



The Role of Teachers in Promoting a Positive Social Environment in Elementary Schools

Nur Haizah Aopmonaim¹, Waode Ekadayanti¹, Saqjuddin¹, Ahmad Muhardin Hadmar²

¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Tenggara, Indonesia

²Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Sulawesi Tenggara, Indonesia

ABSTRACT

This study examines the role of teachers in promoting a positive social environment in an elementary school setting. A positive social environment is essential for supporting students' social and emotional development, including cooperation, communication, and mutual respect. The purpose of this study is to analyze how teachers contribute to creating a conducive social environment and to identify the supporting and inhibiting factors involved. This research employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation involving teachers, students, and the school principal. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, supported by triangulation to ensure validity. The findings reveal that teachers play a significant role as social role models, implement social learning strategies such as group work and discussions, and effectively manage classroom social interactions. However, several challenges were identified, including limited time, academic-focused priorities, and lack of specific training in social and character education. Despite these constraints, the efforts made by teachers have positively impacted students' social development, as evidenced by improved cooperation, communication, and respect among students, although not evenly distributed. In conclusion, teachers are key agents in fostering a positive social environment, and continuous support is needed to optimize their role in enhancing students' social development.

Keywords: *Teacher Role, Social Environment, Elementary School, Social Interaction*

1. Introduction

Elementary school is a crucial phase in the formation of students' character, attitudes, and social skills. At this stage, children not only learn academic content but also begin to understand social values such as cooperation, tolerance, empathy, and mutual respect (Hamdan, 2021). A positive social environment at school becomes a key factor in supporting this development, as it can create a

Korespondensi: Nur Haizah Aopmonaim, Email: anurhaizahaopmonaim@gmail.com

safe, comfortable, and inclusive learning atmosphere. Therefore, the role of the teacher extends beyond delivering subject matter; teachers also serve as central figures in shaping healthy social interactions among students (Aranha & Polka, 2024). Teachers have a strategic responsibility in creating and maintaining a conducive social environment in elementary schools (Smith, 2020). Through appropriate pedagogical approaches, exemplary behavior, and the ability to manage classroom dynamics, teachers can foster harmonious social relationships among students (Stojanovic et al., 2021). In addition, teachers play a role in instilling moral and social values through both instructional activities and daily interactions within the school environment (Duhoe & Segbefia, 2023). Thus, the teacher's role is essential in building a strong social foundation for students, which will influence their personality development and future success (Timm & Barth, 2020).

The significant role of teachers in building a positive social environment in elementary schools has not been fully supported by real conditions in the field (Nuralifa et al., 2024) (Juan & Baguio, 2024) (McKenna & Jonas, 2024). Various challenges still hinder the realization of a conducive social environment, such as teachers' limited competence in managing students' social interactions, particularly in dealing with diverse backgrounds, characteristics, and needs (Hatakeyama et al., 2024) (Nugroho et al., 2023). Moreover, learning approaches that remain focused on cognitive aspects often neglect the development of social skills (Cave & Howard, 2023) (Aarsæther, 2021). There is also a gap in the limited availability of training programs that specifically equip teachers with competencies in character education and classroom social management (Ivanković et al., 2024) (Nikiforos et al., 2024). As a result, efforts to create an inclusive and supportive atmosphere have not yet been implemented optimally (Heffernan et al., 2023).

The impact of this gap can be observed in the emergence of various social problems within the school environment, such as conflicts among students, bullying behavior, low levels of empathy, and a lack of cooperation in learning activities (Paige, 2021) (Nouira & Boukamcha, 2023) (Thielking, 2021). These conditions not only disrupt the teaching and learning process but also have the potential to hinder students' overall social-emotional development (Chung & Nahye, 2019). If not addressed properly, these issues may persist into higher levels of education and affect children's character formation in the long term (Júnior & Cruz, 2024). Therefore, serious attention is needed to enhance the role and capacity of teachers in creating a positive social environment as an integral part of the educational process in elementary schools.

A number of previous studies have shown that the role of teachers makes a significant contribution to shaping a positive social environment in elementary schools. A study by (Alias et al., 2021) found that collaborative learning strategies implemented by teachers were able to improve social interaction and mutual respect among students. Similarly, (Smith, 2019) emphasized that teachers' role modeling in demonstrating empathy and fairness is a key factor in building harmonious social relationships in the classroom. Research by (Mehmood & Parveen, 2021) also indicated that the implementation of character education by teachers has a positive effect on students' social behavior, particularly in reducing conflicts and aggressive behavior. In addition, (Hidayah, 2023) revealed that teachers' classroom management skills play an important role in creating an inclusive and conducive learning atmosphere. Another study

by (Nurwahidah et al., 2023) showed that teacher training related to strengthening social competencies can enhance teachers' effectiveness in fostering students' social interactions. (Deroncele-Acosta & Ellis, 2024) added that effective teacher interpersonal communication can encourage the development of a positive social climate in schools. Meanwhile, (Alan et al., 2023) concluded that the integration of social values into learning has a significant impact on students' social-emotional development. Thus, these findings highlight the importance of optimizing the role of teachers in creating a positive social environment in elementary schools.

