

Strengthening Social Skills of Social Studies Teacher in the Era of Disruption

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Abstract

This study aims to (1) describe social skills of social studies teachers in the era of disruption (2) explore design and learning approaches the social skills needed in the era of disruption (3) analyze social studies learning methods relevant to growing social skills needed in the era of disruption. The research design and approach are descriptive qualitative. Informants were selected purposively, namely 35 students of the Department of Primary Education at Postgraduate Program, data collection was done through questionnaires, in-depth interviews and Focus Group Discussion (FGD). The collected data is analyzed qualitatively through classification, categorization, synthesis. From the analysis results obtained information and data that the social skills needed in the era of disruption are communication and adaptation skills both orally and in writing (including 1-3 foreign language skills), collaboration skills, cooperatives, associations and assimilation, tolerance, respect for the rights of people others, sensitivity and social care, self control, literacy skills in technology, social and human sciences, narrative skills, logically argue and share experiences with others. To strengthening these skills of social studies teachers are required to choose selective, creative and innovative learning designs and approaches, such as the implementation of scientific, collaborative, cooperative, participatory and information technology and internet-based approaches and methods and relevant methods for students to end the era of disruption. Some learning methods that are identified as relevant to strengthening social skills are project based learning, role playing, discovery and inquiry learning and other learning methods that support high order thinking, critical and innovative abilities.

Keywords: sosial skill, social studies, collaborative, innovative

Introduction

Revolutionary advances in technology and information make the world seem increasingly narrow because all information throughout the world can be accessed easily, cheaply, instantaneously and quickly by anyone and anywhere. The phenomenon, events and effects of disruption have been felt and found in Indonesia. When online taxi and taxi applications were introduced in the field of transportation, conflicts arose between the ojek pangkalan and online ojek and between conventional taxi and online taxi. Booking a taxi, from before standing on the roadside with a wave was replaced with a finger touch model, while sitting casually facing the cellphone.

Likewise, when various online marketplaces are introduced, it encourages changes in the pattern of product and commodity buying and selling transactions. Business people who have capital and access to financial and technological institutions can gain multiple profits, while business people who only have conventional stalls, do not have capital and access to financial and technological institutions are crashed and marginalized. Along with the proliferation and spread of online stalls and online marketplaces, there has been a change in consumption patterns and the emergence of contemporary and consumption culture. The consumption patterns of goods and commodities are often based more on consideration of prestige, symbolic meaning and desire than on the basis of financial needs and abilities. This pattern of public consumption by Baudrillard, 1998 is referred to as consumer society. People consume goods and products as if they are endless, fulfilling their needs for products and commodities is based more on imagination than real and rational needs. Such a consensus pattern by Baudrillard, 1998 was identified as hyperreality. This term refers to the pattern

of consumption of society which is based on the interests of fulfilling imagination rather than real needs and financial capabilities.

Such social phenomenology by Paul Gilding and Francis Fukuyama is called "The Great Disruption". In Fukuyama's understanding, Great Disruption is formed as an accumulation of dramatic ecological changes and increasing global competition which is one of the factors that is accelerated by the convergence of information technology (ICT). Kasali, (2017), articulates disruption, as a condition and the period of many innovations in the market that are not seen and not realized by established organizations that disrupt the course of old order activities or even destroy the old system. Disrupted phenomena and effects have proven to change and influence the social and economic relations between nations in global competition. The system of sovereignty and power of the nation state and resources is no longer autonomous, but changes in the direction of sharing power and economy. Resource governance - between countries is interdependent and interrelated to get speed and efficiency.

In the world of education the Great Disruption affects the abundance of information that allows flexibility in learning activities. The implication is that teacher professional assignments are increasingly complex and can be threatened. This phenomenon can be seen from the emergence of web *ruang guru* which is followed by the fall of classical learning guidance institutions. The era of deception demands professional teacher competency standards, no longer solely based on mastery criteria of cognitive dimensions but teachers are also required to be proficient in surfing in cyberspace and digital media as well as performance relating to components of social skills in relations and communication in learning processes and activities.

In this connection the view (Griffin (2012: 18-21) identifies four categories of skills needed in the face of the era of disruption, namely ways of thinking, ways of working, tools for working and living in the word. Social skills that need to be grown in the face of the disruption era is interpersonal and collaborative skills, initiative and self-direction, flexibility and adaptability, ethical behavior, social/personal and cross-cultural skills, project planning and development, productivity and accountability.

At the institutional level to deal with problems caused by disruption of the teaching profession, education and teacher institutions and stakeholders, such as the Teacher Training Higher Education Institution (LPTK) and teacher organizations are required to formulate teacher formulas and performance on disruptive regulation, disruptive culture, disruptive mindset, and disruptive marketing.

