social care character is by carrying out routine activities in the form of Sharing Friday activities and weekly infaq every Friday. From the documentation it was found that there were reports when Sharing Friday and weekly infaq activities took place. Documentary data shows that students routinely carry out Sharing Friday and weekly infaq activities every Friday. Based on the results of interviews, observations and documentation, it can be concluded that the routine activities that grade 3 teachers and students usually do are Sharing Friday and weekly infaq activities every Friday.

#### b. Spontaneous Activities

Spontaneous activities carried out by teachers in order to shape students' social care character are by giving reprimands, advice and rewards in the form of appreciation or praise. Spontaneous activities in the form of reprimands and advice are given to students who show indifferent or uncaring behavior towards their friends. Meanwhile, spontaneous reward activities are given to students who demonstrate caring behavior towards others. Researchers asked questions about what actions teachers take when there are students who are indifferent or do not care about their friends.

#### c. Role Modeling

The role modeling carried out by teachers in order to shape students' social care character is by providing direct examples to students such as helping students who are having difficulties and need help. In addition, teachers also set an example by behaving in a friendly or familiar manner such as greeting students by shaking hands, greeting them and smiling. Regarding role modeling as a teacher's strategy to shape social care character, SR said that,

"Showing what is good and what is bad, demonstrating sharing and helping each other. I teach students to help each other using peer tutors to explain, here I teach students to help their friends who don't understand." (SR/GR/W1/P22-03)

The results of the interview show that the role modeling carried out by the teacher as a strategy to shape students' social care character is by providing direct examples to students by helping others who are in trouble, and behaving friendly to everyone.

#### d. Conditioning

The conditioning carried out by the teacher to shape students' social care character is by changing the seating position which is carried out once a week. This activity is carried out every Monday before starting the lesson. This is in accordance with the results of an interview with SR who said that,

"I conditioned the class by changing seats every week so that students get to know other friends, and also so that the class is more conditioned. So, students don't just sit next to their close friends but students always mingle with other friends and eventually students will get to know each other." (SR /GR/W2/P27-03)

Based on the interview results, it was found that the conditioning strategy carried out by the teacher to shape students' social care character was by randomly changing the seating position of students once a week. The change in students' social care attitude shows that the strategy carried out by the third-grade teacher gets a good response from his students.

#### e. Habituation

There are several habituation activities carried out by teachers to shape students' social care character in class. These habituation activities include getting students to

shake hands before entering class and the habituation of 3 magic words (sorry, please, and thank you). Based on the results of interviews, it was found that the teacher's habituation strategy to shape students' social care character was to accustom students to shake hands before entering class and to get students used to saying thank you, sorry and please.

### 3.1.1.2. Integration in Subjects

#### a. Include social care values in lesson plans

Integration in subjects is done by the teacher by including the value of social care character into the lesson plan. Social care character values included in the lesson plans are sharing, living in harmony, helping each other and saying sorry, please, and thank you. The application of the character values stated in the lesson plans is done by inviting students to study in groups and reading stories or poems relating to living in harmony, cooperation and helping each other.

Based on the results of interviews, it was found that the teacher's strategy to shape students' social care character was carried out by including social care values into the lesson plans such as sharing, living in harmony, helping each other, saying sorry, please and thank you which is done by inviting students to study in groups and reading stories or poems relating to living in harmony and helping each other.

#### b. Integrating social care character values in learning

In order to shape students' social care character in class, teachers integrate social care character values in Civics Education learning. This is in accordance with the results of an interview with SR who said that,

"Yes, I integrate social care values in learning, namely in civics education which covers the values contained in Pancasila." (SR/GR/W3/P28-03)

Based on the results of the interview, it was found that the teacher integrated social care character values in subjects, namely in the Civics Education subject which includes the values contained in Pancasila such as cooperation, sharing, helping each other and living in harmony.

Based on the data that has been obtained and described above, it can be concluded that the grade teacher's strategy in shaping the social care character of third grade students can be seen in table 1.

