

Pedagogical Strategies Rooted in Ki Hadjar Dewantara's Philosophy to Improve Students' Social Skills

Irta Martiana¹, Babang Robandi², Eviana Hikamudin³

¹Program Studi Magister Pedagogik, Universitas Pendidikan Indonesia, irramartiana@upi.edu

²Program Studi Magister Pedagogik, Universitas Pendidikan Indonesia, brobandi@upi.edu

³Program Studi Magister Pedagogik, Universitas Pendidikan Indonesia, evianahikamudin@upi.edu

Abstract: Teachers' pedagogical competence in managing learning is very important to improve students' social skills, especially in the context of Indonesian culture that emphasizes the value of mutual cooperation. This study aims to analyze how teachers are able to apply their pedagogical competencies to improve students' social skills with an approach based on Ki Hadjar Dewantara's thoughts. This research uses a literature research method with content analysis, which is a data analysis method. This is done to ensure the discussion remains precise and prevent misinformation in data analysis. Thus, repeated reading of the literature and inter-literature checks were carried out. The results of the literature review show that good learning planning, implementation based on social interaction, and evaluation oriented towards strengthening social skills contribute to increasing students' spirit of mutual cooperation. Improving teachers' pedagogical competence in managing learning based on cultural pillar thinking (Tri-con: continuous, convergent, concentric) can be an effective strategy in building students' social skills. This research has implications for education policy in developing teacher training programs to be more effective in instilling sociocultural values in students based on Ki Hadjar Dewantara's pedagogic thinking.

Keywords: Gotong royong, Ki Hadjar Dewantara, Learning, Pedagogical Competence, Social Skills.

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A. INTRODUCTION

Education plays an important role in the formation of individuals who are independent, and beneficial to their lives. Ki Hadjar Dewantara (KHD) stated that education in general is an effort to encourage the growth of character (inner strength, character), mind (*intellect*) and body of children. Educating children in accordance with life and development so that children get the perfection of life (Dewantara, 2013b, p. 15). Thus, education becomes the basic capital in facing the changing times by equipping students with the knowledge and values needed to adapt to the changing and developing times. KHD's thinking on the pedagogic pillar of culture states that despite changes, there is a red thread or *continuity* that connects past and present cultures. The basic values, traditions and cultural identity will be maintained, even though in a different form. Different ages will complement each other and synergize. Knowledge and experience from the past will be the basis for future development (Dewantara, 2013a, p. 27).

On this basis, pedagogical competence is one of the competencies that must be mastered by teachers. So that pedagogical competence is regulated by the state through the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers and the provisions of PP no 57 of 2021. Pedagogical competence plays an important role in determining how effective the education process is in schools through learning management in the form of learning design,

learning implementation and learning assessment and compiling feedback on learning outcomes in the form of follow-up programs (Hikamudin et al., 2022, p. 5). Teachers must always recognize the characteristics of students as students who are developing and need the help of educators in developing their potential optimally (Hikamudin et al., 2022, p. 4; Sadulloh, 2022, pp. 134–135).

Teachers' pedagogical competence will continue to be dynamic over time. Teachers must strive to improve their knowledge, experience and skills in order to adapt to dynamic learning situations. Daniel Goleman (2024, hlm. xv) writes in his work entitled "*Social Intelligence*, the new science of human relationships" when technology offers more variations of communication but is actually isolation, various things have emerged that affect the way humans establish relationships, namely virtual reality. All these trends suggest a slow disappearance of human opportunities for relationships that involve social and emotional skills. Teenagers are likely to experience difficulties in communicating and building relationships with those around them.

Under these conditions, Apsari et al. (2023) predict that Indonesian students have the potential to become individualists and weak in interacting and socializing with their environment. In line with the findings of Pratidina & Mitha (2023), the high intensity of indirect interactions due to the use of digital communication media such as the *WhatsApp platform*, can distance people who have been close and cause many conflicts to emerge. Even Faliyandra (2019, hlm. 57) explains that this advancement in digital communication can affect deep relationships when communicating face-to-face. The findings of Pambudi & Utami (2020) state that in the era of state change towards the 4.0 revolution, mutual cooperation activities in Indonesia have faded.

