

Mapping Teachers Ability in Development Social Participation Skill of Elementary School Students in Jember

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Abstract: Primary school is formal education for children aged 7-12 years and one of the people who has the most important role in the implementation of education in elementary school is the teacher. Schools must be able to develop various aspects of competence such as social participation skills. Mapping the teacher's ability to develop students' social participation skills is needed to see the extent to which primary school teachers teach and pay attention to the students' social participation. In this study using descriptive qualitative research with a sample of two primary schools in the village and two primary schools in the city. Methods of data collection using interviews, observations, and questionnaires given to 4 elementary schools namely Karangrejo SDN 01 and 02, and SDN Sidomulyo 03 and 05. From the research conducted constraints experienced by teachers are teaching materials that are limited and less emphasize aspects of students' social skills. 40% of teachers also do not understand the intent of social skills and indicators of social skills in elementary schools.

Keywords: Mapping of Teachers Ability & Social Participation Skill

PRELIMINARY

Every child has the right to get an education in formal or non-formal education. Primary school is formal education for children aged 7-12 years and one of the people who has the most important role in implementing education in schools is the teacher. Schools are not only a place to develop students' academic competencies, but also must be able to develop various other aspects of competence such as social participation skills. This is in accordance with Yustiana's opinion (in Kurniati, 2015:3), which states that the basic abilities that must be possessed by children are not limited to the ability to read, write and count but also intellectual, personal and social abilities. Social skills are a competency to make a good and balanced social relationship. Sepriyan (in Maryani and Samsudin, 2009: 8) also emphasizes that social skills make humans able to adapt and solve social problems in their environment and able to express their opinions and present themselves with mutual respect, discipline, independence, knowing the purpose of life and being able to make a decision. This shows the importance of developing social participation skills in schools, especially in elementary schools (SD), because it will serve as the basis for developing social participation in higher education.

Sapriya (2015:176) explains that there are two things in implementing a strategy for developing social participation, namely the development of social sensitivity

and implementing strategies for developing social participation. Sensitivity itself can be interpreted easily feeling or easily offended, or a human condition that is easy to react to a condition. If it is associated with social conditions in the community, the term will be formed into social sensitivity, with meaning in which a person easily acts with social problems

Development of social participation skills has relevance to national education goals. This is reflected in Law no. 20 of 2003 Chapter II concerning Basics, Functions, and Objectives, in Article 3 states that national education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become believers and pious human beings to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. Social participation can enter in all areas of student life. The importance of social participation is also based on the diversity of Indonesia as a country with the motto "Bhinneka Tunggal Ika".

Considering that Indonesia has a variety of ethnicities, religions and cultures, it is very important that social participation skills have been developed since elementary school. The reason refers to the problems that exist in Indonesia today. Differences in ethnicity, religion, and culture sometimes trigger a big problem if it is not made aware of early. Welton and Mallan (in Sapriya, 2015: 188)

skills in class that can be taught to students can involve the following matters.

1. Work in groups effectively, including learning to organize, plan, make decisions, and take action.
2. Form a coalition of interests with other groups.
3. Do invitations, compromise and bargain.
4. Be patient and diligent in working to achieve goals.
5. Try to increase experience in different cultural situations.

Another feature in developing social participation skills according to Gresham & Reschly (in Setiani, 2014: 15) is as follows.

1. Interpersonal behavior

Interpersonal skills are basic behaviors in establishing a friendship.

2. Behavior related to yourself

This can be interpreted that low social skills will tend to be rejected by friends, because they cannot be good friends. Some forms of action in question are: the process of giving and receiving information, being able to read the emotions of others, and so on.

3. Behavior related to academic success

This action relates to all activities that support learning achievement in school, such as: the ability to listen, do school work, and obey the rules that apply in school.

4. Acceptance of peers

This is based on the fact that individuals who have low social skills will tend to be rejected by their friends, because they cannot get along well. Some forms of behavior in question are: giving and receiving information, can capture the emotions of others, and so on.

5. Communication skills

This skill is very necessary to establish social relations.

The research method used in this study is a qualitative descriptive method. Descriptive research generally studies problems in society, procedures that apply in society, and certain situations including about relationships, activities, attitudes, views, and ongoing processes, and the effects of a phenomenon (Nasir, 2003: 16). The approach used is the survey approach.

The method of collecting data uses interviews, observations and questionnaires. The process of distributing questionnaires to research samples, namely to the four primary schools, with the classification of two elementary schools in rural areas and two elementary schools in urban areas. interviews were conducted related to the results of the questionnaire that had been distributed. The interview aims to explore more about the limitations or constraints that he experienced in

developing the social skills of students in elementary school.

The population in this study were all elementary school teachers in Jember Regency. The population refers to the East Java Provincial Statistics Agency (update on January 28, 2018) which states that the number of elementary schools in Kabupaten Jember is 1,006 with the number of elementary school teachers as many as 12,826 spread across 31 districts. The data collection process will be sampled with random techniques. The first step is to classify sub-districts in Jember Regency by reference to rural and urban areas, then take samples of two primary schools in rural areas and two elementary schools in urban areas. At random, Silo and Summersari sub-districts were selected as samples from this study. In one sub-district again randomly selected for taking 2 elementary schools that will be used as research subjects. SDN Sidomulyo 03 and 05 in Silo Subdistrict were chosen as the research subjects in the hinterland. Meanwhile in Summersari Sub district, Karangrejo 01 and 02 SDN were selected as the research sample. The research road map is as follows.