**Tabel 1.** Strategi Guru dalam Membentuk Karakter Peduli Sosial Siswa Kelas III

No	Strategy	Activity Form
1	Routine Activity Strategy	Friday Sharing Activity Weekly Donation every Friday
2	Spontaneous Activity Strategy	Giving reprimands Providing advice Giving appreciation (acknowledgment and praise)
3	Exemplary Behavior Strategy	Providing direct examples to students (assisting students facing difficulties and needing help) Friendly or familiar behavior (welcoming students with a handshake, greeting, and smiling)
4	Conditioning Strategy	Changing the seating arrangement of students every Monday weekly
5	Habituation Strategy	Encouraging students to shake hands before entering the class Instilling the habit of using the "3 magic words" (sorry, please, thank you)



6 Integration Strategy in Learning	Incorporating social care character values into Lesson Plans (sharing, living harmoniously, helping each other, expressing apologies, and saying please and thank you) Storytelling activities Implementation of group methods Integrating social care character values into Civic Education lesson materials
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Based on the table above, it can be seen that the strategies carried out by the third grade teacher are in the form of routine activity strategies, spontaneous activity strategies, exemplary strategies, conditioning strategies and learning integration strategies. The forms of strategy through routine activities are Sharing Friday activities, and weekly infaq every Friday. The forms of spontaneous activity strategies are giving warnings, giving advice, and giving rewards (appreciation and praise). Exemplary strategies are in the form of providing direct examples to students (helping students who have difficulties and need help), friendly or familiar behavior (welcoming students by shaking hands, greeting, and smiling). The conditioning strategy is in the form of changing the seating position of students once a week on Mondays. While the strategy through habituation activities is in the form of getting students to shake hands before entering the class, habituating the 3 magic words (sorry, please, thank you). Learning integration strategies are in the form of including social care character values in lesson plans, delivering advisory stories relating to social care, applying group methods, incorporating social care values in Civics subjects.

The habituation and learning activities of SD Muhammadiyah students respect various cultures and how they are taught to understand and empathize with people from different backgrounds. Based on the teacher's strategies above, the multicultural learning integration that is applied can be described as follows,

1. Inclusive Content: That schools apply curricula that include examples, stories and lessons from various cultures.
2. Cultural Awareness: SD Muhammadiyah 6 carries out cross-cultural activities. This activity helps students learn about and appreciate various cultures, such as cultural studies, and celebrate various cultural festivals.
3. Equality and Access: Students have access to learning materials and resources, regardless of their cultural or socioeconomic background.
4. Critical Thinking: SD Muhammadiyah 6 students think critically about stereotypes, prejudices and cultural biases.
5. Collaborative learning: Group activities at SD Muhammadiyah 6 involve students from different cultural backgrounds working together.

Research findings can be linked to this strategy by showing how existing activities at SD Muhammadiyah 6 encourage an environment where multicultural values can develop. For example, the activities of "Sharing Friday" and "weekly infaq" promote generosity and empathy, which are universal cross-cultural values. Teacher role models and the practice of "3 magic words" (sorry, please, thank you) instill respect and courtesy, which are important in any multicultural interaction. To fully integrate these findings into a multicultural strategy, the study suggests including more diverse cultural content in teaching materials, promoting language learning to bridge cultural gaps, and involving parents and communities from diverse cultural backgrounds in school activities. The research findings at SD Muhammadiyah 6 provide a strong basis for multicultural learning

strategies in improving social care character among students. This strategy can be further developed by incorporating more explicit multicultural education principles and practices.

b. Social Care Character of Third Grade Students

From the strategies used by classroom teachers, it was found that third grade students had carried out the following social care activities. *First*, students empathize with friends who do not bring food or pocket money by sharing food with friends. This is in accordance with the results of interviews, where researchers asked students questions regarding how students act if their friends do not bring provisions or do not bring pocket money. Based on the results of interviews, observations and documentation researchers concluded that students were able to share food with friends.

*Second*, Students empathize with friends who do not bring stationery by lending stationery to friends who do not bring or do not have any. Researchers interviewed ANR, by asking what students did if there were friends who did not bring stationery. The following is the result of an interview with ANR which states that "Lending stationery" (ANR/PD/W8/P28-03). Based on the results of interviews, observations and documentation, researchers concluded that students were able to show caring attitudes by lending stationery to friends who did not bring or did not have any.