The characteristics of social skills have the same essence as the values listed in gotong royong as the cultural heritage of the Indonesian nation. Singleton (1983) states that social skills function as the glue of society or organization. Gotong royong has the value of unity, interaction, socialization, communication, mutual assistance, and working together, harmoniously to achieve common goals (Arief & Yuwanto, 2023, p. 497; Pransiska et al., 2023, p. 105; Sangaswari et al., 2024, p. 8). Gotong royong is one of the dimensions of the Pancasila Student Profile so that Indonesian students are able to collaborate, care and share in the form of voluntary cooperation to carry out activities to facilitate, ease and launch activities (Hikamudin et al., 2022, p. 41). Thus, the concept of gotong-royong highlights the spirit of togetherness, collaboration, and unity in society and becomes a place to strengthen social skills (Kholish et al., 2023; See, 2022).

The implementation of learning carried out by teachers still lacks activities that link theory with real practices about the dimensions of gotong royong. Observations of pedagogical competence of Pancasila Education teachers conducted by Dyah Priyana & Hady (2023) at SMA Negeri 8 Batu, there are still teachers who have not optimally integrated gotong royong into academic activities. So that the emphasis on the cultivation of the gotong royong dimension always takes place in extracurricular activities and the cultivation of school program habits. In fact, there are still teachers who do not have an awareness of student character, this is one of the obstacles to the low motivation for mutual cooperation in students (Mustaghfiroh & Listyaningsih, 2023). The findings of Choiriyah et al. (2024) stated that

teachers have limited time to pay attention to issues related to social skills because teachers have busy schedule demands to meet a strict academic curriculum. Similar to the findings of Sari et al. (2024) at SMAN 5 Payakumbuh which has limited time constraints, differences in teacher skills, inadequate facilities, and limited parental support. Although the Merdeka Curriculum instills moral values, social skills, and a deep understanding of humanity in addition to academic knowledge through collaborative learning, discussions, and joint projects (Nahdiyah et al., 2023). Furthermore, Isrizal (2024) argues that there are still many teachers who admit that they do not have sufficient knowledge and abilities to integrate learning and social skills well.

Based on the research background above, researchers will analyze the pedagogical competence of teachers in managing learning to improve students' social skills in the dimension of gotong royong based on Ki Hadjar Dewantara's pedagogy (KHD). Learning management as the scope of pedagogical competence in learning design, implementation and assessment of learning and compiling follow-up learning programs in an effort to maintain a culture of gotong royong as an aspect of social skills based on Ki Hadjar Dewantara's (KHD) cultural pillar thinking.

B. METHOD

This research uses literature research methods or literature with content analysis, which is a method of data analysis. This was done to ensure that the discussion remained precise and to prevent misinformation in the data analysis. Thus, repeated reading of the literature and checking between libraries were carried out.

Data sources for this research were obtained from previous literature, such as books, scientific articles, or relevant journals. The data collection technique used in this literature or literature research method is to obtain data about objects or variables in the form of articles, journals, notes, books, etc. In addition, Sugiyono (2020) states that literature studies have a theoretical relationship with studies through references related to values, culture, and norms that develop in the social situation under study. Literature research is inseparable from scientific literature.

C. RESULTS AND DISCUSSION

KHD states that education is an effort to pass on the mystical values that exist in the lives of the people who are cultured to the generation (handover of culture). Not just for "maintenance", but also to 'advance' and "develop" culture towards the nobility of human life (Dewantara, 2013a). KHD's pedagogical cultural pillars view education not only as a tool to preserve existing culture, but also as a way to improve this culture so that it can answer the challenges of the times and bring society towards more dignified progress. The premise of the KHD cultural pillar seeks to maintain the character of the nation in the midst of the times, Dewantara. (2013a, p. 371) states: *'..hendaknya usaha kemajuan ditempuh melalui trikon yakni kontinyu dengan alam masyarakat indonesia sendiri, konvergen dengan alam luar, dan akhirnya bersatu dengan alam universal, dalam persatuan yang konsentris yaitu bersatu namun tetap mempunyai kepribadian tersendiri'*. Despite changes, there is a common thread or continuity that

connects the culture of the past with the present. Basic values, traditions and cultural identity will continue to be maintained, albeit in a different form. Different ages will complement each other and synergize. Knowledge and experience from the past will be the basis for future development.