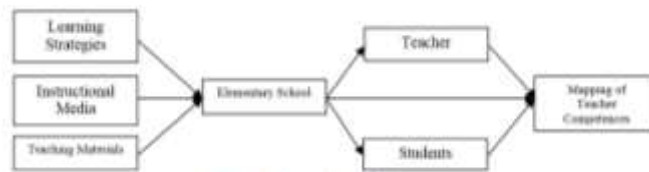


Figure 1. Research Road Map

RESULTS AND DISCUSSION

This study focuses on one of the 4 teacher competencies in accordance with the Teacher and Lecturer Law, namely teacher's pedagogical competence. This mapping aims to find out how far teachers in Jember Regency can develop students' social skills which are packaged both in learning tools, learning media, learning models, and teaching materials used. The results of this study can be described as follows.

The results of the study in the form of questionnaire data that has been distributed to the teacher, these results can be seen in the following table.

Table 1. Questionnaire 1

| Questions | Always | Often | Sometimes | Never |
|--|--------|-------|-----------|-------|
| Arrange and make lesson plans according to the latest curriculum | 10 | 2 | 1 | |
| Using learning media that allows interaction between students and teachers | 7 | 3 | 3 | |
| Does not involve students in solving problems that occur in | 5 | 2 | 3 | 3 |

| Questions | Always | Often | Sometimes | Never |
|--|--------|-------|-----------|-------|
| class | | | | |
| Use teaching materials as provided by the school | 4 | 6 | 3 | |

From the questionnaire table, it can be seen that the teacher arranges and makes lesson plans in accordance with the latest curriculum with categories always: often: sometimes: never (10: 2: 1: 0). The use of learning media that allows interaction between students and teachers with categories always: often: sometimes: never (7: 3: 3: 0). Does not involve students in solving problems that occur in the class with categories always: often: sometimes: never (5: 2: 3: 3). Teachers in using appropriate teaching materials provided by schools are obtained with categories always: often: sometimes: never (4: 6: 3: 0). The results of the questionnaire show that the teachers in the city of Jember have high suitability, this can be seen through the following table.

Table 2. Questionnaire 2

| Questions | Strongly Agree | Agree | Disagree (Tidak Setuju) | Disagree (Kurang Setuju) |
|---|----------------|-------|-------------------------|--------------------------|
| The assignment of individual elementary school assignments is more emphasized than group learning | 1 | 4 | 5 | 3 |
| Group learning is not suitable for low class | | 4 | 6 | 3 |
| Students must be given more appreciation on exact subjects than on social subjects | | 3 | 3 | 7 |
| The source of learning in the community environment is very difficult to integrate into learning in elementary school | | 4 | 5 | 4 |
| Interactive learning media is the best learning media | 1 | 10 | | 2 |

| Questions | Strongly Agree | Agree | Disagree (Tidak Setuju) | Disagree (Kurang Setuju) |
|---|----------------|-------|-------------------------|--------------------------|
| The assignment of individual elementary school assignments is more emphasized than group learning | 1 | 4 | 5 | 3 |
| Group learning is not suitable for low class | | 4 | 6 | 3 |
| Students must be given more appreciation on exact subjects than on social subjects | | 3 | 3 | 7 |

| Questions | Strongly Agree | Agree | Disagree (Tidak Setuju) | Disagree (Kurang Setuju) |
|---|----------------|-------|-------------------------|--------------------------|
| The source of learning in the community environment is very difficult to integrate into learning in elementary school | | 4 | 5 | 4 |
| Interactive learning media is the best learning media | 1 | 0 | 1 | 2 |

The table shows that teachers in the city of Jember in giving individual assignments to students, due to incompatibility of learning groups in the lower class. In addition, teachers disagree in providing enrichment for exact subjects to students. Teachers recognize the abilities possessed by students not only in exact subjects but also other subjects such as social subjects, sports, and the arts. Learning resources used in elementary schools are always associated with the surrounding community environment. The same goes for the media used in learning, where the teacher uses the best media during the learning process so that students will be more motivated and passionate about learning. Data collection is carried out at least once a year. This can be seen from the following table.

| Questions | Doing | Not Implementing | Do not understand | Not Thought to Implement |
|---|-------|------------------|-------------------|--------------------------|
| Carry out sociometry at least once a year | 7 | 3 | 3 | |

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|---|-------|------------------|-------------------|--------------------------|
| Carry out sociometry at least once a year | 7 | 3 | 3 | |

The table shows significant results where teachers in the city of Jember carry out sociometry every once a year as seen from 13 teachers there are 7 who carry out and 3 do not implement, while the other 3 do not understand.

CONCLUSION

Based on the results of the discussion above, it shows that 90% of teachers use teaching materials in the form of books prepared by the government, while 70% show that teachers

have used the cooperative learning approach in teaching. The obstacles experienced by teachers are teaching materials that are limited and do not emphasize the aspects of students' social skills. 40% of teachers also do not understand the intent of social skills and indicators of social skills in elementary schools

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