

Description of Student's Social Attitudes in the Aspect of Manners: Study in Public Elementary Schools

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ABSTRACT

Manners are essential in our daily lives because currently there are many cases where students behave rudely towards parents, school teachers, parents, and even fellow students. The research method used is the descriptive qualitative method. The results of this study are that students in elementary schools have been able to apply the indicators of good manners. However, there are still one or two students who sometimes forget to use good manners in everyday life. This study concludes that the description of social attitudes in the aspect of courtesy in this elementary school can already run well by the indicators of courtesy. However, there are still some who have not been able to carry out the indicators of this courtesy attitude. This research can contribute to this field of education, namely so that students can implement indicators of good manners well and so that the knowledge that has been obtained while at school that has been taught by the teacher can be applied or used properly in everyday life. In addition, it can also apply an indicator of good manners such as being 3S (smile, greeting, greeting), respecting elders, and so on.

INTRODUCTION

Education serves to change the attitudes and behavior of individuals or groups through learning, teaching, and training efforts to achieve certain goals. According to Article 1 of Law No. 20 of 2003, education is a learning atmosphere that allows students to actively develop their religious and spiritual strength, self-control, character, and intellectual potential to make a process of a nobleman with the character and skills needed by himself, society, nation, and state.

In today's learning, grades are not only based on academic ability but also students' attitudes and behaviors towards learning, especially towards teachers. Many students now do not know how they should behave towards their teachers, sometimes their attitude and words are considered rude, but they do not understand it (Kurniawan et al., 2019). For example, when students meet teachers or elders outside the classroom, they do not greet the teacher, when speaking, students sometimes still do not speak to friends or teachers politely (Djuwita, 2017). Today's teenagers are still lacking in the application of politeness values in the use of communicative language, so students tend to use language that is rude, unfriendly, unfriendly, arrogant haughty, rude, and even mocking (Farhatilwardah et al., 2019).

Fitri Puji Rahmawati, dkk (2014: 110) argues that character education is currently the most important part of Indonesian education because every day the public is treated to recordings of the behavior of Indonesians who are far from the values of Indonesian character, namely meek, polite, kind, and respectful. So the easiest way to restore eroded character values is to teach and implement character education in schools. Character is synonymous with morality, which are universal behavioral values that encompass all human actions, both related to God, self, fellow humans, and the environment, which are manifested in everyday thoughts, feelings, words, and behavior.

One aspect that needs to be instilled in students is social behavior or attitudes. According to Hurlock in Nisrima dkk (2017), Social behavior or attitude is the physical and mental behavior of a person with others and vice versa to fulfill himself and others according to social needs. Meanwhile, polite behavior is the manners of human relations that make humans behave well, respect and love each other. It can also be understood as concern for the feelings of others through words and actions, such as the ability to position oneself in very different situations so that others are not harmed.

The formation of a character and a good habit should never escape the world of education. Schools have been considered an important intermediary in the world of forming a student's attitude of courtesy (Ellysa, Hilma Rusyada, 2019). The attitude of courtesy according to Antoro (2010: 3) in Nasution, (2022) is defined as individual behavior that upholds honor, respect, arrogance, and nobility of character. The form of politeness is the behavior of respecting others through communication, using language that does not demean or degrade others.

Polite behavior describes a rule of life that arises as a result of the interaction of a group of people in society and is considered a guideline in daily community communication. Polite behavior is an important part of everyone's daily social life, because by showing good manners a person can be respected and liked as a social being anywhere.

Social values are values that can be adopted by society regarding anything that society thinks is good or bad (Risdi, 2019). Social values also have a function that is used as a driving tool simultaneously to guide humans or someone to do good (Kanzunnudin, 2017). Social values also act as unifiers that unite many people in a certain unity, in other words, social values create and strengthen solidarity between people (Kurniawan et al., 2017).

