

Teachers' Perceptions of the Development of Integrated Social Studies Student Worksheets Based on Social and Religious Values in Elementary Schools

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ABSTRACT

This study aims to explore teachers' perceptions of the development of Integrated Social Studies (IPS) Student Worksheets (LKPD) based on social and religious values in State Elementary School 152979 Pandan 1. The study is grounded in the importance of integrating character values into Social Studies learning to support the formation of the Pancasila Student Profile. A descriptive qualitative approach was employed, supported by quantitative data from a four-point Likert-scale questionnaire, in-depth interviews, and a document review of the LKPD. The research subjects were 10 teachers involved in Social Studies instruction. The questionnaire instrument comprised four dimensions: the urgency and benefits of value-based LKPD, ease of development and implementation, availability of support, and impact on students' attitudes, interests, and social interactions. The findings revealed that the "impact on students" dimension scored the highest (3.90), followed by "urgency and benefits" (3.85), "ease of development and implementation" (3.10), and "availability of support" (2.75). Teachers believe that value-based LKPD is effective in improving students' learning motivation, social skills, and positive attitudes, although technical constraints and limited institutional support remain challenges. The study recommends continuous training, provision of relevant references, and strengthening teacher collaboration to ensure the sustainability of value-based LKPD implementation in elementary schools.

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1. INTRODUCTION

Social Studies (IPS) in elementary schools plays a strategic role in shaping students' understanding of themselves, their environment, and their civic responsibilities while internalizing social and religious values as a foundation for character development. IPS is not only concerned with transferring knowledge of facts and concepts but also with fostering

attitudes such as tolerance, empathy, social responsibility, and morality [1], [2], [3]. This orientation aligns with the national curriculum's emphasis on strengthening the Pancasila student profile through authentic and contextual learning rooted in the nation's noble values [4], [5]. Thus, Social Studies occupies a strategic position not merely as a cognitive subject but also as a vehicle for nurturing character values and cultivating Pancasila-oriented students.

Despite this vision, the implementation of IPS learning often faces limitations, particularly in the design of student worksheets (Lembar Kerja Peserta Didik/LKPD). Many existing LKPD are procedural, focusing on drills and rote exercises rather than connecting learning to students' real-life contexts or promoting moral development [6], [7], [8]. Teachers also encounter practical constraints, including time pressure, lack of instructional design skills, and limited institutional support, which hinder innovation in producing value-oriented materials [9], [10], [11], [12]. In this context, teacher perceptions become a decisive factor: teachers who view value-based LKPD positively are more likely to adopt and adapt them creatively, while negative perceptions often act as barriers [13], [14], [15]. This condition reveals a gap between curriculum expectations and classroom practice, highlighting the urgency of further studies on how teachers perceive and respond to these challenges.

To address these challenges, theoretical frameworks such as ⁹ **Pedagogical Content Knowledge (PCK)** and **Technological Pedagogical Content Knowledge (TPACK)** offer valuable guidance. PCK underscores the integration of content, pedagogy, and learner understanding so that LKPD can nurture not only cognitive but also affective and psychomotor domains. The TPACK perspective extends this by embedding digital tools—videos, hyperlinks, and interactive activities—into learning materials, creating richer and more engaging student experiences [16], [17], [18]. In addition, the backward design approach ensures that value-based objectives remain central in instructional planning [19], [20], [21]. These frameworks collectively provide a strong foundation for teachers to design innovative, relevant, and value-oriented instructional materials.

Previous studies have confirmed the potential of value-integrated LKPD. Research has shown that such materials can enhance motivation, conceptual understanding, and prosocial behavior. Institutional support and teacher collaboration have also been identified as crucial for sustainability [12]. At the same time, other studies underline persistent barriers, including teachers' limited design skills and heavy workloads [22], [23], [24]. However, existing research tends to emphasize outcomes or challenges in general, without paying sufficient attention to teachers' perceptions in specific school contexts where social and cultural factors may uniquely shape the integration of social and religious values. Therefore, it is necessary to investigate teachers' perceptions in more depth, as this perspective can reveal contextual realities and practical considerations that are often overlooked in broader studies.

This gap is significant for schools such as SDN 152979 Pandan 1, located in a community where social cohesion and religious identity strongly influence educational practice. Exploring teacher perceptions in this setting is crucial to understanding both the urgency and feasibility of implementing integrated LKPD, as well as identifying context-

specific enablers and barriers. By focusing on this case, the study contributes new insights into how value-based instructional tools can be realistically developed and sustained in Indonesian elementary schools. Emphasizing the local context is important because each school has unique socio-cultural and religious dynamics that require context-sensitive solutions.

