

Improving Students' Social Skills Using Literacy-Based Learning on Social Science

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ABSTRACT

This study discusses about improved social skills for students through literacy based learning on the subject of social sciences to determine the implementation of literacy in social science learning so that it can improve students' social skills. This study aims for students to be more active, creative, critical and have literacy skills. Most of students still interpret literacy as a form of reading activities and teachers must adjust the material literacy to be effective. With regard to social skills, it is intended that in the implementation of the application of social science learning, students are able to interact with their friends so that they may work together with one another. This study used qualitative method to solve the research problems, to guide researchers to explore and to take pictures widely which would be investigated more deeply related to activities or the implementation of literacy in learning activities in order to improve students' social skills. Data collection techniques were observation, interviews, literature study and documentation. This study proved that literacy-based social science learning was very influential on improving students' social skills. It was proven by the seriousness in learning when the students discussed and interacted well in conveying the results of the discussion of learning materials. Outside of learning, most students were polite and friendly both between friends and with other teachers. In this social science learning activity, the literacy implementation needs to be applied in the classroom before starting learning activities, so that students are accustomed to seeking knowledge on their own through reading and it will affect their social skills.

Keywords: *Social science learning, Literacy, Social skill.*

1. INTRODUCTION

Education should be able to create qualified societies and to face the global competition. Therefore, it attracts the attention of researchers in education field having a very important role with clear goals, especially in preparing students to become subjects who increasingly play a role in displaying their strong, creative, independent, and professional advantages in their respective fields [1–3]. Educational events are a series of communication activities between humans to grow into complete individual, through the learning process. According to learning is the process of changing a behavior and knowledge, [4]. Learning process becomes one system in instruction. Learning is as an activity that is indicated by changes in behavior from experience through reading. According to [5] changes are not only related to knowledge gain, but also skills, attitudes, understanding, self-esteem, interests, character, and

adjustment. Therefore, in the learning process, teachers are required to be able to make changes for each student (student), both in changing knowledge, attitudes, skills and interacting skills through the application of literacy.

Despite much progress in improving the quality of school programs, there is still an unequal quality of teaching among children. Providing practical, systematic and sustainable support and professional development (PD) for teachers is one potential way to improve the quality of classrooms in schools, including the quality of teaching literacy. While in practice, implementation is planning or application refers to certain rules to achieve an activity [6]. In social studies learning activities, literacy needs to be applied in the classroom before starting learning so that students are accustomed to seeking knowledge on their own through reading so that it will affect their social skills. Social science can simply be defined as a combination of various social science

concepts or materials that are mixed for the benefit of education and learning programs at school/madrasah [7]. Therefore, to explore the social science learning, students are encouraged to read because social sciences has a very broad scope concerning human life in fulfilling their needs. "Social sciences education is a simplification of the social sciences and is an interdisciplinary science, so social sciences education examines a problem from different perspectives of social science in an integrated way" [8].

The role of educational policy, one of which is the School Literacy Movements that is implemented before the learning starts, is one way to restore ideal learning stability [9]. According to the guideline of School Literacy Movement (GLS) by Directorate of Secondary Education of Ministry of Education and Culture in 2016, the definition of school literacy in this context is through various activities, including reading, viewing, listening, writing, and speaking. According to research results of the results of the study show that all teachers have tried to develop a cultural and civic literacy movement for Indonesian diaspora students by instilling an attitude of love for the country through teaching and learning activities in schools in accordance with the National Literacy Guidelines published by the Ministry of Education and Culture [10].

The general goal of literacy is to develop the character of students through the cultivation of the school literacy ecosystem which is manifested in GLS so that it becomes lifelong learning (GLS guideline). In its application to social studies learning, literacy activities are part of reading and writing integrated with the tasks given to students to be carried out, to get used to reading and understanding through group work and doing exercises in class, students can take detailed information from reading and then construct their own discourse using that information, so that it can form the social skills of students.