Starting from this idea, the main problem raised in this paper is how is the construction and description of social skills of social studies teachers facing the era of despair? (2) what methods are relevant to use in social studies learning to foster social skills of social studies teachers? (3) what models and approaches need to be implemented in social studies learning to strengthen the teacher's social skills in the era of disruption?

Method

This study uses a qualitative research approach and method, which is a study that is intended to reveal and describe information, event data from a natural setting in a holistic and contextual manner by utilizing the researcher's self as a key instrument. The selection of qualitative research methods is based on the understanding that data, facts and social phenomena include the views of informants about skills social is a "hidden" social reality (Lubis, 2004). To explore and analyze the formal view of social skills, it does not merely observe carefully the appearance of birth, but also captures the symbolic meaning behind empirical reality. Texts and social texts can only be understood through a process of interpretation and dialogue.

The research informants were 35 Unimed Postgraduate Elementary School Teacher Education (PGSD) students. Data collection techniques were carried out through Focus Group Discussion (FGD), in-depth interviews and questionnaires. Questionnaires are used to obtain information about the substance, content of material on social skills in learning and social studies teachers. In-depth

interviews were conducted to explore information and explanations from informants about the components of social skills of social studies teachers. In-depth interviews are conducted with the aim of obtaining information about individual perspectives relating to conception, perceptions of social skills that social studies teachers must possess in facing the demands of the disruption era. In-depth interviews are carried out independently by first preparing the questions asked. Informants in the in-depth interview were selected from Unimed Postgraduate Elementary School Teacher Education (PGSD) students who had worked and experienced as social studies teachers.

Information and explanations explored through in-depth interviews were used as focus group discussions (FGD). Focus group discussions were conducted 5 times periodically and were attended by 35 students and intended for exploration of information, confirmation cognitively and emotionally and understanding together in depth about the focus of the research.

The study was conducted in about 3 months through 3 stages, namely the data collection stage, the data reduction stage and the data presentation stage. To ensure the validity of the data collected is done through the process of checking the validity of the data with the intent to ensure that the results of the study can meet the criteria (1) credibility, (2) transferability, (3) dependability and (4) confirmation.

Data analysis in this study was compiled by adopting qualitative data analysis techniques developed by Miles and Huberman, namely the analysis of interactive models (interactive models of analysis) that took place through the stages of data mining (b) data reduction, (c) data presentation, (d) withdrawals conclusion and data verification.

Research result

Material, IPS Content Based on Social Skills

From the review of the curriculum to the Basic Competency and Competency Standards of Social Studies learning at the elementary school level, the First Middle School (SMP) and High School (SMA), it can be concluded that the IPS material and content are adaptive, flexible and loaded with words of operational development attitudes and behaviors such as respecting, nurturing, utilizing, describing, telling, appreciating, understanding, making and interpreting. IPS material and content at all levels of education are loaded with social skills. At the Elementary School level, themes and topics that are loaded with social skills include: topics of self, family, environment, economic activities, rural and urban areas, resources, and my hero.

Of the 14 main Elementary School Competency Standards, informants/participants of Focus Group Discussion (FGD) stated that 90% of Primary School themes and topics contained social skills. The informants argue, there are several topics and the material is not explicit about social skills, but this can be overcome and developed through assignments, group work, assistance in the form of performance or portfolio.

At the level of junior high school (SMP), material content relevant to social skills is my country, community development (during Hindu-Buddhism to European colonialism), economic activity of the community, the state of nature and its influence on people's lives, the Indonesian economy, independence and improving strengthen independence, trade, social and cultural change, population and social problems. From the topic and material, the informants stated that 90% of social studies material in junior high schools contained social skills. Although there are several topics and materials not directly related to social skills, the informants stated that social skills can be developed through assignments, group work, assignments in the form of performance or portfolio. Given that social skills can not only be developed through material but also through various methods, media, and evaluations.

At the high school level there are a number of materials that contribute greatly to the formation of social security, including international and its impact on Indonesia, the earth with all its appearance, globalization, international trade and international institutions. Participants in the Focus Group Discussion (FGD) stated that social studies material at the high school level was 90% relevant to social skills. The material content of social skills in high school was explored and sourced from the analysis

and development of theories and disciplines of geography, history, economics, sociology. Given that social studies learning at the high school level is separated in the social science family and social studies naming as an umbrella for social science groups.

From the analysis of Basic Competencies in the material fields of geography, history, economics, sociology at the high school level, the learning objectives are full of transformation of values and attitudes. For example, it can be listened to from the learning formula. History aims to have students have the ability to: (1) Build awareness of students (2). Critical training of students (3) Growing appreciation and appreciation of students (4) Growing students' understanding (5) Growing awareness in students as part of an Indonesian nation that has a sense of pride and love of the country that can be implemented in various fields of life both national and international. From the formulation, the FGD participants concluded that the lessons of geography, sociology, economics and history were connected social skills and the behavior of scientists who were objective, critical, independent, rational, wise, creative, and responsible.