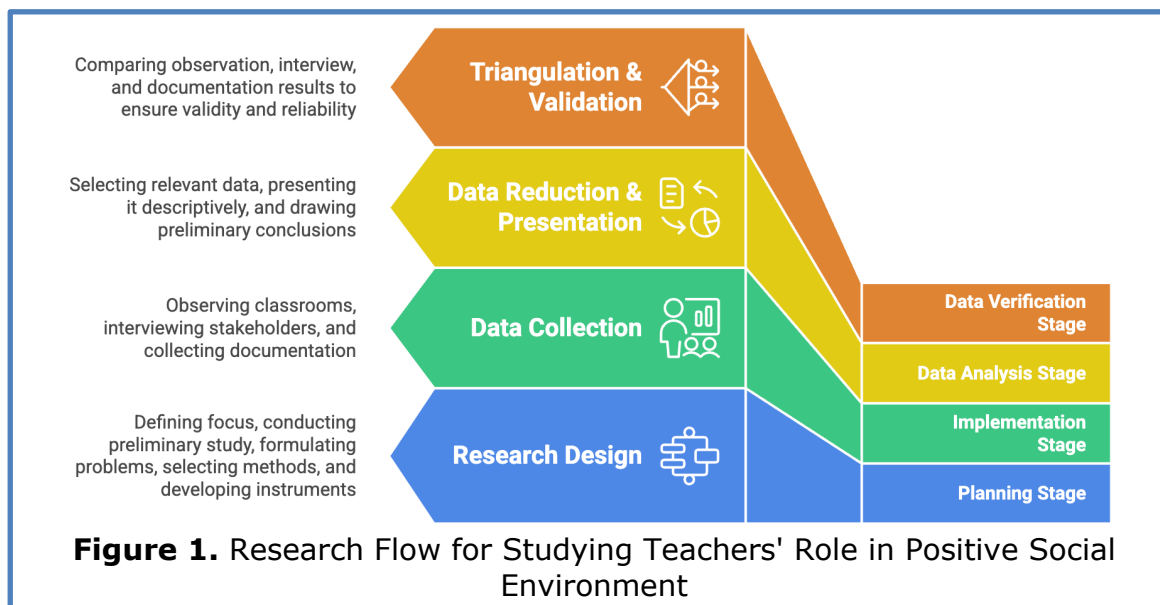
The social conditions at Elementary School 7 Kusambi reflect a diverse range of student interactions, influenced by family background, environment, and individual characteristics. In daily learning activities, some students have demonstrated cooperation, mutual respect, and effective communication skills. However, there are still behaviors indicating underdeveloped social skills, such as a lack of concern for peers, a tendency to form exclusive groups, and the emergence of minor conflicts among students. This suggests that a positive social environment has not yet been evenly established across all classrooms. The role of teachers at Elementary School 7 Kusambi is evident in their efforts to create a conducive classroom atmosphere through both instruction and character development. Teachers strive to instill social values such as discipline, tolerance, and responsibility through learning activities as well as interactions outside the classroom. Nevertheless, these efforts still face several challenges, including limited instructional time, a dominant focus on academic achievement, and the absence of structured programs specifically designed to develop students' social skills. Therefore, it is necessary to strengthen strategies and adopt more systematic approaches to ensure that a positive social environment can be optimally achieved in the school.

This study offers novelty through the integration of the teacher's role in building a positive social environment using a more contextual approach that is closely aligned with the real conditions at Elementary School 7 Kusambi. It systematically combines aspects of role modeling, instructional strategies, and the management of students' social interactions. The purpose of this study is to conduct an in-depth analysis of how teachers contribute to creating a conducive social environment, as well as to identify the supporting and inhibiting factors that influence this process. This research is particularly significant as it not only provides an empirical description of practices in the field but also offers practical contributions in the form of strategic recommendations that can be applied by teachers to enhance the quality of students' social interactions in elementary schools.