One of the subjects that specifically provides social skills is the Social Sciences (IPS) subject. According social skills are the ability to create appropriate and satisfying social relationships, adjustment to the environment and solve social problems faced and are able to develop aspirations and present themselves with the characteristics of mutual respect, independence, knowing the purpose of life, discipline and being able to make decisions responsibly [11]. Social studies subjects are seen by students as boring subjects Therefore it will have an impact on the social skills of students and feel less relevant to their lives as related to the research result that explains the effects of self-control exertion and boredom on subsequent self-control performance. We propose that task-induced boredom should be systematically monitored in self-control research to assess the validity of the ego-depletion effect [12]. Meanwhile, the implementation of literacy in each lesson has not been

fully implemented by the teachers. This means that there are still not many teachers who carry out literacy-based learning activities so that the implementation of the literacy movement at the learning stage is also still not running optimally and properly. So, it can be used as an object of research with the title "Improved Social Skills for Students through Literacy Based Learning on the Subject of Social Sciences".

2. LITERATURE REVIEW

2.1. *The Implementation of Social Sciences Learning (IPS) at School*

The application of integrated Social Science learning (IPS) in Indonesia, especially for SMP and MTs levels is based on the development of an integrated model developed by the Social Science Learning Development Team. Directorate of Junior High School Education, Ministry of Education and Culture [13] which is more focused on integrated and connected models.

According to Indonesian Dictionary [14], the word implementation is equal to the application or implementation. The application of integrated Social Sciences (IPS) material is using geography as the starting point (platform) study. The social sciences learning process on the primary level, starts from primary school and junior high does not emphasize the theoretical and scientific aspects, but more emphasizes in terms of practical learning, analyzing and examining the social phenomena and problem with the ability of the students in different levels as the consideration. To achieve this, the Social Studies initiated three basic strategies, according to supporting the common good, adopting common and multiple perspectives, and applying knowledge, skills and values to civic action. Social Science Learning is fundamentally integrated with several aspects in society which involves human behavior in terms of completing their needs [15].

Implementation as an activity that adjusts to each other. Therefore, implementation starts from the activity, the action, behavior, or mechanism of a system. The word mechanism means that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the goals of the activity. The PBL model is not limited to providing content knowledge to students, but develops further psychomotor and social skills, such as seeking information from various sources, critical thinking, problem solving, self-evaluation, summarizing and giving a good presentation highly recommended for lifelong [16]. The context of the correlation with social learning here cannot be separated from the current curriculum where the social science learning (IPS) implementation in schools is related to ongoing learning models so that the learning process can be carried out

properly in accordance with what is expected by the teacher as the educator.

Implementation of social studies learning in schools, especially based on research, in this regard, in order to shorten the period of adjusting to the training curriculum, specific forms of engagement with new students are designed on-site, implemented at:

- Educational level (adjusting to the studies);
- Psychological level (promoting motivation for activities aimed at successful adaptation);
- Interpersonal level (ensuring effective interpersonal interaction processes) [17].

Therefore, the concept of social studies learning is being easily understood by the students because it uses the student-centered method, in other words, students are no longer the recipients of information and knowledge but they also as the one who discover or create knowledge information through their competencies. Additionally, the success of learning in improving the competence of students is the main dimension in assessing the implementation of learning. According to on the other hand, implementation of social science education in social science learning is faced with various obstacles, so the nature and purpose of social science education cannot be achieved fully [8]. The success rate of this learning is seen from various points of view, both in terms of students as subjects, the role of teachers and supporting facilities and infrastructure as to get maximum results as expected.

2.2. The Implementation of Literacy-Based Social Sciences Learning

The industrial revolution 4.0 requires learning that may develop various literacy skills of students so that they may succeed in learning as well as in everyday life. To answer the challenges of the industrial revolution 4.0, the education world seeks to apply 21st century learning. Through 21st century learning, social learning can be carried out in an integrated manner supported by thematic learning [18]. In terms of applying Social Science Learning (IPS), the teachers are designing the process of learning on the lesson plan which in this case, the process of designing a lesson plan should refer to the current curriculum. According preliminary activities should integrate the learning aspects including Strengthening Character Education, literacy skills, 21st century learning competencies called 4C and HOTS and also learning is designed in purpose on making the students active, interactive, inspiring, fun, challenging, motivating, and independent according to the talents and interests of students [19]. One of the successes in literacy learning is the implementation of daily reading 15 minutes before the lesson begins [20]. In the lesson plan, especially the

core activities must really fully design for literacy-based learning so that it may reach the goal of the learning.

