JOETAL (Journal of Education, Teaching and Learning) // Sinar Lima
https://jose.sinarlima.com/index.php/joetal/index
Email: joetaljournal60@gmail.com

October 2026, Vol.3 No.3
e-ISSN: 3047-0382
pp. 103 - 111

A CASE STUDY ON TEACHER STRATEGIES FOR DEVELOPING DISTINCT SKILLS IN LANGUAGE AND SOCIAL STUDIES INSTRUCTION FOR GRADE VI AT STATE ELEMENTARY SCHOOL 2 SEKAROH

[1]Rozalia, [2]Rina Purwantini [3]Seprie

[1]Student, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia.
[2]Lecturer, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia.
[3]Lecturer, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Doktor Nugroho University Magetan, Indonesia.

Corresponding Author's Email : roza52167@gmail.com

ABSTRACTS

This research not only aims to transfer knowledge, but also develops various students' skills according to the characteristics of the subjects taught. This research uses a qualitative approach with a case study type. The data collection techniques used were observation, interviews and documentation. Each field of study has its own characteristics in terms of objectives, materials and skills to be developed. Data analysis used three stage namely; 1) Data Reduction, 2) Data Display, and 3) Drawing Conclusion. The results of the research show that (1) Class teachers at State Elementary School 2 Sekaroh are known to use various strategies in learning Indonesian so that the material can be understood well by students. Teachers do not stick to one particular strategy, but combine several approaches so that the learning process is more varied and not boring. (2) Social Sciences (IPS) learning to help students understand the material more concretely and contextually. The strategies most often used are interactive lectures, questions and answers, group discussions, and giving assignments. (3) the differences in learning strategies between Indonesian and Social Sciences subjects originate from differences in the goals to be achieved in each subject. The implication obtained from this research is that teachers are expected to continue to develop professional abilities in designing and implementing learning strategies that are varied, creative and in accordance with subject characteristics. School principals are expected to provide ongoing support for increasing teacher competency, both through academic supervision, training and Teacher Working Group activities.

ARTICLE INFO

Article History:

Received: October 13th 2026

Revised: October 21st 2026

Published: October 2026

Keywords:

Teacher Strategy,
Student Skills,
Language Learning and Social Sciences

INTRODUCTION

Learning in schools not only aims to transfer knowledge, but also develops various students' skills according to the characteristics of the subjects taught. Each field of study has

its own characteristics in terms of objectives, materials and skills to be formed (Abidin, 2016). Language subjects, for example, place more emphasis on developing communicative skills such as reading, writing, listening and speaking. Meanwhile, Social Sciences subjects focus on strengthening critical, analytical thinking skills, social understanding, and awareness of social and cultural phenomena. These differences in characteristics require appropriate and different learning strategies from teachers so that learning objectives can be achieved optimally.

Teachers play a strategic role in designing and implementing instruction that accommodates these varying skill levels. In language instruction, teachers are expected to create a communicative and interactive learning environment that encourages students to actively use the language as a tool for communication. Conversely, in Social Studies, teachers need to foster an understanding of social concepts through contextual approaches, discussions, event analysis, and the resolution of social issues relevant to students' daily lives. Consequently, teaching strategies cannot be uniform; rather, they must be tailored to the specific characteristics of the subject matter and the skills targeted for development.

Teacher strategies are pivotal in enhancing the quality of instruction and developing student skills in both language and Social Studies. In Indonesian language instruction, for instance, the use of instructional media and literacy strategies has been shown to significantly improve students' reading abilities. Meanwhile, in Social Studies, diverse teaching strategies—such as contextual approaches, discussions, and meaningful instructional media—can tangibly improve the quality of learning as well as students' critical thinking and social skills.

Language instruction and Social Studies have different skill-development orientations, thereby requiring distinct teaching strategies. These differences arise not by chance but are shaped by the specific learning objectives of each subject. Language instruction is fundamentally oriented toward communicative and productive language skills—namely listening, speaking, reading, and writing. Teachers tend to employ strategies that emphasize interactive activities, hands-on practice, and the habitual use of language in real-world contexts. In contrast, Social Studies aims to cultivate an understanding of social concepts, critical and analytical thinking abilities, and social awareness; thus, teachers rely more heavily on strategies such as discussion, problem-solving, the analysis of social events, and contextual learning.