2. Methods

The type of research used in this study is qualitative research with a descriptive approach (Güner & Kartal, 2020) (Simonsen & George, 2021) (Alhothali, 2022). This approach was chosen because the study aims to gain an in-depth understanding of the teacher's role in building a positive social environment in elementary schools, particularly within the natural context of Elementary School 7 Kusambi. Qualitative research enables the researcher to explore the meanings, perceptions, and experiences of the research subjects more comprehensively, so that the data obtained are not only numerical but also consist of rich and in-depth descriptions of social phenomena occurring within

the school environment. Furthermore, this study focuses on revealing empirical facts related to students’ social interactions and the strategies implemented by teachers in creating a conducive classroom atmosphere.



The data collection techniques in this study were carried out through several methods, namely observation, interviews, and documentation. Observation was used to obtain a direct overview of learning activities as well as students’ social interactions both inside and outside the classroom. Through observation, the researcher was able to identify students’ behaviors, communication patterns, and the teacher’s role in creating a conducive social atmosphere (Chainda & Boer, 2024). In addition, in-depth interviews were conducted with teachers and relevant stakeholders to explore information regarding the strategies used in building a positive social environment, as well as the challenges encountered in its implementation. Furthermore, documentation techniques were used to complement and strengthen the data obtained from observation and interviews. The collected documents included photographs of activities, school records, lesson plans, and other archives relevant to the study (Chainda & Boer, 2024). These three techniques were applied in an integrated manner to ensure that the data obtained were comprehensive and valid. Thus, the data collection process in this study is expected to provide a complete picture of the teacher’s role in developing a positive social environment in elementary schools.

The data analysis in this study was conducted qualitatively using an interactive analysis model that takes place continuously from the data collection process to the drawing of conclusions (Suherman & Suhardan, 2019). The first stage is data reduction, which involves selecting, focusing, and simplifying the data obtained from observations, interviews, and documentation. At this stage, the researcher filters data relevant to the research focus, namely the teacher’s role in building a positive social environment, and categorizes the data into specific themes such as instructional strategies, students’ social interactions, and the challenges encountered (Alhaeli & Bawazir, 2020) (Ghozali, 2020) (Rohmah et al., 2024). The next stage is data display, which involves organizing the data into a descriptive narrative form so that it is easier to understand and further analyze. The presented data are then examined to identify patterns,

relationships, and underlying meanings (Fitri & Iswari, 2022) (Ilko et al., 2024). The final stage is conclusion drawing and verification, where the researcher formulates the research findings based on the analyzed data and rechecks their validity through triangulation techniques (Mouden & Zemmit, 2024). Thus, the data analysis process in this study is expected to produce valid, systematic, and in-depth findings regarding the teacher's role in creating a positive social environment in elementary schools.

3. Findings and Discussion

3.1 Findings

Based on the analysis of data obtained through observation, interviews, and documentation, this study reveals various findings related to the role of teachers in building a positive social environment at Elementary School 7 Kusambi. These findings reflect the actual practices carried out by teachers in the learning process and daily interactions within the school environment, including the strategies used, forms of classroom management, challenges encountered, and their impact on students' social development. The research findings can be summarized in several key points as follows:

The Teacher's Role as a Social Role Model

The teacher's role as a social role model is one of the fundamental aspects in shaping students' character and behavior in elementary schools. At this developmental stage, students tend to imitate the behaviors they observe from adults around them, especially teachers who hold authority and maintain close interaction during the learning process. Therefore, every attitude, word, and action demonstrated by the teacher has a significant influence on the formation of students' social values. The example set by the teacher becomes an effective means of instilling social norms and ethics in a concrete way. In practice, teachers can demonstrate mutual respect through fair and non-discriminatory interactions with all students. Teachers who treat students with respect, listen to their opinions, and provide equal opportunities in learning will create an inclusive atmosphere. This approach indirectly teaches students to appreciate differences, whether in terms of ability, background, or individual characteristics. Thus, students learn that every individual holds equal value within the social environment.

Teachers also play an important role in fostering empathy among students through caring and responsive behavior toward their needs. When teachers show concern for students who face difficulties, both academically and socially, students learn to develop empathy toward their peers. Empathy instilled from an early age helps students build more harmonious social relationships and reduces the potential for conflict within the school environment. In addition, cooperative behavior can be cultivated through teachers' role modeling in interacting and working with both students and fellow teachers. Teachers who actively encourage collaboration, demonstrate openness, and appreciate others' contributions provide concrete examples of the importance of teamwork in achieving common goals. This, in turn, encourages students to be more open in group work, to support one another, and to value each individual's role in a collective activity.