Culture is the result of idealistic and collectivistic values, serves as a guide for social life and serves as a basis for values and norms in living a varied life, which includes human relations with each other, nature, and God. Thus, the maintenance of culture is an effort to promote and adapt culture in every turn of nature and time. Cultural isolation can cause the decline of a society. Cultural progress and renewal must always add to the rich treasures of its own culture without leaving the nature of its cultural personality (Herlambang, 2023). Gotong royong is a core attitude of Indonesian culture that comes from the caring and empathy of fellow human beings. Empathy is the foundation of collaboration, where individuals collectively feel a common need and are moved to help each other voluntarily according to their own abilities for a social cause (Sutisna, 2012).

1. Social Skills of the Gotong Royong dimension

Social skills are skills that arise in interactions between people using the same mechanisms in developing interaction patterns. Interaction patterns are highly symbolic because the essence of social skills is the exchange of information. Communication between people is almost entirely symbolic; that is, there are standardized but arbitrary meanings for words and gestures. The uniqueness of social skills lies in the set of key features that make up the model (personal constructs) and the need to take other intelligences into account (Singleton, 1983, p. 295). Singleton (1983) discussed the importance of social skills in various contexts of human life. Social skills are considered one of the most complex aspects of skilled performance. Social skills are required in a variety of contexts, ranging from everyday interactions to professional situations such as interactions at work or in negotiations. Social skills ability plays an important role in social relationships and social interactions. More broadly, social skills are the glue that holds society together and the principles and structures of a satisfactory organization or society must rely on an intuitive awareness of how social skills work (Singleton, 1983, p. 292).

A person who has social skills is an individual who can communicate with others in a way that fulfills rights, needs, satisfaction and needs for acceptable things without disturbing the rights, needs, satisfaction, and needs of others and it is hoped that there is a free and open atmosphere in relating to others. This definition refers to a very broad and complex concept of social skills, because it involves various and broad social situations that are difficult for individuals to predict (Darmiany, 2021). Faliyandra (2019) elaborates that character and social skills are two important aspects that are interrelated in shaping human ability to interact in society. Both refer to cognitive and affective capacities that enable individuals to relate to others effectively. Thus, both strong character and high social skills contribute to the formation of positive and productive interpersonal relationships in society.

Character education is a key element in Indonesia's education system. Character education is the foundation in creating a quality national character, without leaving social values such as tolerance, unity, cooperation, mutual help, and respect. Character education is

a system of character values instilled in students at school. The character values in question are knowledge, willingness or awareness, and how they apply them (Sauri et al., 2023). Social skills mean considering the thoughts, feelings, and perspectives of others when interacting. Social skills are therefore about many things, not just communication techniques but including empathy, social perception, and awareness of social environmental norms (Goleman, 2024, p. 433). Empathy is the ability to feel, understand and care about the feelings experienced by others. People who have empathy will be able to socialize, be responsible, tolerant, self-controlled, and motivated to make a good impression. Social perception is a process carried out by a person in understanding and assessing others during social interactions so that it has an impact on memory, information processing, attitudes, and individual judgment. The awareness of social environmental norms in terms of social psychology is a form of conformity when social influences are able to change individual attitudes and behaviors to conform to social norms, social roles and social structures (Muzakar et al., 2023).

The concept of social skills has the same nuance as the practice of gotong royong, which is a core attitude of Indonesian culture that stems from the caring and empathetic nature of fellow humans. Empathy is the foundation of collaboration, where individuals collectively feel a common need and are moved to help each other voluntarily according to their respective abilities for social purposes (Sutisna, 2012). The spirit of gotong royong is also based on social perception and awareness of social normality in the environment. This can be seen in the driving factors of gotong royong, namely: 1. Humans do not live alone, but live with other people or the social environment; 2. Humans basically depend on other humans; 3. Humans must maintain good relations with each other; 4. Every human being must adjust to the values and norms that apply in their social environment/society. The values contained in the principle of gotong-royong are: willingness to participate and togetherness or unity; mutual assistance and prioritizing common or general interests; efforts to improve or fulfill welfare; and efforts to adjust and unite one's own interests with common interests (Sutisna, 2012, p. 8).

2. Teacher's Pedagogical Competence in Improving Students' Social Skills Dimension of Gotong Royong

Competence is defined as "proficiency or ability". Meanwhile, in terminology, competence refers to knowledge, skills, and basic values that are reflected in habits of thought and action. Competence in this context is understood as the result of the learning process in education, which includes three main aspects: knowledge, skills and work attitudes. As an inherent characteristic of an individual, competence becomes part of a personality that is relatively stable, observable, and measurable through individual behavior in the work environment or various other situations (Febriana, 2021).