Various studies demonstrate that teacher strategies play a crucial role in developing student skills in alignment with the specific characteristics of the subject matter. Numerous studies on language instruction highlight teacher strategies for enhancing language skills—such as reading, writing, speaking, and listening—through communicative, literacy-based, and active learning approaches. Conversely, research on Social Studies instruction generally focuses on strategies to foster students' critical thinking, understanding of social concepts, and social skills through discussion, contextual learning, and problem-solving. These findings underscore that each subject entails distinct skill requirements and necessitates specific instructional strategies.

The differing characteristics of language and Social Studies instruction demand appropriate, context-specific teaching strategies to effectively develop students' skills.

Language instruction focuses on mastering communicative skills that require continuous practice and active interaction, whereas Social Studies instruction emphasizes the development of critical and analytical thinking abilities and an understanding of social realities. In school-based practice, however, there remains a tendency to employ uniform teaching strategies without regard for the differing skill requirements of these subjects. This situation potentially hinders the optimal development of students' skills in alignment with the specific characteristics of language and Social Studies instruction.

One potential solution is to strengthen teachers' understanding of the core skill characteristics inherent in each subject. In language instruction, teachers need to employ strategies that emphasize communicative practice, two-way interaction, and literacy-based learning to ensure students become accustomed to using the language actively. Meanwhile, in social studies instruction, teachers need to develop strategies oriented toward contextual learning, discussion, and the analysis of social issues, thereby gradually fostering students' critical thinking skills and social awareness.

Language instruction focuses on mastering communicative skills—such as listening, speaking, reading, and writing—whereas social studies instruction places greater emphasis on developing critical and analytical thinking abilities and understanding social phenomena. This study focuses on teacher strategies within the classroom learning process, specifically during the planning, implementation, and evaluation stages of language and social studies instruction. It does not delve deeply into macro-level educational policies or the national curriculum as a whole; instead, it centers on the actual practices teachers use to develop students' skills.

Based on the background described above, the research questions are formulated as follows: 1) What strategies do teachers employ to develop students' skills during language instruction at State Elementary School? 2) What strategies do teachers employ to develop students' skills during social studies instruction at State Elementary School Sekaroh? 3) How do teacher strategies for developing students' skills differ between language instruction and social studies instruction?

RESEARCH METHODS

This study employs a qualitative approach, specifically a case study design. Qualitative research is a process conducted in a natural manner, reflecting objective conditions in the field without manipulation, and primarily involves the collection of qualitative data. The research subjects are the primary sources from whom the researcher obtains the necessary data. The subjects of this study are the Grade VI teachers at State Elementary School Sekaroh who conduct instruction in Language and Social Studies. Teachers were selected as primary subjects due to their direct role in planning, implementing, and evaluating the instructional strategies used to develop students' skills. In addition to the teachers, Grade VI students at State Elementary School Sekaroh are involved as supporting subjects to provide information regarding their responses, learning experiences, and skill development during Language and Social Studies lessons. This collection process employs various techniques, including direct observation, interviews with informants, and the examination of research-related documents. Secondary data serves as supporting material to

reinforce and complement the primary data gathered through observation and interviews. Through secondary data, the researcher can gain an initial overview, deepen the analysis, and compare research findings with existing theories or the results of previous studies. The data collected from these various sources will be analyzed qualitatively to provide a clear picture of the teachers' strategies for developing distinct skills in language instruction versus social studies instruction at State Elementary School 2 Sekaroh. Data collection for this study employs interviews, observations, and documentation. These three techniques were selected for their ability to yield in-depth and comprehensive data regarding the teachers' strategies for developing the different skills required for language and social studies lessons at State Elementary School 2 Sekaroh. Data analysis is conducted through several stages: 1) Data Reduction,2) Data Display and 3) Drawing Conclusion. .