Social Skills Component of Social Sciences Teacher in the Era of Deception

The components of social skills of social studies teachers in facing the demands and era of despair are constructed from the theoretical concepts put forward by experts, explored from the content of social studies material at each level of education and derived from the experience of social studies teachers who become research informants. Information extracted through interviews and FGDs, the informants stated that the objectives and approaches of social studies learning in the disruption era were directed at efforts to grow students into citizens who were able to think critically in facing various problems faced. In social studies learning, students do not passively accept information from educators, but are also required to understand social, economic and political phenomena critically. Social and economic problems that occur in the community, not only are analyzed the causes and their relevance contextually but are analyzed by problem solving. Critical analysis and solutions to social problems in society in the era of disruption are not carried out individually but are carried out in groups and together (collaboration) and carried out creatively (creative) to be communicated to the parties concerned (communicative). The FGD activities two ideas emerged related to social skills demanded in the era of disruption, literacy skills. This idea is in line with Rachmah's view, 2009. The first idea that developed in the FGD was that social skills related to literacy skills were literary and linguistic, numerical literacy, ICT, financial literacy and national citizenship. The second idea is social skills in the form of ethics of work, collaboration, good communication, social responsibility and critical thinking and problem solving.

Design and Approach of Social Studies Learning in the Age of Disruption

From the FGD activities identified forms of design and approaches to social studies learning that were conducive and relevant in the era of disruption. The first group argues that the learning design and approach is based on the four pillars of education developed by UNESCO, namely learning to know, learning to do, learning to be and learning to live together. The design and approach that rests on the four pillars requires the transformation of social studies learning processes and activities. Social studies learning is not only a transformation of knowledge to students and information needed for life, but also directed so that students are able to do it themselves. This means that social studies learning activities are carried out contextually, doing activities that benefit themselves and their lives, so that they learn to be themselves for the sake of a shared life in society in harmony.

The second group of designs and approaches developed in the FGD that are relevant to social studies learning in the era of disruption is learning oriented towards character strengthening. The design and approach of social studies learning is directed at efforts to foster character: nationalist, religious, integrity, independent, as well as mutual cooperation and mutual cooperation. This character is seen as relevant by the informants in social studies learning, so that students have pride in their own nation, the Indonesian nation and at the same time become a religious person, that human life are not eternal but transitory and temporary. The design of social studies is directed at

increasing the faith and devotion towards the Almighty God and developing the noble moral values of the students. With strong national and religious foundations, it is expected that from social studies activities students will have integrity as well as independence and mutual cooperation.

The third group is the use of design and scientific approaches in social studies learning. The expected output to be achieved from social studies is the ability to try to solve the problems it faces independently, has the ability to compile and express, analyze, and solve problems. In the 2013 curriculum, scientific learning design refers to the use of observing, asking, trying, deducing and communicating to others both verbally and in writing, both through print and digital media. This design in social studies is intended to encourage students to find out and find information from various sources independently, directed to be able to formulate problems not only answer and solve problems and to train analytical thinking (decision making) rather than mechanistic thinking. The four most developed in the FGD and the results of the interview, are contextual learning designs. Social studies learning is done related to the lives of students directly and real. This design and approach is carried out in two ways (1) bringing students out of class to get to know real life directly, such as markets, government offices and public service centers and (2) bringing social reality that is outside the classroom into the classroom through film shows, videos and interactive digital media.

Learning Methods that Grow Social Skills

From extracting information through FGDs and interviews, it was identified the relevant learning methods used in social studies learning in facing the era of despair. The first group argues that social studies learning methods are derived from scientific design and approaches, such as discovery, inquiry and problem-based learning and project-based learning. The second group of cooperative learning methods and assigns learning activities that take place in a collaborative manner and groups, such as the use of the STAD method, Jigsaw, Model Two Stay Two Stray, Evidence-Based Learning Model. The third group states the use of social science learning methods based on context and local wisdom, the fourth group is the social learning model oriented to students.

Conclusion

Social phenomena such as conflicts between base and online ojek, culture of hyperreality and the rise of digital stalls that marginalize conventional stalls are content and material relevant in social studies learning in the era of disruption. Adaptive and flexible curriculum facilitates the implementation of social studies learning that fosters social skills such as communicative, creative, collaborative, nasilonic, religiosity and responsibility. The design and approach of social studies learning that is relevant to fostering social skills is based on the four pillars of UNESCO, the scientific approach, the strengthening of character and contextual and local wisdom. Social studies learning methods that are conducive to fostering social skills in the disruption era are social studies learning methods derived from scientific, cooperative and contextual approaches and approaches such as discovery, inquiry and problem-based learning methods and are based on projects, STAD, Jigsaw, Two Stay Two Stray Models

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