*Third*, when a disaster occurs, students collect equipment or money for victims of natural disasters. The collection of equipment or money is intended for victims of the West Sulawesi earthquake and floods in South Kalimantan. Researchers interviewed ANCZ where researchers asked questions about whether they had ever carried out activities to collect money or goods for victims of natural disasters and how the implementation of these activities. The following is the result of an interview with ANCZ which states that,

"Ever, each student brings from home like clothes that are no longer used but still usable, later donated combined first." (ANCZ/PD/W10/P03-04)

The results of interviews with ANCZ are supported by the results of interviews with SR who says,

"Ever on January 26, 2021 which was when the natural disaster of flash floods in South Kalimantan. Teachers and students raise funds by asking for donations from students who want to donate and students donate according to their abilities and also here students help teachers go to houses around the school to ask for donations whether it's money, basic necessities or goods such as clothes that are no longer used but are still usable." (SR/GR/W4/P30-03)

*Fourth*, Students are able to thank teachers, friends or school staff. Researchers interviewed ANCZ, regarding student responses or behavior when helped or given gifts by friends or teachers. ANCZ said, "Saying thank you" (ANCZ/PD/W10/P03-04). Based on the results of observations on Tuesday, April 11, 2023 which obtained data that students were able to say thank you to school staff when helped to cross the road, apart from that students' polite behavior was also seen towards school staff when welcomed and helped to cross the road such as shaking hands. From the documentation in the form of pictures of students when thanking teachers and school staff. Document study data shows that students thank the teacher when helped to find the page on mixed juice, and thank the school staff when helped crossing by saying thank you and shaking hands. Based on the results of interviews, observations and documentation, researchers concluded that students were able to say thank you to teachers, friends or school staff.

*Fifth*, students demonstrate social care behavior by not disturbing other friends. Researchers interviewed KZ, regarding student attitudes towards their friends in class. KZ said: "Good, don't often fight, harmonious" (KZ/PD/W7/P01-04) Based on the results of interviews, observations and documentation, it can be concluded that students do not like to disturb other friends.

*Sixth*, students demonstrate social care behavior by reconciling their friends who are fighting. Researchers interviewed ANR, regarding student actions if there were friends who were fighting. ANR said, "Broken up, separated" (ANR / PD / W8 / P28-03). Interview and observation results are supported by documentation in the form of images when students are separating and calming their friends who are arguing or fighting. Based on the results of interviews, observations and documentation, it can be concluded that students are able to reconcile their fighting friends.

*Seventh*, Students demonstrate social care behavior by helping friends who have difficulty working on assignments. Researchers interviewed ANR, about student behavior and methods if there were friends who had difficulty working on assignments. ANR said, "Teaching them. Coming to him then asking him "Which one is difficult can be helped, is there anything I can help with? If there is anything I can teach later" (ANR/PD/W8/P28 - 03) Based on the results of interviews, observations and documentation, researchers concluded that students were able to empathize by helping friends who were having difficulties.

### 3.2 Discussion

National education aims not only to educate the nation but also to shape the character and morals of the Indonesian people so that they can become a civilized and dignified nation (Nantara, 2022). This cannot be separated from the role of teachers as educators. A teacher is not only tasked with transferring knowledge to their students. However, a teacher also has the duty as a guide, character builder, and role model (Santosa & Andrean, 2021).

As a form of responsibility, a homeroom teacher must carry out these duties. One of the most important duties of a homeroom teacher is shaping the character or personality of their students, because education will create the next generation of the nation, so the character of the next generation will reflect what our nation is like. The implementation of duties as a form of responsibility of a third-grade teacher at SD Muhammadiyah 6 Samarinda has been proven by the existence of real actions in terms of character building by the third-grade teacher, namely social care character. The teacher does this so that their students have the provisions for social life for the present or the future.