RESEARCH FINDINGS AND DISCUSSION

1. Teacher Strategies in Language Instruction

Based on the research findings, the strategies implemented by teachers during language instruction at State Elementary School 2 Sekaroh demonstrate strong alignment with the language learning concepts proposed by Yunus Abidin. According to Abidin, language instruction is fundamentally aimed at developing students' communicative competence through activities that emphasize the integrated skills of listening, speaking, reading, and writing. From this perspective, the teacher functions not merely as a deliverer of material but as a facilitator who creates active, contextual, and meaningful learning experiences for students. The strategies employed by teachers at State Elementary School 2 Sekaroh—such as read-alouds, question-and-answer sessions, group discussions, and assignment-based tasks—reflect the application of these principles by providing students with opportunities to interact with texts, express opinions, and construct understanding both independently and collaboratively.

The alignment between the teachers' strategies and Yunus Abidin’s theory is evident in the teachers' efforts to integrate various language-related activities into a cohesive lesson sequence. Read-aloud activities, for instance, not only practice reading fluency but also support listening and speaking skills when students are asked to retell the content of the reading. Similarly, group discussions and question-and-answer sessions create space for students to develop argumentation skills and express ideas orally. According to Abidin, effective language instruction positions students as active subjects directly involved in the process of constructing meaning. Thus, the strategies implemented by the teachers can be viewed as consistent with a language learning approach that emphasizes the integration of language skills and active student engagement.

In terms of effectiveness, the employed learning strategies have proven to contribute positively to the development of students' language skills. Observation results indicate that students have become more confident in reading aloud in front of the class, are active in answering questions, and are capable of rewriting main ideas and reading content in a more structured manner. The increase in student participation demonstrates that varied strategies can create an engaging learning atmosphere and motivate students to learn. From the perspective of language learning theory, the success of a strategy is measured not

only by mastery of the material but also by the students' ability to use language as a tool for thinking, communicating, and expressing ideas. Therefore, the use of strategies involving reading exercises, discussions, and assignments can be considered effective in supporting the achievement of Indonesian language learning objectives in primary schools.

The research findings also reveal that the success of the teacher's strategy is heavily influenced by their ability to tailor the learning approach to the students' characteristics. Rather than relying on a single, monotonous strategy, the teacher combines various methods based on the students' needs and proficiency levels. This approach demonstrates a pedagogical flexibility that is crucial to the learning process. When students encounter reading difficulties, the teacher provides individual guidance; conversely, when students have grasped the material, the teacher encourages them to engage in discussions and express their opinions. Such practices align with the principle of differentiated instruction, which emphasizes that every student has unique learning needs and requires an appropriate approach.

When compared with previous research, these findings are consistent with studies indicating that interactive and contextual learning strategies can enhance the language skills of primary school students. Prior research has shown that strategies such as reading exercises, question-and-answer sessions, discussions, and assignments can improve text comprehension, enrich vocabulary, and boost students' confidence in communication. These similarities reinforce the conclusion that the strategies implemented by the teacher at State Elementary School 2 Sekaroh rest on a solid empirical foundation and are relevant to language learning practices at the primary school level.

However, the research findings also reveal obstacles such as disparities in students' reading abilities, limited instructional media, and low reading interest among some students. These challenges indicate that the effectiveness of teaching strategies is heavily influenced by both the students' internal factors and supportive elements within the school environment. Nevertheless, the teachers' efforts to modify strategies, provide motivation, and offer individual guidance demonstrate a strong commitment to creating an inclusive and effective learning experience.

2. Teacher Strategies in Social Studies Instruction

Based on the research findings, the strategies implemented by teachers in Social Studies (IPS) instruction at State Elementary School 2 Sekaroh align with the Social Studies learning concepts proposed by Sapriya. According to Sapriya, Social Studies instruction is an educational process designed to help students understand various social phenomena and to shape the attitudes, values, and skills necessary for life in society. Social Studies instruction emphasizes not only the mastery of facts and concepts but also encourages students to think critically, solve problems, and make responsible decisions. In this context, the teacher acts as a facilitator who connects learning material with social realities close to the students' lives.