Politeness or courtesy is a very urgent matter and all parties, especially parents, teachers and all levels of society, must pay attention to it, because the quality of a person can be seen and judged by the level of politeness in thinking, speaking and behaving and operating in everyday life. In addition to assessing personal characteristics, the first quality of parenting that is assessed in a child is also his attitude. The quality of a madrasa is considered good or bad in society, indicated by the honesty of his love and education for good moral values applied in society.

The school environment can realize the state of the school as a place of learning that can affect the success of children or students in learning. Then the family environment and the school environment can also play a role in developing a child's mindset. According to (G Santoso, 2021) this can happen because the availability of ideal learning spaces and infrastructure, as well as good environmental conditions greatly help create a pleasant learning environment. Without the school environment, the teaching and learning process cannot be carried out properly and correctly.

Muhammad Arif (2018: 80) in the journal (Gunawan, 2023) expresses the opinion that good manners can show a moral position or a high attitude of courtesy which is highly emphasized by Islam. According to Nur Laila (2016) in the journal (Gunawan, 2023), good manners in behavior. This courtesy behavior can be implemented into positive behavior, which includes how to speak, how to treat others, and how to express ourselves wherever and whenever we are in that position.

Social attitudes in this aspect of courtesy are needed in everyday life because at this time there are many cases where students behave rudely towards parents, teachers, and even fellow students. The importance of good manners for students is because good manners are an attitude to respect others. Students must be taught these manners with love and affection because we are social creatures, and need each other (Nella Agustin, 2021: 182).

In the Pancasila learner profile in the independent curriculum, the point of global diversity related to the elements and keys to global diversity is inseparable from the role of language. The language can be used to introduce students to culture and respect, as well as can be used to improve a student's ability to communicate effectively with others. So to grow mutual respect and respect between people, one must uphold good manners and polite language in communicating with others. So, this attitude of courtesy is very much related to global diversity. Because, in everyday life, this attitude of courtesy is one form of respect for others or elders.

Students' social attitudes can be formed through learning and extracurricular activities. Teachers have a very important role in shaping social attitudes because teachers communicate directly with students. The formation of social attitudes in schools is one of the learning objectives. Therefore, the process of developing students' social attitudes can be learned by learning as much as possible from the teacher.

As time goes by, social attitudes slowly begin to erode. Currently, quite several students exhibit deviant behavior or go beyond the norms at school, such as student delinquency, disruptive behavior, and serious student delinquency. Deviant behavior creates chaos in schools, such as students dressing carelessly, ignoring teacher explanations, verbal and physical threats, cheating, and ignoring teachers. While serious or serious crimes can include theft and skipping school (Widodo et al., 2016).

The importance of social attitudes in the aspect of students' manners in elementary schools is that having these characteristics will be able to produce humans who do not ignore social values in a way to creates an individual with higher character. Polite character is important because students are the next generation of the nation. Inadequate character development in future generations can result in reduced values in respect or attention to others, as well as obligations to certain rules.

The description of manners according to (Iwan, 2020) explains that manners are a rule or procedure that has developed in a community culture for generations. Meanwhile, according to (Lubis. N.A., 2023), manners are rules of behavior or a human life that arise from a group interaction.

The culture of courtesy and kindness in Indonesia has declined in recent years. This is marked by the behavior of the younger generation who tend to lose their ethics and manners when dealing with peers, parents, teachers, and elders. Today, students generally do not see teachers as role models who provide knowledge that should be respected, appreciated, and honored (Iwan, 2020).

The decline in manners among students is one of the causes because, in other parts of the world, it is so easy to access other people's behavior in life that tends to be hedonistic and selfish, which is considered and imitated as a modern

religion. Live in this technological age without filtering first. This is the impact of globalization that cannot be denied in the dynamics of life. The phenomenon is no longer expected to have a significant impact on all aspects of life in this world, both positive and negative (Kartikawati, 2019; Tambak, 2014).