A homeroom teacher must take action so that their class is able to achieve the indicators of success in social care character. For third grade students they must be able to achieve indicators in the form of sharing food with friends, thanking school staff, lending stationery to friends, and collecting supplies and money for victims of natural disasters (Ministry of National Education, 2011). In realizing this success, a homeroom teacher can make an effort in the form of strategies. Character building strategies proposed by Agus Wibowo can be done through self-development programs in the form of routine activities, spontaneous activities, role modeling, conditioning, and habituation as well as integrating with learning (Saningtyas, 2020).

In connection with this, the third-grade teachers at SD Muhammadiyah 6 Samarinda have applied this thinking as a step in an effort to shape the social care

character of their students, as evidenced by the forms of actions that demonstrate the implementation of strategies to shape social care character in the form of routine activity strategies, spontaneous activity strategies, exemplary strategies, conditioning strategies, habituation strategies, and learning integration strategies.

### 3.2.1. Teacher Strategies in Shaping Third Grade Students' Social Care Character

#### a. Self Development Program

First, based on the results of the study, it shows that the third-grade teacher at SD Muhammadiyah 6 Samarinda has implemented a strategy in the form of routine activities as an effort to shape the social care character of their students. The routine activities carried out are weekly routine activities in the form of Sharing Friday activities and weekly infaq which are held every Friday. In Sharing Friday activities students are asked to buy snacks worth one or two thousand rupiah and then the teacher invites them to share with friends in other classes. Meanwhile, weekly infaq activities are carried out every Friday, one of the students goes around the class with an infaq box, then students who want to give alms put money in the box. These activities are carried out routinely and consistently on an ongoing basis.

This is in accordance with the statement of Agus Wibowo that a student's character can be shaped in various ways, one of which is through routine activities, where routine activities are programs carried out by students consistently every time with the aim that students get used to doing good (Saningtyas, 2020). One way to internalize character values in students is to get used to good activities in daily activities. In order to internalize the value of social care character in students, students must be accustomed to carrying out these activities continuously so that students will slowly get used to this behavior. The value of social care character learned through routine activities will form habits in students so that in the end the value of social care can be formed in students.

Second, based on the results of the research, spontaneous activities are usually carried out when the homeroom teacher finds out that there are good student actions that need to be maintained and inappropriate student actions that need to be corrected immediately. This is in accordance with the statement of Agus Wibowo that spontaneous activities are activities that are carried out spontaneously at that time (Saningtyas, 2020). Evidence of the application of the homeroom teacher's spontaneous activity strategy at SD Muhammadiyah 6 Samarinda can be seen from the provision of reprimands, advice, rewards (appreciation or praise). Regarding the giving of rewards, Maslow said that rewards for young children can be given concretely in the form of gifts or praise, thus the value of good behavior will be greater (Yusdiani et al., 2018). This is also done by third grade teachers by giving rewards in the form of appreciation and praise to students who show caring behavior.

The teacher spontaneously praises students who are helping friends who do not understand to complete assignments from the teacher by saying "good, smart helping friends who don't understand". Teachers also appreciate students by giving prizes in the form of snacks or stickers to students who show caring behavior such as respecting when the teacher is explaining in front of the class and respecting friends who are focused on learning. This is done by the teacher so that other students are motivated to emulate good behavior. Meanwhile, if the teacher finds out that there is inappropriate student behavior, Fitriani, et al said that the teacher is obliged to reprimand and advise students who do bad deeds and remind them to do good deeds (Fitriani et al., 2015). This has also been done by third grade teachers at SD Muhammadiyah 6 Samarinda by giving reprimands and warnings to their students who are indifferent or less caring towards their friends.



Teachers give reprimands and warnings to students who make their friends cry jokingly, and make noise on their own not respecting friends who are focused on learning.

Reprimands and warnings are given directly to students at that time. The teacher also reprimands their students who speak rudely and do not respect the teacher. The teacher provides advice or understanding to students about what good things should be done so that their students have caring attitudes towards others. Spontaneous activities are corrections of actions taken by students. Through spontaneous activities in the form of giving rewards can provide enthusiasm for students to continue doing good deeds, while giving reprimands and advice can provide a deterrent effect and shape students' character to be better.