Teacher competence refers to the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers, and PP no 57 of 2021 which consists of Pedagogical, Personality, Social and Professional competencies. Thus, teacher competence is a combination of knowledge, skills, and attitudes that are reflected in intelligent and responsible behavior possessed by a teacher in carrying out his professional duties.

Pedagogical competence is one type of competence that absolutely needs to be mastered by teachers. Pedagogical competence is basically the teacher's ability to manage student

learning. Pedagogic competence is the ability to manage learner-centered learning to achieve learning objectives. Pedagogical competence is one type of competence that absolutely needs to be mastered by teachers. Pedagogic competence is basically the teacher's ability to manage student learning. Pedagogical competence is a distinctive competence, which will distinguish teachers from other professions and will determine the level of success of the process and learning outcomes of their students (Purba et al., 2021). This opinion explains that pedagogical competence is a special ability possessed by teachers to manage learning effectively, with a focus on students, in order to achieve educational goals. Because it is unique, pedagogical competence characterizes the teaching profession from other professions. In addition, the success of the process and learning outcomes of students depends heavily on the mastery of this competency by a teacher.

The definition of learning management is a process of organizing the interaction of students with a teacher and learning resources in a learning environment to achieve learning objectives effectively and efficiently (Zaini, 2021, p. 6). It can be said that learning management is a leadership effort in planning, implementing, and assessing or evaluating a lesson to students with various existing components to support the student learning process effectively. According to KHD, education should be based on socio-cultural realities and centered on the needs, potential, and talents of the child (Dewantara, 2013b, p. 15). This implies that the planning of learning, the implementation of learning, and the efforts used must be in accordance with nature (the talents that children bring) and the times (the social, cultural, and environmental context). Thus, educational practices must respect and utilize customs as a basis for building unity, harmony and peace in society.

An effective learning process that is oriented towards the overall development of learners depends on teachers' pedagogical skills. The teacher's ability to understand and recognize the characteristics of each student is an important component of this competency (Hikamudin et al., 2022). In educational activities, students as learners are the targets to be built into adults. Understanding the characteristics of students is expected that educators are able to develop the potential of students optimally. Learners are individuals who are developing and have the ability to be independent and need guidance and humane treatment. In learning, there are several psychological aspects of students that cannot be ignored and must receive attention, namely aspects of interest, attitude, motivation and activities that arise or develop in the learning process (Nurlina et al., 2022). This understanding is very important to determine learning approaches, strategies and methods that are in accordance with the background, needs and potential of students. This is related to the mastery of learning theory and the principles of educational learning (Hikamudin et al., 2022). This allows teachers to create a learning process that not only transfers knowledge but also shapes student character. In practice, teachers must develop curriculum related to the subjects taught in a contextual and relevant manner (Hikamudin et al., 2022).

a. Learning Planning to improve Students' Social Skills Dimension of Gotong Royong

In general, learning process planning includes the development of a number of learning tools such as syllabus and lesson plans or teaching modules. The document contains important components such as a review of the curriculum structure, learning outcomes, learning and assessment principles according to the level of education, the

flow of learning objectives, determining the criteria for achieving learning objectives and compiling teaching modules (Hikamudin et al., 2022, p. 6)

The principles of learning planning always consider the different characteristics of learners, active involvement in learning, developing reading and writing literacy, including strategies for providing constructive feedback, connectedness and integration of material in multidisciplinary aspects including cultural diversity values and considering the integration of information and communication technology (ICT) systematically, effectively and contextually according to learning needs (Budi, 2018).

Education, rooted in local culture, not only preserves traditional values but also makes it a foundation for addressing issues around the world. Education needs to know and understand the dynamics of society and the process of how history shapes the present. The aim is to be able to make a more mature and ideal educational plan for the nation's generation and to anticipate future challenges (Dewantara, 2013b, pp. 15–16). Culturally rooted education, then, can strengthen unity and harmony in society and serve as a foundation for facing global challenges. By understanding social and historical dynamics, education can be carefully designed to prepare future generations for a better future.