Based on the results of preliminary observations before conducting this research in elementary schools there are still some students who when in class during class time there are still students who talk to their friends. In addition, when they are outside the classroom there are still some students when meeting with the teachers do not apply the 3S attitude (smile, greeting, greeting) or do not give greetings and greetings when meeting with teachers or elders when outside the classroom. Based on the description above, it is necessary to conduct research at the elementary school to get an overview of social attitudes in the aspect of student manners.

The contribution of this research in the world of education is that students can apply or implement social attitude indicators in this aspect of courtesy in their daily activities properly. In addition, to apply the indicators of social attitudes in the aspect of courtesy in the school environment properly as taught by the teacher or teacher when learning in class. Indicators of good manners that need to be applied in the school environment, for example, being 3S (smile, greeting, greeting), being able to respect elders, not saying or talking dirty, and so on.

RESEARCH METHODS

The research method used is to use descriptive qualitative research. Data collection in this study used observation and interviews. This data source uses primary data obtained directly through observations and interviews, secondary data sources are obtained through articles and journals related to this research, while tertiary data is obtained from other internet sources. Data analysis in this study uses data analysis, data reduction, data presentation, and conclusion drawing. The data sources (participants) taken to conduct this research are teachers and grade IV students. Fourth-grade students in this elementary school totaled 23 students. The research instruments used were observation and interviews. Observations made during the study were observing students in one class IV which amounted to 23 students to observe or know in depth about social attitudes in manners as seen from the indicators of good manners. Meanwhile, the interview instrument used for research is interviewing class teachers and grade IV students. Interviews with fourth-grade students sampled 4 students out of 23 students. Taking 4 students for interviews based on gender, namely male and female. In addition, the sampling of students used for the interview was based on the criteria for good manners. The criteria for politeness can be categorized into four, including very polite, polite, impolite, and very impolite. Based on the criteria for good manners, the 4 student interview samples can be

classified based on the criteria for good manners that have been determined. Based on the criteria, 1 student is very polite, 1 student is polite, 1 student is impolite, and 1 student is very impolite. It can be said to be very polite when it meets 7-8 indicators of good manners, it is said to be polite when it meets 5-6 indicators of good manners, it is said to be disrespectful when it meets 3-4 indicators of good manners, and it is said to be very disrespectful when it meets 1-2 indicators of good manners.

RESULTS AND DISCUSSION

RESULTS

Social attitudes in this aspect of courtesy can be done through the application of the Pancasila student profile in the independent curriculum, namely in global diversity. Several indicators of good manners have been able to run well in elementary schools. However, some have not been able to apply or carry out these indicators of good manners in everyday life properly. The following are the observation results of the description of social attitudes in the aspect of courtesy at the Elementary School:

Table 1. Observation Results of Politeness Attitude

No.	Aspects Observed	Discreet		Result Description	Description
		Yes	No		
1.	Students behave 3S (smile, greet, say hello) ✓			Students behave (smile, greet, say hello) if they meet the teacher outside the classroom	3S Based on the results of observations made by
2.	Students do not speak or speak rudely ✓			Students do not speak or speak rudely	researchers at this Elementary School
3.	Students respect their elders ✓			Students can respect their elders if they meet them outside the class	in the aspect of courtesy
4.	Students do not interrupt at inappropriate times ✓			There are still some students in the class who interrupt the conversation when the teacher is explaining	indicators can be implemented according to existing

5. Students do not spit in any place ✓	The teacher has taught indicators, the correct punishment. sometimes So, there are no more there are still students who spit in any one or two place students who
6. Students say thank you after ✓ getting help from others	Students have said forget to apply thank you after getting these help from others indicators. (June 11,
7. Students can treat others as they ✓ would like to be treated themselves	Students can treat others 2024) as they would like to be treated
8. Students ask for permission when ✓ entering someone else's room or using someone else's property	Students have applied the rules when they want to enter someone else's room or want to use someone else's property, they can ask permission first from the owner

Based on the table above regarding the results of observations of courtesy attitudes, it can be concluded that the description of social attitudes in the aspect of courtesy at the elementary school has been able to run well. However, there are still one or two students who have not been able to apply the indicators of good manners properly in everyday life.