*Third*, based on the results of the research, it shows that the third-grade teacher at SD Muhammadiyah 6 Samarinda has implemented an exemplary strategy as an effort to shape the social care character of their students. The exemplary strategy is carried out by providing direct examples to students. Teachers provide examples of how to act and behave that demonstrate caring for others. Teachers help students who have difficulties and need help, for example when a student is sick, the teacher immediately approaches the student and offers the student to go home early and takes the sick student home or to the UKS for treatment.

In learning when there are students who do not understand the material being taught, the teacher takes the initiative to approach or call the student who does not understand to be helped, so that other students imitate what the teacher does, namely helping their friends who do not understand by teaching them how to do it. In addition to providing direct examples of how to act and behave that demonstrates caring for others, the homeroom teacher also carries out an exemplary strategy by behaving in a friendly or familiar manner to everyone such as welcoming students who enter school by shaking hands, smiling and greeting students.

As a role model, a teacher should set a good example in the form of attitudes and behavior that are good and can be emulated by their students. This is in accordance with Agus Wibowo's opinion which states that role modeling is an example that can be used as a reference for students (Saningtyas, 2020). A teacher must set a good example, so that students can imitate that behavior. Based on the above description, it shows that the teacher has set a good example for their students. The teacher sets an example in the form of attitudes and behavior so that students can directly see real examples of the attitudes and behavior of teachers in implementing social care character education.

*Fourth*, based on the research results, it shows that the third-grade teacher at SD Muhammadiyah 6 Samarinda has implemented a conditioning strategy as an effort to shape the social care character of their students. The conditioning strategy is carried out by changing the seating position of students once a week on Mondays. Changes in seating position are done randomly. This conditioning is done so that students are comfortable, do not choose friends, and get used to socializing, cooperating and helping each other.

The conditioning carried out by the teacher is a supporting part in the implementation of social care character education. This is in accordance with Agus Wibowo's statement that conditioning is a condition where the school supports efforts to shape the character of its students which is done by reflecting the cultural values of the school or class (Saningtyas, 2020). Based on the description above, the teacher has provided good conditioning as an effort to shape the social care character of their students in class.



Fifth, based on the results of the study, it shows that the third-grade teacher at SD Muhammadiyah 6 Samarinda has implemented a habituation strategy as an effort to shape the social care character of their students. The habituation strategy is carried out by familiarizing students to shake hands before entering class. Every morning before entering the class students is accustomed to shaking hands with the teacher and their friends. Teachers also implement habituation strategies by familiarizing students to apply 3 magic words, namely apologies, requests for help, and thank you. When there are students who cry, the teacher tells students who make their friends cry to apologize, the teacher also always reminds their students to say thank you when given gifts or assistance.

The habituation carried out by the teacher is carried out by familiarizing their students to apply good habits. This is in accordance with the statement of Admizal and Fitri that character building is not just about teaching what is right and what is wrong. However, it is necessary to instill good habits, so that students understand what is right and wrong (Admizal & Fitri, 2018).

Based on the above description, it shows that the third-grade teacher implements a habituation strategy as an effort to shape the social care character of their students by familiarizing students to apply good things such as shaking hands with teachers and friends before entering class and familiarizing students to apply 3 magic words, namely apologies, requests for help and thank you. This is done by the teacher so that students get used to it and understand what is right and what is wrong.

#### b. Learning Integration Strategy

Based on the results of the study, it shows that the third-grade teacher at SD Muhammadiyah 6 Samarinda has made lesson plans which contain the value of social care character. This is in accordance with Zubaedi's statement which states that homeroom teachers must be able to prepare and develop a syllabus containing Lesson Plans (RPP) by including character values (Zubaedi, 2011). Social care character values in character-integrated learning activities to help others and social care. The integration of learning is carried out by third grade teachers by internalizing Civics Education subjects. Teachers integrate the material of unity in diversity, where in the learning activities the homeroom teacher uses the group method. Through learning activities using this group method, the homeroom teacher outlines matters relating to cooperation, helping each other, and living in harmony in the student environment.