Sumar and Rajak (2016, p. 126) suggest that social skills are not a separate subject, but a non-technical ability that needs to be developed in every subject. However, at the high school level, there are roles of Sociology teachers, Islamic Religious Education (PAI) teachers and Civic Education teachers that have the potential to strengthen students' skills in the dimension of gotong royong. This is based on several things, namely: Sociology is a field of social science that investigates facts, values and social norms that play an important role in the character building of students (Santika Viridi et al., 2023). Islamic Religious Education has the main purpose of education, which is to produce individuals with strong faith, noble morals, and behavior in accordance with Islamic law. Islamic Religious Education (PAI) has a very important role in developing students' social skills. So that the subject of Islamic Religious Education is not only a means of learning religion, but also helps build important social skills in community life (Nurhaliza, 2024). So that the three subjects have material that focuses on value-based lessons, norms and rules that exist in society.

Cultivating social skills in children is not an easy task and it is not enough just to go through lectures, words, or occasional orders. Therefore, teachers as representatives of the education system have a stake in training and developing students' social skills because social interactions involve individuals who represent broader systems, such as education and culture, and students' experiences shape their roles and behaviors. This highlights the importance of context for students in shaping communication by reflecting on past experiences and current circumstances during interactions.

Teachers cannot transmit a skill, they can only persuade students to make the effort to acquire it themselves. Goodfellow states that one aspect of persuasion that teachers can do is the creation of a sensitive and empathetic environment, another aspect that is appropriate for very young learners, is to instill habits (Singleton, 1983, p. 286). From

this statement, it can be seen that teachers have a role in building a classroom environment that supports learning aspects in social interaction in order to create empathy in students so that students' social skills are realized.

So through the philosophy of the *Deep Learning* curriculum echoed by the Ministry of Primary and Secondary Education of the current Red and White Cabinet, it seeks to form students who are not only intelligent but also valuable, independent, empathetic, and ready to face the challenges of the world with confidence and awareness by using a learning framework to create educational experiences that are broad and relevant to the needs of society and learners. (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2025).

One of the dimensions of the graduate profile in the *Deep Learning* Curriculum is collaboration, this graduate dimension is an effort to make students able to work together, work effectively with others to achieve common goals by dividing tasks and roles. Students are also able to establish strong collaboration, respect the work of each member and have strong empathy. So that students are able to work together and can contribute actively, use joint problem solving and create a peaceful environment to achieve common goals.

b. Learning Implementation to Improve Students' Social Skills in the Gotong Royong Dimension

Learning implementation is the implementation of the plan that has been prepared. In this phase the teacher implements the learning plan that has been prepared in the lesson plan or teaching module by applying creative, innovative, collaborative, and fun learning approaches and strategies. By using various approaches and strategies, it is hoped that teachers can carry out effective and meaningful learning, so that students can develop their abilities according to their respective potentials (Hikamudin et al., 2022, p. 7).

The pedagogical practice of teachers to achieve the dimensions of graduates in the *Deep Learning* curriculum is to use teacher teaching strategies that emphasize on real learning experiences of students by doing real practices in order to create higher-level thinking skills and collaboration. Strategies that can be used in the implementation of learning are *inquiry-based* learning, project-based learning, problem-based learning, collaborative learning, design thinking-based learning, SETS (*Science, Environment, Technology, and Society*), STEAM (*Science, Technology, Engineering, Arts, Mathematic*) and so on. Teachers also create an environment that is able to increase students' knowledge and build skills and overall character in accordance with the dimensions of the graduate profile. As well as the practice of learning partnerships involving teachers, students, parents, communities and professional partners in order to create dynamic relationships (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2025).

Referring to these provisions, the collaborative dimension and fun learning provide a strong foundation for improving students' social skills. This approach not only develops academic competence, but also shapes students who are able to adapt, empathize and contribute positively in society. Therefore, teachers are expected to

integrate social skills into the learning process in order to sharpen and broaden learners' abilities in social life. In the review of social skills, this can be learned through *modeling*, imitation, and the cultural environment (Darmiany, 2021). This has a connection with the views of Albert Bandura (1977) who outlines the importance of observing, modeling, and imitating the behavior of others in the cognitive and social development of learners. Likewise, the view of Lev vygotsky (1978) cultural aspects of the individual.