Before presenting the data in tabular form, these interview findings aim to provide a more concrete description of how the teacher's role as a social role

model is implemented in daily life at Elementary School 7 Kusambi. The interviews were conducted with several informants, namely classroom teachers, the principal, and students, in order to obtain diverse perspectives on the practice of social role modeling within the school environment. The data obtained were then summarized to identify patterns of behavior, strategies employed, and their impact on students.

Table 1. Interview Results on the Teacher’s Role as a Social Role Model

Informant	Key Question	Summary of Responses	Key Findings
Classroom Teacher	How do you demonstrate social role modeling?	Acting fairly, using polite language, and respecting all students	Teachers serve as role models in respectful behavior
Classroom Teacher	How do you instill empathy in students?	Providing attention to students facing difficulties and encouraging peer support	Empathy is instilled through concrete actions
Classroom Teacher	How do you encourage cooperation among students?	Using group work and discussion methods	Cooperation is built through collaborative learning
Principal	What is the teacher’s role in the school’s social environment?	Teachers are expected to be role models in daily attitudes and behavior	Role modeling becomes part of school culture
Student	What do you observe about teachers’ behavior in class?	Teachers are friendly, helpful, and non-discriminatory	Students imitate positive teacher behavior

Based on the table, it can be understood that teachers play a very important role as social role models for students. Fairness, the use of polite language, and non-discriminatory treatment are concrete forms of role modeling demonstrated in the learning process. This indicates that teachers’ daily behavior has a direct influence on the formation of students’ social attitudes. In addition, the cultivation of empathy is carried out through concrete actions, such as paying attention to students who face difficulties and encouraging others to show concern. This approach is not merely verbal but is also demonstrated through direct examples that can be observed and imitated by students. As a result, empathy develops as part of social habits formed within the classroom environment.

Efforts to promote cooperation are also evident through the use of collaborative learning methods, such as group work and discussions. Teachers actively create situations that enable students to interact, share roles, and help one another in completing tasks. This indicates that instructional strategies play a significant role in strengthening students’ social skills. On the other hand, support from the school further reinforces the teacher’s role as a social role model. The principal emphasized that teachers’ role modeling is an integral part of the school culture that must be maintained and continuously developed. Students’ perceptions of teachers as friendly and supportive figures further confirm that such role modeling has had a positive impact. Thus, the teacher’s

role as a social role model is not only an individual responsibility but is also supported by the broader school system and environment as a whole.

Implementation of Social Learning Strategies

The implementation of social learning strategies is one of the key efforts undertaken by teachers in building a positive social environment in elementary schools. These strategies do not solely focus on academic achievement but also emphasize the development of students’ social skills through structured and meaningful interactions. In this context, teachers act as facilitators who design learning activities that encourage students to communicate, collaborate, and respect one another during the learning process. One commonly applied strategy is group work, in which students are divided into small groups to complete tasks together. Through this activity, students learn to share roles, listen to others’ opinions, and take responsibility for assigned tasks. Group work also provides opportunities for more intensive interaction, thereby fostering a sense of togetherness and solidarity among students.

Other collaborative activities, such as joint projects or problem-based tasks, are also part of the social learning strategies implemented by teachers. Through these activities, students are required to work together over a certain period to achieve common goals. This collaborative process helps develop students’ communication, coordination, and conflict-resolution skills that may arise during the activities. The application of various social learning strategies has a positive impact on the development of students’ social skills. Interactions built through learning activities help students become more active, confident, and capable of establishing positive relationships with their peers. Therefore, social learning strategies are an essential component that teachers need to continuously develop in order to create a learning environment that is not only academically enriching but also socially mature.

The results of these interviews aim to illustrate how social learning strategies are implemented by teachers in the learning process at Elementary School 7 Kusambi. Interviews were conducted with classroom teachers, students, and the principal to obtain comprehensive information regarding the types of strategies used, their implementation in the classroom, and the support provided by the school. These data offer a concrete picture of teachers’ efforts in promoting positive social interaction through learning activities.

Table 2. Interview Results on the Implementation of Social Learning Strategies

Informant	Key Question	Summary of Responses	Key Findings
Classroom Teacher	What strategies are used to improve students’ social interaction?	Using group work and discussions in learning	Collaborative strategies enhance students’ social interaction
Classroom Teacher	How is group work implemented in the classroom?	Students are divided into small groups and assigned tasks together	Group work fosters responsibility and cooperation
Classroom Teacher	What is the teacher’s role in	The teacher facilitates, guides, and provides	Teachers act as facilitators of social interaction

	discussion activities?	equal opportunities for students	
Student	What do you do during group learning?	Discussing, sharing tasks, and helping each other	Students actively interact and collaborate
Principal	What is the school's perspective on social learning strategies?	The school supports learning that promotes cooperation and student interaction	Social learning is part of the school culture

Based on the table, it can be seen that teachers have implemented various learning strategies oriented toward the development of students' social interactions. The use of group work and discussion methods serves as the main approach to encouraging students' active participation in the learning process. These strategies not only help students understand the subject matter but also train them to communicate and collaborate with their peers. The implementation of group work provides students with opportunities to learn how to share roles and responsibilities in completing tasks collectively. In these activities, students are required to coordinate, engage in discussions, and support one another. This demonstrates that learning is not merely individual in nature but also emphasizes the values of togetherness, which are essential in social life.