The strategies employed by teachers at State Elementary School 2 Sekaroh—such as interactive lectures, question-and-answer sessions, group discussions, environmental observation, and assignments—align with Sapriya's view that Social Studies instruction should be contextual and participatory. Through these strategies, students do not merely

receive information passively; instead, they are encouraged to observe, discuss, and interpret the various social phenomena they encounter in their daily lives. By linking the material to the surrounding environment, teachers provide students with the opportunity to grasp Social Studies concepts in a more concrete and meaningful way. This demonstrates that the implemented strategies are consistent with the goals of Social Studies instruction, which emphasize the interconnection between knowledge, attitudes, and social skills. In terms of effectiveness, the implemented learning strategy has proven to contribute positively to the development of students' critical thinking skills and social abilities. Observations indicate that students have become more active in asking questions, expressing opinions, and responding to their peers' viewpoints. During group discussions, students learn to collaborate, respect differing opinions, and formulate conclusions based on the information gathered. These activities serve as indicators of the development of the social and intellectual skills that constitute the primary goals of Social Studies instruction.

Furthermore, utilizing the surrounding environment as a learning resource provides students with a more tangible experience. They can connect subject matter—such as social interactions, economic activities, or environmental issues—with conditions they actually observe in their own neighborhoods. According to constructivist theory, which often underpins Social Studies instruction, knowledge is more easily grasped when students actively construct their own understanding through direct experience. Consequently, the strategy implemented by the teacher can be considered effective in helping students develop analytical, reflective, and contextual thinking skills.

These research findings also align with various prior studies demonstrating that interactive, real-world experience-based Social Studies strategies can enhance both learning outcomes and students' critical thinking abilities. Previous research has shown that the use of group discussions, case studies, and environmental observation can boost student participation, deepen conceptual understanding, and foster social awareness. These consistent findings indicate that the strategy implemented by the teacher at State Elementary School 2 Sekaroh holds strong theoretical and empirical relevance.

Nevertheless, the study also revealed certain challenges, such as limited instructional media, time constraints, and disparities in students' abilities to analyze the material. These obstacles can impact the depth of discussions and the overall effectiveness of the learning process. However, the teacher sought to mitigate these issues by utilizing the local environment as a learning resource, simplifying abstract concepts, and providing guidance to students requiring additional support.

3. Differences in Learning Strategies

   a. Differences in Skill Orientation

      Based on the research findings, the differences in learning strategies for Indonesian Language and Social Studies at State Elementary School 2 Sekaroh are fundamentally driven by the specific skill orientations targeted in each subject. Indonesian Language instruction focuses on developing students' communicative competence, encompassing listening, speaking, reading, and writing skills. This orientation positions language as a tool for conveying ideas, comprehending information, and establishing effective social interactions. Therefore, the strategies

employed by teachers place greater emphasis on activities that provide students with opportunities to actively practice using the language, both orally and in writing.

In contrast, Social Studies instruction is primarily oriented toward developing the ability to understand and analyze social phenomena occurring within society. In this context, students are guided to recognize interpersonal relationships, understand social events, and develop sensitivity toward their surrounding environment. Consequently, Social Studies teaching strategies focus more on activities that encourage students to think critically, engage in discussions, make observations, and connect the subject matter to social realities. These differing skill orientations demonstrate that each subject possesses a distinct competency focus and requires a unique instructional approach.

b. Differences in Instructional Approaches

In Indonesian language instruction, teachers tend to employ a communicative approach that positions students as active language users. This approach emphasizes that language proficiency develops optimally when students are given opportunities to read, speak, write, and engage in discussions firsthand. Through activities such as reading aloud, question-and-answer sessions, writing exercises, and simple presentations, students not only grasp linguistic rules but also learn to use language as a means to convey ideas and construct meaning.

Meanwhile, Social Studies instruction relies heavily on a contextual approach—one that links learning material to the real-life situations students encounter daily. This approach enables students to grasp social concepts more concretely; rather than studying material in the abstract, they engage through environmental observation, discussions of personal experiences, and the analysis of social events. Thus, the differing instructional approaches between Indonesian Language and Social Studies reflect how teachers adapt to the specific characteristics of the subject matter and the desired learning outcomes.

c. Implications for Teacher Competence

The variation in instructional strategies across these two subjects demonstrates that teachers must possess flexible and creative pedagogical competence. It is not enough for teachers to simply master the subject matter; they must also understand the unique characteristics of each subject and the learning needs of their students. In Indonesian Language lessons, teachers need the ability to design activities that enhance students' communication skills. Conversely, in Social Studies, teachers must create learning environments that encourage critical thinking, collaboration, and the connection of course material to real-life contexts.