Based on this background, the study aims to provide a focused examination of teachers' perceptions regarding the development of Integrated Social Studies LKPD grounded in social and religious values. In particular, this research is directed to understand teachers' views on the urgency and benefits of implementing value-based worksheets, to identify the supporting and hindering factors that influence their development and application at SDN 152979 Pandan 1, and to formulate strategic recommendations that will ensure the sustainability of such practices in elementary schools. Through these objectives, the study responds directly to the existing research gap while offering practical pathways to strengthen character education within Social Studies learning.

To achieve these objectives, a strong theoretical foundation is required to guide the study and ensure its relevance within both academic and practical contexts. The theoretical framework serves not only to anchor the research in established models of pedagogy and character education but also to provide a lens through which the collected data can be meaningfully interpreted. In this regard, the present study situates itself within a set of interconnected theories and approaches that highlight the integration of values in Social Studies instruction.

Theoretically, this study draws on integrated Social Studies approaches that connect history, geography, sociology, and economics with real-life themes [25], [26], character education emphasizing knowing, feeling, and doing the good [27], and pedagogical models of PCK and TPACK for holistic and technology-enriched learning [28], [29]. By adopting these theoretical perspectives, the study strengthens its scholarly contribution to the discourse on value integration in Social Studies education.

The findings are expected to contribute to the development of teaching materials that not only align with the Pancasila student profile but also enrich the academic literature on value integration in IPS education. Practically, the results will provide actionable insights for policymakers, teacher trainers, and elementary educators in designing effective, values-oriented LKPD. For SDN 152979 Pandan 1 specifically, the study offers a foundation for mentoring and training strategies tailored to teachers' perceptions, enabling more sustainable and innovative practices in the long term. Hence, this study not only provides theoretical enrichment but also delivers practical implications that are significant for improving the quality of elementary school education.

2. METHOD

This study employed a descriptive-qualitative design supported by quantitative data from a closed-ended questionnaire. The subjects were 10 teachers at SDN 152979 Pandan 1 who taught or were involved in Social Studies learning during the 2024/2025 academic year. All teachers relevant to Social Studies instruction at the school were included, making the

sample census-based purposive sampling rather than random, to ensure that the perspectives captured represented the full population of educators engaged in IPS learning [30].

Instruments and Data Collection

Three techniques were used for data collection:

1. **Questionnaire** – A 4-point Likert scale instrument was administered, consisting of 20 items across four dimensions: (a) urgency and benefits of value-based LKPD (5 items); (b) ease of development and implementation (5 items); (c) availability of support such as training, references, and collaboration (5 items); and (d) impact on students' attitudes, interests, and social interactions (5 items). The choice of a 4-point scale (ranging from 1 = strongly disagree to 4 = strongly agree) was deliberate to avoid a neutral midpoint, thereby encouraging respondents to take a clear stance on each statement (Sugiyono, 2019).
2. **Semi-structured interviews** – Conducted with the same group of teachers to gain deeper insights into their perceptions, experiences, obstacles, and examples of good practices. The interviews were designed to be explanatory and complementary to the questionnaire data: while the survey mapped general perception levels, the interviews provided narratives that explained the reasoning behind teachers' responses, clarified contradictions, and uncovered context-specific details.
3. **Document review** – Examples of student worksheets previously used at SDN 152979 Pandan 1 were examined to assess the extent to which social and religious values had been integrated into existing materials.

Data Analysis

Quantitative questionnaire data were analyzed descriptively using averages and percentages to illustrate overall perception levels. Qualitative interview data were processed thematically following Braun and Clarke's [5] six-phase approach: familiarization, coding, theme identification, theme review, naming, and narrative reporting. Document analysis was used to triangulate both questionnaire and interview findings. Integration occurred through methodological triangulation, where quantitative trends were contextualized and explained by qualitative insights, thereby providing a richer understanding of teachers' perceptions.

Validity and Ethical Considerations

To ensure trustworthiness, several strategies were applied: source-technique triangulation, brief member checking with participants to confirm interpretations, and maintaining a simple audit trail of analytical decisions [18]. Ethical considerations were also prioritized. Informed consent was obtained from all participating teachers, who were assured that participation was voluntary and withdrawal could occur at any time without consequence. Confidentiality was maintained by anonymizing responses and presenting findings at an aggregate level. Institutional approval from the school was also secured before data collection began.