The teacher's role as a facilitator is a key factor in the successful implementation of social learning strategies. Teachers not only deliver instructional content but also guide the flow of discussions, ensure that all students are actively involved, and create a conducive classroom atmosphere. In this way, social interactions within the classroom can take place in a positive and structured manner. On the other hand, support from the school further strengthens the implementation of these strategies. The principal provides space and policies that support collaborative learning, allowing teachers greater flexibility to apply methods that encourage students' social interaction. The active participation of students in group activities also indicates that these strategies are effective in enhancing their social skills, such as cooperation, communication, and mutual respect.

Management of Social Interaction in the Classroom

The management of social interaction in the classroom is a crucial aspect of creating an effective and conducive learning environment in elementary schools. Teachers play a strategic role in regulating the dynamics of relationships among students to ensure they remain harmonious and positive. Through effective management, teachers can ensure that every student feels safe, respected, and has equal opportunities to participate in learning activities. In practice, teachers are able to create an orderly and comfortable classroom atmosphere by establishing clear rules and consistently enforcing them. These rules are not only related to discipline but also include social norms such as mutual respect, avoiding ridicule, and maintaining appropriate behavior during interactions. With mutually agreed-upon rules, students gain a better understanding of acceptable behavior within the classroom environment.

Teachers also demonstrate the ability to handle conflicts among students wisely. When disputes occur, teachers do not immediately impose punishment but instead prioritize dialogue and mediation. Students are encouraged to express the issues they face, listen to different perspectives, and work together

to find solutions. This approach not only resolves conflicts but also helps students develop constructive problem-solving skills. Additionally, the management of social interaction is reflected in teachers’ efforts to build open communication with students. Teachers provide space for students to express their opinions, feelings, and experiences during the learning process. This helps foster closer relationships between teachers and students, creating a warmer classroom atmosphere that supports students’ social-emotional development.

Teachers’ ability to manage social interactions in the classroom has a positive impact on the creation of a safe and conducive learning environment. Students not only feel comfortable participating in learning activities but also develop essential social skills such as communication, empathy, and cooperation. Therefore, effective management of social interaction is one of the key factors in achieving high-quality learning processes in elementary schools. The purpose of these interview findings is to provide an overview of how teachers manage social interactions in the classroom at Elementary School 7 Kusambi. The interviews were conducted with classroom teachers, students, and the principal to obtain information regarding the strategies used to create a conducive classroom atmosphere, approaches to handling conflicts among students, and the forms of communication established during the learning process. These data offer a deeper understanding of the practices involved in managing social interaction within the classroom environment.

Table 3. Interview Results on the Management of Social Interaction in the Classroom

Informant	Key Question	Summary of Responses	Key Findings
Classroom Teacher	How do you manage social interaction in the classroom?	Establishing classroom rules and encouraging mutual respect among students	Classroom rules help create orderly interaction
Classroom Teacher	How do you handle conflicts among students?	Using dialogue and mediation approaches to resolve issues	Conflicts are resolved communicatively and educatively
Classroom Teacher	How do you create a conducive classroom atmosphere?	Building open communication and maintaining student discipline	A conducive environment is built through communication and discipline
Student	What does the teacher do when students argue?	The teacher calls them, advises them, and encourages reconciliation	The teacher acts as a mediator in student conflicts
Principal	What is the teacher’s role in maintaining students’ social interaction?	Teachers are guided to foster harmonious relationships and maintain classroom order	Social management is part of teachers’ responsibilities

Based on the table, it can be seen that the management of social interaction in the classroom is carried out systematically through the implementation of clear and consistent rules. Teachers establish norms that regulate students’ behavior, such as mutual respect and maintaining order during the learning

process. With these rules in place, students have clear guidelines for interaction, making the classroom environment more orderly and conducive. In addition, teachers' ability to handle conflicts among students is a crucial aspect of maintaining harmonious social relationships in the classroom. Teachers use dialogue and mediation approaches to resolve problems, allowing students not only to find solutions but also to understand different perspectives. This approach helps students develop skills in resolving conflicts in a peaceful and constructive manner.