DISCUSSION

Judging from the results of observations made at the elementary school, the indicators of good manners used to conduct research at the elementary school have been able to run well at the elementary school. However, there are still one or two students who sometimes forget to not be able to apply the indicators of good manners in everyday life.

Meanwhile, based on the results of interviews with teachers, it can be seen that students in this elementary school have almost all applied these indicators of good manners in everyday life or the school environment. However, it can be seen that there are still one or two students who cannot or have not been able to

apply these indicators of good manners. Even though it has also been taught or given a good example by the teacher about how to apply the indicators of good manners in the school environment and everyday life.

The result of this study is that teachers have taught about social attitudes in the aspect of courtesy and have taught students about how to apply social attitudes in the aspect of courtesy properly. In addition, teachers can also provide good examples to students so that these students can also apply social attitudes in aspects of courtesy in everyday life. Social attitudes in the aspect of courtesy are not only to be carried out or applied in the school environment but can also be applied in the family environment or the community. With the aim that these students can apply good manners from an early age.

The importance of good manners for students is because good manners are an attitude to respect or appreciate other people. This attitude of courtesy must be taught to students with compassion because we as social creatures live in need of each other. Teachers can shape the character of students' manners because students are the next generation of the nation. If the expected generation does not form the character of courtesy, then the attitude of respect or respect for others, the obligation to a rule will decrease or even disappear.

The elementary school has many students who apply or habituate social attitudes in the aspect of courtesy. However, there are still some children around one to two children who sometimes still do not apply or habituate social attitudes in this aspect of courtesy. Judging from the results of observations made by students when they arrived at school, students could greet the teacher who had arrived. In addition, teachers also teach students to be able to respect teachers and respect their elders by meeting outside the classroom and greeting or giving a smile to the teacher. In addition, if a teacher or an older person is sitting on the porch in front of the class if we are going to walk past in front of the teacher or mother, students can bow or say excuse me.

In addition to being able to apply good manners in respecting elders, students have also been taught by the class teacher to apply polite social attitudes when they want to enter someone's room or borrow other people's items. Teachers have taught students when they want to enter other people's rooms, they can knock on the door and say greetings first before entering the room and when they want to borrow other people's things, they can ask permission first from the owner.

Social attitudes in this aspect of courtesy are also associated with the profile of Pancasila students in the global diversity profile. Because the elements and keys of this global diversity cannot be separated from the role of language. Through language, students can be introduced to existing cultures and how to appreciate and can be taught how to improve communication skills in conducting an interaction with others. In everyday life, manners are practiced as a form of respect for others or elders. In addition, in global diversity, manners

can also be used as a form of respect for others in conducting an interaction with others.

This attitude of courtesy has eight (8) indicators that are used to conduct research in elementary schools on the description of social attitudes in the aspect of student courtesy. Judging from the results of observations and interviews between teachers and students regarding these indicators of good manners, these indicators of good manners can already be done by students well. However, sometimes there are still one or two people who forget to do or apply these indicators of courtesy.

In the results of this study, two themes have been found that want to be discussed more clearly, including not interrupting the conversation at an inappropriate time and saying thank you after getting help from others. Based on the theme of the findings in this study, can be discussed one by one below:

Not interrupting the conversation at an inappropriate time.

Based on the results of observations that have been made at the Elementary School, this indicator of good manners has been able to run well. Meanwhile, based on interviews with teachers and several students, in this indicator of courtesy, there are still one or two students who interrupt the conversation when the teacher is explaining the lesson in class. Interrupting the conversation here means that there are one or two students who still chat with their friends in class when the teacher is explaining the lesson in class.

This is in line with (Agung Rimba Kurniawan, et al., 2019), based on the results of observations and interviews conducted by Agung Rimba Kurniawan, there are still some students who interrupt their friends' conversations or interrupt the teacher's conversation when explaining lessons in class.