3. RESULTS AND DISCUSSION

3.1 Results

A questionnaire instrument was designed to measure teachers' perceptions of the development of Integrated Social Studies Student Worksheets (LKPD) based on social and religious values at SDN 152979 Pandan 1. The respondents in this study were all 10 teachers at the school. The instrument consisted of four main dimensions, each containing five statements using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Table 1. Teacher Perception Questionnaire Instrument

Dimensions	Indicator	Statement Items
The urgency and benefits of value-based LKPD	Relevance to the curriculum; contribution to active learning; integration of social and religious values; enhancement of critical thinking skills; relevance to students' real lives	"LKPD based on social and religious values helps students relate the material to everyday life."
Ease of development and implementation	Format suitability; time availability; teacher technical skills; suitability of material to student character; flexibility of use	"I find it easy to develop value-based LKPD according to student characteristics."
Availability of support	Training; access to references; collaboration with other teachers; principal support; policy support	"The school provides full support in the development of value-based LKPD."
Impact on students' attitudes, interests, and social interactions	Increased learning motivation; strengthening moral values; increased cooperation; involvement in discussions; implementation of positive behavior	"Value-based LKPD improves students' cooperative attitudes in groups."

Data processing from the questionnaire results was carried out by calculating the average score for each dimension. The summary of the average scores can be seen in the following table.

Table 2. Summary of Average Teacher Perception Scores

Dimensions	Average Score	Category
The urgency and benefits of value-based LKPD	3.85	Strongly agree
Ease of development and implementation	3.10	Agree
Availability of support	2.75	Agree
Impact on students' attitudes, interests, and social interactions	3.90	Strongly agree

Based on Table 2, it can be seen that the dimension with the highest score is "Impact on students' attitudes, interests, and social interactions" (3.90), followed by "Urgency and benefits of value-based LKPD" (3.85). The lowest score is found in the dimension

“Availability of support” (2.75). Overall, teachers’ perceptions are in the positive category, with the majority of respondents indicating a high level of agreement with the implementation of LKPD based on social and religious values. To capture teachers’ perceptions, four dimensions were measured using a Likert scale questionnaire. Figure 1 illustrates the average scores for each dimension.

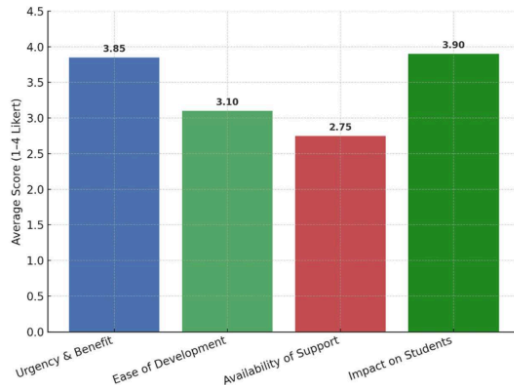


Figure 1. Teacher Perception Scores by Dimension

The results indicate that the **highest score** was recorded in the dimension *Impact on students’ attitudes, interests, and social interactions* (3.90), followed closely by *Urgency and benefits of value-based LKPD* (3.85). In contrast, the **lowest score** appeared in *Availability of support* (2.75), suggesting that while teachers see the clear benefits and impacts of LKPD, institutional support remains a challenge.

Descriptive statistics show relatively consistent responses across teachers, with a small range of variation (2.5–4.0) and an overall low standard deviation (SD = 0.42), indicating general consensus among respondents.

Qualitative feedback also supports these findings. For example, one teacher stated:

“Students become more engaged when social and religious values are integrated, as they can see the relevance to their daily lives.”

Another noted:

“Developing the worksheets is manageable, but additional training and resources would make the process more effective.”

Overall, teachers’ perceptions can be categorized as **positive**, with strong agreement on the value and impact of integrating social and religious values into LKPD, though improvements in institutional and policy support are still needed.

3.2 Discussion

The results of this study demonstrate that teachers at SDN 152979 Pandan I generally hold positive perceptions toward the development of Integrated Social Studies Student Worksheets (LKPD) based on social and religious values, though their assessments vary across the four measured dimensions. Teachers strongly agree on the urgency and benefits of such LKPD, with an average score of 3.85, highlighting that they view the integration of social and religious values as essential for shaping students' knowledge, character, and critical thinking skills. This finding resonates with Sari [31], who found that values-integrated LKPD enhance motivation and foster prosocial behaviors. In practice, teachers emphasize that value-based worksheets can contextualize social studies by linking lessons to local culture and religious teachings, thereby strengthening students' moral awareness alongside academic development [32], [33], [34]. These findings reaffirm that character education is most effective when embedded in daily instructional practices rather than treated as an isolated component.