The management of social interaction is also supported by open communication between teachers and students. Teachers provide opportunities for students to express their opinions and feelings, fostering closer and more trusting relationships. This effective communication contributes to creating a comfortable learning atmosphere that supports students' social-emotional development. On the other hand, support from the school further strengthens the teacher's role in managing social interactions in the classroom. The principal emphasized that managing students' social relationships is part of the teacher's responsibility in creating a positive learning environment. This indicates that the management of social interaction is not only an individual effort by teachers but is also supported by school policies and culture as a whole.

Challenges in Building a Positive Social Environment

Challenges in building a positive social environment in elementary schools are inevitable in everyday educational practice. Although teachers play a strategic role in shaping students' social interactions, various internal and external factors often become obstacles in its implementation. This condition indicates that efforts to create a conducive social environment depend not only on teachers' intentions and abilities but are also influenced by the broader educational system and surrounding circumstances. One of the main challenges faced by teachers is the limited time available in the learning process. Instructional time is often primarily focused on delivering academic content in accordance with the prescribed curriculum. As a result, opportunities to develop students' social skills become restricted. Teachers must divide their attention between achieving learning targets and fostering character development, which means that efforts to build positive social interactions cannot always be carried out optimally.

The dominant focus on academic achievement also presents a significant challenge. Educational evaluation systems that still emphasize cognitive learning outcomes tend to push teachers to prioritize academic aspects over social development. Consequently, learning processes oriented toward grades often overlook the importance of social interaction, cooperation, and empathy among students. Another challenge is the lack of specialized training for teachers related to social management and character education. Not all teachers are adequately equipped to manage social dynamics in the classroom or to effectively instill character values. The limited availability of professional development in this area forces teachers to rely on personal experience when dealing with various social situations, which may not always be sufficient to address complex classroom issues.

These challenges have an impact on the suboptimal efforts to build a positive social environment in elementary schools. Therefore, more comprehensive support is needed, including educational policies, the

development of teachers’ competencies, and the provision of more flexible time allocation in the learning process. By addressing these challenges, teachers are expected to be more effective in creating a social environment that supports students’ holistic development. Before presenting the data in tabular form, these interview findings aim to identify the various challenges faced by teachers in building a positive social environment at Elementary School 7 Kusambi. The interviews were conducted with classroom teachers, the principal, and students to obtain a comprehensive overview of the obstacles encountered in learning practices and social interactions at school. These data provide a deeper understanding of the factors contributing to the less-than-optimal development of a conducive social environment.

Table 4. Interview Results on Challenges in Building a Positive Social Environment

Informant	Key Question	Summary of Responses	Key Findings
Classroom Teacher	What are the challenges in building a positive social environment?	Limited time due to the focus on delivering academic material	Time is the main barrier to social development
Classroom Teacher	Why is the social aspect less optimally developed?	Greater focus on academic achievement and curriculum targets	Academic priorities reduce attention to social aspects
Classroom Teacher	Are there training programs on managing students’ social interactions?	Training is still limited and not continuous	Lack of training affects teachers’ competencies
Principal	What challenges does the school face in supporting the social environment?	Limited specific programs and time for implementing activities	Program support is still not optimal
Student	What difficulties do you face in interacting with classmates?	Misunderstandings and lack of effective communication	Students still face social interaction barriers

Based on the table, it can be seen that limited time is the main obstacle in efforts to build a positive social environment. Teachers must adapt to the demands of a dense curriculum, resulting in more time being allocated to delivering academic content. Consequently, opportunities to develop students’ social skills through structured activities become limited. In addition, the dominant focus on academic achievement affects the less optimal development of students’ social aspects. Teachers tend to prioritize learning targets measured through grades, causing aspects such as social interaction, cooperation, and empathy to receive less balanced attention. This condition indicates an imbalance between academic goals and students’ character development.

Another significant challenge is the lack of specialized training for teachers in social management and character education. Teachers have not fully received continuous training support to enhance their competencies in dealing with classroom social dynamics. This limitation affects the range of strategies that can be applied to build a conducive social environment. On the other hand, support from the school also needs to be improved, particularly in providing

specific programs focused on students' social development. Additionally, students themselves face challenges in interaction, such as misunderstandings and ineffective communication. Therefore, more integrated efforts between teachers and the school are required to overcome these challenges so that a positive social environment can be optimally achieved.