The impact that occurs from this lack of attitude is that it can disturb the comfort of others. And can make other students feel offended. This can interfere with the learning process, therefore this attitude must be addressed immediately to get better.

Saying thank you after getting help from others

The theme of the second research finding is about saying thank you after getting help from others. Meanwhile, based on the results of observations and interviews by teachers and students at this elementary school, there are still one or two students who cannot or sometimes forget to say thank you after getting help from others. The indicators of courtesy at this point have also been taught or conveyed by the teacher but there are still students who have not been able to apply this point in everyday life or the school environment.

This is also in line with the opinion (Agung Rimba Kurniawan, et al., 2019) conveyed based on the results of observations and interviews that have been

conducted by Agung Rimba Kuniawan, et al. research that there are still some students who cannot say thank you after getting help from others or when the student does not bring a pen or pencil and then borrows it from his friend, after returning to his friend the student does not say thank you to his friend who has lent the pen or pencil to a friend who does not bring it.

The impact of this lack of attitude is that there is a lack of appreciation within the students themselves and appreciation of others.

Based on the themes of the findings above, it can be concluded that this study has two findings that need to be discussed, namely: not interrupting the conversation at an inappropriate time and saying thank you after getting help from others. The two themes of findings from the results of the study need to be improved so as not to cause sustainable impacts.

The article that supports this research is in line with the thoughts of Agung Rimba Kurniawan, et al (2019) this article also discusses the same indicators of courtesy as the indicators of courtesy in this study. This study has found 2 new themes, namely not interrupting the conversation at an inappropriate time and saying thank you after getting help from others.

The first new finding in this study is about students' social attitudes in terms of not interrupting talks at inappropriate times. This matter is in line with the article written by Ayuningsih, Novelia Safitri, et.al (2023) which explains that interrupting the conversation of parents or people who are talking to anyone if we interrupt the conversation then we will show disrespect and a disrespectful attitude towards that person. If we want to talk to parents or the person should let the person finish the conversation after that we just start talking to the person. So that we can respect and be polite to our elders.

The second new finding in this study is about students' social attitudes in terms of saying thank you after getting help from others. This matter is in line with the article written by Aprily Nuraly, et al (2023) which explains that the habit of saying the word thank you is a form of gratitude and giving something to someone who has given a gift or has helped us who are experiencing difficulties. If we after getting a gift or getting help from others do not say thank you, it means that we do not respect or are not polite to the person who has given the gift and given us the help. So, after we get a gift or have received help from others we have the right to say thank you to honor and be polite to the person who has helped or the person who has given us a gift.

CONCLUSIONS

The description of social attitudes in the aspect of good manners of students in elementary schools conducted by this study using indicators of good

manners is that indicators of good manners in elementary schools can run or be implemented properly. However, there are still one or two students who sometimes forget to do or apply these indicators of good manners in everyday life. The description of social attitudes in this aspect of courtesy is related to the profile of Pancasila students, namely global diversity. Because the elements and keys of this global diversity cannot be separated from the role of language. Through language, students can be introduced to existing cultures and how to appreciate and can be taught how to improve communication skills in conducting an interaction with others. In the profile of Pancasila students at the point of global diversity, this courtesy can also be used as a form of respect for others in conducting an interaction with others who are older. There are two new themes found during the research, namely: not interrupting the conversation at an inappropriate time, and saying thank you after getting help from others. These two themes were found in the research because there are still one or two students who have not been able to apply or sometimes forget to apply these indicators of courtesy in everyday life.

Suggestions from research can be used as guidelines or references that can be used by other researchers by using one of the sources of information related to social attitudes in the aspect of courtesy.

ADVANCED RESEARCH

This study provides insight into students' social attitudes in the aspect of manners. This study is very limited only to finding out the social attitudes of students in the aspect of manners that can be done by the indicators of good manners conducted for research in these elementary schools so that these students can run or apply indicators of good manners in everyday life. Suggestions for further research to be able to develop an indicator of good manners by the needs in everyday life.

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