A teacher's flexibility in selecting instructional strategies is a key indicator of professional competence. Teachers who can align their strategies with learning objectives are more effective at creating meaningful learning experiences. Research findings indicate that teachers at State Elementary School 2 Sekaroh have demonstrated this adaptability by employing strategies that differ yet remain relevant to the specific characteristics of each subject.

CONCLUSION

It can be concluded that: 1) The strategy employed by teachers to develop student skills in Indonesian Language lessons at State Elementary School 2 Sekaroh involves an inquiry-based approach combined with question-and-answer sessions, read-aloud activities, group discussions, and assignments. 2) The teacher's strategy for developing students' skills in Social Studies (IPS) at State Elementary School 2 Sekaroh involves implementing Problem-Based Learning (PBL) combined with interactive lectures, question-and-answer sessions, group discussions, and assignments. 3) Differences in teaching strategies between Indonesian Language and Social Studies are shaped by variations in learning objectives, the nature of the subject matter, and the specific competencies to be achieved.

REFERENCES

Dianisa, L., & Budiono, H. (2024). *strategi guru dalam mengembangkan keterampilan kolaborasi (collaboration) siswa kelas vi di sekolah dasar*. *6*(2).

Kogoya, T., & Olfie, B. (2015). *partisipasi masyarakat terhadap pembangunan infrastruktur jalan desa di kabupaten lanny jaya-papua*. *15*(2).

Macy, T. (t.t.). *Buku metode penelitian pendidikan sugiyono*.

Oleh, D., & Sari, A. F. (t.t.). *strategi guru ips dalam mengembangkan keterampilan sosial siswa di smp swadiri 1 seputih agung*.

Sabila, N. D., Hanniyah Farhah, H., & Prasetyo, T. (2024). Strategi Guru dalam Mengembangkan Kemampuan Menulis Narasi Siswa SD dalam Pembelajaran Bahasa Indonesia. *Karimah Tauhid*, *3*(8), 8816–8824. https://doi.org/10.30997/karimahtauhid.v3i8.14612

Moleong, L. J. (2014). *Metodologi penelitian kualitatif* (Edisi revisi). Remaja Rosdakarya.

Majid, A. (2014). *Strategi pembelajaran*. Remaja Rosdakarya.

Hamalik, O. (2014). *Proses belajar mengajar*. Bumi Aksara.

Dimyati, & Mudjiono. (2015). *Belajar dan pembelajaran*. Rineka Cipta.

Daryanto. (2013). *Strategi dan tahapan mengajar*. Yrama Widya.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Arends, R. I. (2012). *Learning to teach* (9th ed.). McGraw-Hill.

Mulyasa, E. (2013). *Menjadi guru profesional: Menciptakan pembelajaran kreatif dan menyenangkan*. Remaja Rosdakarya.

Nurhadi. (2016). *Pembelajaran kontekstual (Contextual Teaching and Learning)*. Universitas Negeri Malang Press.

Rusman. (2017). *Model-model pembelajaran: Mengembangkan profesionalisme guru*. Rajawali Pers.

Saddhono, K., & Slamet. (2014). *Pembelajaran keterampilan berbahasa Indonesia*. Graha Ilmu.

Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana Prenadamedia Group.

Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Susanto, A. (2014). *Pengembangan pembelajaran IPS di sekolah dasar*. Kencana Prenadamedia Group.

Uno, H. B. (2017). *Model pembelajaran: Menciptakan proses belajar mengajar yang kreatif dan efektif*. Bumi Aksara.

Abidin, Y. (2012). *Pembelajaran bahasa berbasis pendidikan karakter*. PT Refika Aditama.

Sapriya. (2012). *Pendidikan IPS: Konsep dan pembelajaran*. PT Remaja Rosdakarya.

Sugiyono. (2023). *Metode penelitian kualitatif untuk penelitian yang bersifat: Eksploratif, interpretif, interaktif, dan konstruktif*. Alfabeta.

Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana.

Sudjana, N. (2017). *Dasar-dasar proses belajar mengajar*. Sinar Baru Algensindo.

Trianto. (2014). *Model pembelajaran terpadu*. Bumi Aksara.