Impact on Students' Social Development

The impact of teachers' efforts in building a positive social environment in elementary schools can be seen in the improvement of students' social behavior. Interactions that occur during the learning process as well as outside the classroom indicate positive changes over time. Students begin to demonstrate more openness in communication and become more active in participating in group activities. One of the most noticeable impacts is the improvement in students' ability to cooperate. Through various collaborative learning activities, students learn to work together in completing tasks. They begin to understand the importance of sharing roles, helping one another, and appreciating each member's contribution. This shows that the value of cooperation has gradually been internalized by students.

Students' communication skills have also improved significantly. They become more confident in expressing their opinions, asking questions, and providing responses during discussions. Teachers who provide opportunities for open communication further encourage students to express their ideas and feelings with greater confidence. These communication skills serve as essential assets for students in their social lives. In addition, mutual respect among students has begun to develop as a result of the role modeling and habituation carried out by teachers. Students exhibit more polite behavior, refrain from mocking their peers, and are more willing to accept differing opinions. A conducive classroom environment provides space for students to learn to appreciate diversity, whether in terms of ability, background, or individual characteristics.

Another positive impact is the increased level of empathy among students. They begin to show concern for peers who face difficulties, both in learning and in social interactions. This attitude of helping and supporting one another indicates that the social values taught by teachers have started to be internalized in students' daily lives at school. However, these social developments have not yet been evenly experienced by all students. Some still face difficulties in interacting, such as lack of confidence, a tendency to be passive, or involvement in minor conflicts with peers. This shows that each student has a different level of social development, requiring more individualized approaches from teachers.

These differences in social development are also influenced by students' backgrounds, such as family environment and previous social experiences. Therefore, teachers need to understand the characteristics of each student in order to provide guidance that meets their specific needs. A more personalized approach is expected to help students who still encounter obstacles in their social development. Overall, the efforts made by teachers in building a positive social environment have had a significant impact on students' social development. Before presenting the data in tabular form, these interview findings aim to illustrate the impact of various teacher efforts in building a positive social environment on students' social development at Elementary School 7 Kusambi. The interviews were conducted with classroom teachers, students, and the

principal to obtain information regarding changes in students’ social behavior, particularly in aspects such as cooperation, communication, and mutual respect. These data provide a concrete picture of the extent to which teachers’ roles influence students’ social development within the school environment.

Table 5. Interview Results on the Impact on Students’ Social Development

Informant	Key Question	Summary of Responses	Key Findings
Classroom Teacher	What is the impact of social learning on students?	Students are more able to cooperate and actively participate in group activities	Increased cooperation among students
Classroom Teacher	How has students’ communication developed in the classroom?	Students begin to confidently ask questions and express opinions	Improvement in students’ communication skills
Classroom Teacher	Are there changes in students’ social attitudes?	Students show more respect and are less likely to mock others	Mutual respect is developing
Student	How do you feel when learning with classmates?	Happier, able to share and help each other	Social interaction provides positive experiences
Principal	What is the overall impact on students in the school?	There are positive behavioral changes, although not evenly distributed	Positive impact exists but is not yet evenly distributed

Based on the table, it is evident that teachers’ efforts in implementing social learning have had a tangible impact on improving students’ cooperation skills. Students become more active in group activities and are able to collaborate effectively with their peers in completing tasks. This indicates that social interactions developed through learning activities strengthen the sense of togetherness among students. In addition, students’ communication skills have shown significant improvement. They begin to demonstrate greater confidence in expressing opinions, asking questions, and participating in classroom discussions. An open and supportive learning environment encourages students to be more confident in interacting, resulting in more effective and meaningful communication.

Changes in students’ social attitudes also represent an important outcome of these efforts. Students demonstrate more respectful behavior toward their peers, show a reduction in teasing, and are more willing to accept differing opinions. This indicates that the social values instilled by teachers have begun to be internalized in students’ daily behavior within the school environment. However, these positive impacts have not yet been evenly experienced by all students. Some still require further guidance in developing their social skills. Therefore, continuous efforts and more individualized approaches are needed to ensure that all students can fully benefit from a positive social environment.

3.2 Discussion

The teacher's role as a social role model has a highly significant contribution to shaping students' social behavior in elementary schools. The example demonstrated through fairness, the use of polite language, and respectful behavior toward students serves as a concrete model that is easily imitated by learners. Teachers function not only as instructors but also as social models who shape values such as empathy, cooperation, and mutual respect. Through daily interactions in the classroom, students indirectly learn and internalize the positive behaviors displayed by teachers, thereby creating a more conducive social environment. These findings are in line with the perspective of (Noorkhalis et al., 2023), who stated that individuals learn through processes of observation and imitation of models considered significant in their environment. In the educational context, teachers become the primary figures observed by students; therefore, the behaviors demonstrated by teachers greatly influence students' social development. Thus, consistency in exhibiting positive attitudes becomes a key factor in building a healthy social environment that supports students' character development.