Based on KHD's thinking, creating and building an ideal learning environment will help increase students' potential. In addition, teachers will play the role of *pamong* by being in front (*ing ngarso sung tulodo*), in the middle (*ing madya mangun karsa*), and behind (*tut wuri handayani*) each student (Dewantara, 2013b). In the view of KHD's thinking, there is the *Tringa* method (*ngerti*, *ngrasa*, and *nglakoni*) which is considered as the achievement of student earning completeness. If students are able to correctly understand (*ngerti*) what they are learning, their learning will be complete. Students internalize the information through deep appreciation and contemplation (*ngrasa*). Finally, the results of internalization are implemented (*nglakoni*) in students' daily lives (Hailitik & Kuswandi, 2024; Pranoto, 2017). Based on KHD's thoughts above, in the learning process, the teacher's job is to guide, guide, and educate students with the *among* system. The goal is that students not only understand (knowing), but also can internalize (feeling), and apply (doing).

c. Evaluation and Follow-up Learning to Improve Students' Social Skills Dimension of Gotong Royong

The evaluation stage is one part that cannot be abandoned in the learning cycle. Evaluation activities are assessments that are integrated in the learning process, facilitate learning, and provide comprehensive information as feedback for educators, learners, and parents, to help them determine further learning strategies (Hikamudin et al., 2022, p. 8). As stated by Hikamudin et al. (2022) that to achieve educational goals, an educator not only needs to understand the concept and implementation of learning, but also must master the concept and implementation of assessment. Assessment is used to identify strengths and weaknesses in the learning process, so that it can be the basis for decision making and improvement of the learning process that has been carried out. This opinion defines assessment as a systematic and continuous process of collecting data about activities and learning outcomes to evaluate educational success and inform decision-making. This implies that assessment is the basis of education quality.

Assessment activities must fulfill the principles of learning assessment, which must be proportional, fair, valid and reliable. This is done to explain student progress and make decisions about next steps. In addition, reports on student achievement and progress, must be presented in a simple and informative way so that everyone including students, educators and education personnel can use them (Hikamudin et al., 2022, p. 9). Learners' cognitive and social development are interrelated. Cognitive skills such as problem solving and critical thinking are strongly influenced by social interaction.

Students learn through discussion, collaboration and dissent. Conversely, the cultural environment affects cognitive how to work in groups, communicate with others, and resolve conflicts also support cognitive learning, because students learn to understand and organize their thinking in a social context (Schunk, 2012).

In line with Bessa's opinion (in Darmiany, 2021, hlm. 8) that social skills consist of two parts: cognitive and behavioral. The cognitive component refers to the ability to think to determine reasonable actions in various social situations; the behavioral part can be observed and measured; and the cognitive part changes and helps the emergence of social skills. So that learning management in an effort to develop students' social skills becomes an element of pedagogical studies of learner development. As stated by (Purba et al., 2021) that learner development is a process of changing various physical and psychological functions such as personality, social, mind knowledge of related and sustainable learners in order to form perfect personal maturity.

Developing a follow-up program to provide feedback on learning outcomes is the next stage in the learning cycle. Learning feedback activities are aimed at both students and teachers. Learning feedback is given to the teacher to improve the learning process and increase its meaning. In addition, feedback helps the teacher redesign and improve the next learning process. In contrast, feedback from students is not only used to improve learning strategies but also to identify students' strengths and weaknesses. Based on this feedback, teachers can create a follow-up program, which can technically include remedial and enrichment (Hikamudin et al., 2022).

D. CONCLUSIONS AND SUGGESTIONS

Gotong royong has a broad meaning, not just seen as cooperation, collaboration or caring. Furthermore, it has the meaning of social skills as character education including empathy, social perception, and awareness of social environmental norms. Good teachers in planning, implementing, and evaluating learning can create a learning environment that cooperates, participates, and respects diversity, adhering to the principles of the KHD pedagogical Tri-cones, integrative and contextual learning planning can be a strong basis for shaping students' mutual cooperation attitudes as part of building the character of Indonesian students.

Improving teachers' pedagogical competence in managing cultural pillar-based learning (Tri-con: continuous, convergent, concentric) can be an effective strategy in building students' social skills. However, social skills are not only for students, subject teachers must also have social skills to become role models for students. This research has implications for education policy in developing teacher training programs to be more effective in instilling sociocultural values to students based on Ki Hadjar Dewantara's pedagogical thinking.

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