In terms of ease of development and implementation, the average score of 3.10 suggests moderate agreement. Teachers acknowledge that while designing values-based worksheets is feasible, significant challenges exist, particularly related to time constraints and limited technical skills in digital design. These findings align with studies by Putra et al. [35] and Hidayati et al. [36], which identified workload and inadequate instructional design skills as common barriers. Teachers at SDN 152979 have responded by adapting existing worksheets rather than creating new ones, a strategy that demonstrates creativity but also underscores the need for stronger technical support. This reflects the importance of the TPACK framework [27], [28], [29], which stresses the integration of technological, pedagogical, and content knowledge for effective learning tool development. Thus, while teacher initiative is evident, systemic training in digital pedagogy remains a crucial requirement.

The availability of support dimension received the lowest score, 2.75, indicating that institutional backing remains insufficient. Teachers reported a lack of structured training, limited access to references, and minimal collaboration opportunities, which mirrors the findings of Wulan [37] and Fauziah [38], who emphasized that innovation in education requires a supportive ecosystem. Without consistent training and policy reinforcement, teachers risk relying on outdated methods, and the sustainability of values-based worksheets is compromised. Collaboration among teachers, both within and across schools, was identified as a potential solution but is not yet actively facilitated at SDN 152979. This underscores that institutional and policy-level commitment is just as vital as teacher initiative in ensuring educational innovation.

In contrast, the dimension concerning the impact of values-based LKPD on students achieved the highest score, 3.90. Teachers consistently observed that these worksheets positively influenced student motivation, participation, and social behavior. Students became more cooperative, engaged in discussions, and demonstrated moral values such as honesty and care. These findings echo Vygotsky's social constructivist perspective, which highlights the role of social interaction in learning, and are further supported by national policy directions emphasizing character education (Ministry of Education and Culture,

2017). Teachers' testimonies suggest that values-based LKPD not only improve academic engagement but also contribute to character formation. In this way, the study highlights the dual role of LKPD as both a cognitive and moral learning tool, aligning classroom practice with broader educational policy.

Taken together, these findings suggest a strong conceptual acceptance among teachers of values-based LKPD, but practical challenges remain. While urgency and student impact are rated highly, the lack of institutional support and the technical difficulty of development constrain consistent implementation. Similar trends across prior studies reinforce the significance of this gap, but this study provides unique insights by showing how teachers in one school balance recognition of benefits with adaptive strategies in the face of limited support. The practical implication is that schools and policymakers must strengthen training, provide time allocations for LKPD development, and establish collaborative networks to ensure sustainability. For teacher trainers, this means designing targeted professional development focusing on TPACK and template-based design. For policymakers, it calls for embedding values-based LKPD development in teacher professional standards and funding local innovation projects. Therefore, the discussion points toward a clear agenda: bridging the gap between teachers' positive perceptions and the systemic conditions required for sustained practice.

Nevertheless, this study is limited by its small sample size, single-school context, and reliance on self-reported perceptions, which may not fully capture classroom realities. Future research should incorporate student perspectives, longitudinal analyses, and cross-school comparisons to validate and expand the findings. Despite these limitations, the study underscores that with adequate systemic support, values-based LKPD hold strong potential to simultaneously enhance academic outcomes and character education in elementary schools. This conclusion strengthens the argument that teacher perceptions, when coupled with institutional support, can serve as a driving force in realizing the goals of value-based education at the elementary level.

4. CONCLUSION

This study shows that teachers at SDN 152979 Pandan 1 generally perceive integrated Social Studies worksheets (LKPD) based on social and religious values positively, especially in terms of their urgency, benefits, and impact on students. Teachers believe that such worksheets make learning more relevant, strengthen character education, and improve student motivation and interaction. However, challenges remain in their development and implementation, particularly due to limited time, design skills, and technological expertise, while institutional support such as training, resources, and collaboration opportunities is still lacking. These findings imply that although teachers are conceptually ready to adopt values-based LKPD, sustainable practice depends on systemic support that equips teachers with the necessary competencies and collaborative platforms.

The study contributes theoretically by linking character education with pedagogical models like PCK and TPACK, and practically by showing the need for structured training, dedicated time, and professional learning communities. This dual contribution demonstrates

that the integration of values in Social Studies cannot rely solely on teacher initiative but must be supported by frameworks and structures that enhance both pedagogy and practice.

Looking ahead, the results provide a foundation for educational reforms that embed value-based learning tools into the curriculum, supporting the formation of students who are not only academically capable but also socially responsible and morally grounded. In conclusion, the study highlights the transformative potential of value-based LKPD when accompanied by systemic support, offering practical insights for schools, policymakers, and educators to advance character education in meaningful and sustainable ways..

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