The application of this group method is in line with Abdul Majid's opinion which states that learning by working in groups can train students in terms of pedagogy, group learning can improve the quality of students' personality such as cooperation, tolerance, critical thinking, and discipline. Meanwhile, from a social perspective, smart students in the group can help students who do not yet understand the material (Saningtyas, 2020). Apart from being integrated with the group method, third grade teachers at SD Muhammadiyah 6 Samarinda also convey a story in instilling social care character. The cultivation is in the form of motivation and stories of everyday life that can provide an illustration to students of the importance of social care. The method of storytelling in shaping social care character carried out by the teacher is in accordance with the opinion of Admizal and Fitri, who suggest several methods for implementing character education including the storytelling or fairy tale method.

In using the storytelling method, the teacher's improvisation is needed, in the form of changes in facial expressions, voice intonation, and body movements (Admizal & Fitri, 2018). The most important thing is that the teacher must make a joint conclusion with the

students. The activities carried out by the teacher are designed so that students realize, care about, and apply the values of social care character in their daily behavior. The strategies implemented by the teacher have proven to have a good influence in an effort to shape students' social care character, this is reflected in the social care character of third grade students who are able to meet the indicators of social care including students are able to share food with friends, students are able to lend stationery to friends who do not have or do not bring them, students participate in collecting supplies and money for disaster victims, students are able to thank teachers, friends and school staff, do not disturb other friends even though there are still some naughty students, students are able to reconcile their friends who are fighting, and students are able to help friends who have difficulty working on assignments from the teacher. This is in accordance with the statement from the Ministry of National Education which states that the indicators of social care that are the reference for lower grade students are sharing food with friends, thanking school staff, lending stationery to friends, and collecting supplies and money for victims' natural disasters (Ministry of National Education, 2011).

The implementation of multicultural education at SD Muhammadiyah 6 has been going well and structured. All stakeholders support both habitual and learning activities. Routine activities such as "Sharing Friday" and "Weekly Infaq" are an effective platform for instilling social care values. In a multicultural context, this activity can be enriched by involving elements from various cultures present in Indonesia and globally. This will introduce students to the concept of sharing that is not limited to their own scope, but also open to global diversity. This approach not only strengthens social care character but also promotes tolerance and appreciation for cultural diversity. Teacher behavior that reflects role models not only affects students' character but also provides a model of social interaction in diversity. Teachers can demonstrate inclusive attitudes and respect diversity through daily interactions with students. This includes introducing and celebrating traditions from various cultures, which will give students a broader understanding of multicultural society. The periodic change of seating positions creates opportunities for students to interact with friends from various backgrounds. This strategy can encourage students to learn and appreciate the uniqueness of each individual, instilling values such as harmony and cooperation that transcend social and ethnic boundaries. Habituation activities such as shaking hands and using polite words ('sorry', 'please', 'thank you') provide a foundation for building good social ethics. In a multicultural context, these activities can be directed to respect various forms of greetings that exist in various cultures, as well as introducing students to various ways of expressing courtesy and gratitude in different languages and cultures. The integration of social care values into subjects such as Civics Education shows an effort to combine the curriculum with multicultural values. The emphasis on values of Pancasila such as cooperation and living in harmony demonstrates their relevance to multiculturalism principles, which can be applied in a broader context.

#### **4. CONCLUSION**

The application of multicultural learning strategies at SD Muhammadiyah 6 North Samarinda has shown significant potential in developing social care character in students. The integration of multicultural values into the curriculum and school activities provides opportunities for students to understand and appreciate cultural diversity, which is an important aspect of life in today's global society. Through role model teachers, inclusive routine activities, open dialogue, and the use of media and technology, students are

encouraged not only to learn about diversity but also to apply it in their daily social care actions.

Thus, this multicultural approach enriches the students' learning experience and equips them with the intercultural skills needed to interact in a diverse world. Teacher training is key to ensuring consistent and effective implementation of multicultural learning strategies. Finally, through this approach, SD Muhammadiyah 6 North Samarinda not only shapes social care character but also instills an appreciation for plurality as a wealth that must be preserved and developed.

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