The implementation of social learning strategies by teachers has made a tangible contribution to improving the quality of students' social interactions in the classroom. The use of methods such as group work, discussions, and collaborative activities has proven effective in encouraging students to participate more actively, communicate, and work together in completing tasks. These strategies not only strengthen academic understanding but also gradually develop students' social skills through direct experience. Thus, learning designed in an interactive and collaborative manner is able to create a more dynamic, inclusive, and socially supportive learning environment. These findings are consistent with the perspective of (Hamidaturrohmah & Ailulia, 2023), who emphasized that children's cognitive and social development is strongly influenced by social interaction within the learning environment. Through the concept of the Zone of Proximal Development (ZPD), Vygotsky explained that students can achieve more optimal development when they learn collaboratively with others through guidance and interaction. In this context, the social learning strategies applied by teachers serve as an important means of facilitating such interactions, thereby enhancing not only academic abilities but also students' social competencies.

Furthermore, the management of social interaction in the classroom by teachers has been relatively effective in creating a safe and conducive learning atmosphere. Teachers are able to regulate classroom dynamics through the implementation of clear rules, open communication, and wise conflict resolution. The dialogic and mediation approaches used to resolve disputes among students not only reduce conflict but also provide meaningful social learning experiences. With effective management, social interactions in the classroom become more structured, allowing students to learn in an environment that supports their social and emotional development. These findings are in line with the view of (Febriyanti et al., 2023), who emphasized the importance of classroom management skills in maintaining student engagement and preventing behavioral disruptions. Kounin argued that teachers who are able to manage classrooms effectively will create orderly and conducive learning environments, enabling positive social interactions among students. In this regard, the

teacher's ability to manage social interactions becomes a key factor in supporting the creation of an optimal learning process.

Several challenges influence teachers' efforts in building a positive social environment in elementary schools. Limited instructional time, the demands of academic achievement, and the lack of specialized training related to social management and character education are the main obstacles in its implementation. These conditions cause teachers to focus more on cognitive aspects, resulting in the less optimal development of students' social skills. In addition, limited program support from the school also affects the effectiveness of these efforts, indicating the need for more integrated strategies to address these challenges. These findings are consistent with the view of (Rohmawati et al., 2023), who stated that changes and improvements in educational practices often face structural and cultural barriers, such as teachers' workload, curriculum pressures, and limited professional development. Hargreaves emphasized that without adequate systemic support, teachers' efforts to improve the quality of learning, including its social aspects, will be difficult to optimize. Therefore, policy support and continuous teacher competency development are essential to create a positive social environment in schools.

Teachers' efforts in building a positive social environment have a significant impact on students' social development. This is reflected in the improvement of cooperation, communication, and mutual respect among students in both learning activities and daily interactions at school. Students become more active in participation, more open in interaction, and more caring toward their peers. However, these impacts have not yet been evenly distributed among all students, indicating the need for more individualized and sustained approaches to optimize each student's social development. These findings align with the perspective of (Mukhlisah & Nurdyansyah, 2022), who emphasized that social and emotional development plays a crucial role in individual success, not only in academic aspects but also in social life. Goleman argued that skills such as empathy, communication, and cooperation are part of emotional intelligence that can be developed through a supportive environment. In this context, a positive social environment in schools becomes a key factor in helping students develop these skills optimally.

4. Conclusion

Based on the findings of the study, the role of teachers has been proven to be highly significant in building a positive social environment in elementary schools. Teachers not only function as transmitters of academic content but also serve as role models in shaping students' social attitudes and behaviors. Through role modeling, teachers are able to instill values such as empathy, mutual respect, and cooperation. In addition, the implementation of learning strategies that involve collaborative activities, such as discussions and group work, contributes to the development of better social interactions among students. Furthermore, teachers' ability to manage social interactions in the classroom is a key supporting factor in creating a conducive learning atmosphere. Teachers are capable of handling conflicts among students and maintaining harmonious social relationships within the classroom environment. However, in practice, several challenges remain, including limited instructional time, a dominant focus on academic achievement, and a lack of training that supports the development of teachers' social competencies. These conditions indicate that efforts to create

a positive social environment have not yet been fully optimized. Nevertheless, the various efforts made by teachers have had a positive impact on students' social development. This is evident in the improvement of cooperation, communication, and mutual respect within the school environment. Although these impacts have not been evenly distributed among all students, the findings of this study confirm that the teacher's role remains a key factor in building a healthy social environment. Therefore, continuous efforts are needed to enhance teachers' capacity so that a positive social environment can be more optimally realized in elementary schools.

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