According to a research done by AMCA [21], teaching and learning is an educational process that should be interactive to meet the learning objectives. Thus, it requires systematic and proper plans to ensure the process runs effectively. Therefore, according to teaching is not only carrying out the basic competencies, teachers who provide learning, will strive for the learning process, such as relevant material to students' backgrounds and experiences, growing interest in students to learn and wanting to know more and develop students' reasoning, critical, analytical and reflective thinking skills [22]. This statement means that a teacher in the class is strived to be able to make students think more critically, reflectively from the material provided by the teacher during learning takes place. Based on the research by the purpose of social science education is to make good citizens in the sense of being able to understand the differences and be able to solve problems appropriately because it is supported by information and facts [8].

According to a research done by the local governments and communities to support the development of educational programs intends to bring Indonesia towards lifelong literacy [23]. Building literacy education and students character in the 21st century should be developed specifically at schools [24]. Literacy-based learning is actually not much different from learning in general that is programmed by the government. It means the closing activities in this learning process is the way for teachers to assess their students on the learning that has been carried out both cognitively and affectively. The assessment could be in form of giving homework so that the students are able to learn the material from various sources. They also able to make conclusion regarding the subject matter they learn with the teachers.

Based on the reality occurs in the field, the appropriate learning model is problem-based learning which is stated on the lesson plan and being the model for the implementation of literacy-based learning. Literacy in learning activities reflects the literacy skills owned by students such as reading, writing, listening and speaking. Problem-solving learning more focuses on processes and strategies. So the process skills and strategies for solving a problem become the essential capability that should be owned in learning [25]. The environment provides input to the students in the form of problem assistance, so that the students can interpret the assistance effectively to solve the problem they faced, assessed the problem, analyzed and searched for a good solution. In this case, the students should be active in developing their knowledge by reading and finding information.

Based on the research, in order to equip students with the skills associated with literacy, it is important to create

the appropriate conditions for this in the teaching space. A crucial aspect of literacy is skill transferability [26]. In literacy-based social sciences learning, the teachers as the educators have a duty to prepare the teaching media which suitable with the learning material to get the students' interest in participating the learning process and also to guide the students during the learning process. The implementation of literacy in the classroom is intended to make the students more active, creative, critical and have literacy skills, most students are still interpreting the literacy as in the form of reading activities and teachers must adjust material literacy to be effective. This is supported by the opinion of [27] which says that the availability of learning resources is expected to encourage reading interest, motivation, and reinforcement students literacy. On the evaluation stage, the teachers are technically not having any difficulties, but the students' score are not really satisfying as the result. This could happen mostly because of the lack of school media and infrastructures.

2.3. Social Skills

Social skills are the individual's ability to create interactive networks with other people and the ability to solve problems to create harmonious accommodation in the community [28]. Social skills are the ability to show good behavior rated positively or negatively by environment, and if the behavior is not good, punishment follows as given by the community [29]. In regards to social skills, the purpose of developing social skills in social studies subjects is so that students are able to interact with their environment, especially those around them so that they are able to solve problems together, and the results are perceived together with group members. This is in line with human nature as social beings.

While according to [10] social skills are the ability to create harmonious and satisfying social relationships, adjust to the social environment and solve social problems they face and are able to develop aspirations and present themselves with the characteristics of mutual respect, independence, knowing the purpose of life, discipline and being able to make decisions. In this case, the students' sense of responsibility is really implemented especially in doing the task given.

Based on the research done by [30], measuring the students' attitude towards the changes in the physical environment and conclude the results to student performance. The assumption is made that positive student attitude change should result in positive student performance change. Further, observed change in student behavior and performance may be due to the Hawthorne Effect in which study participant's performance is enhanced as they are aware that they are the subject of investigation. This statement is in line with the opinion from [10] which said a skillful ability that appears in action, but is able to seek, select and process information,

should be able to learn new things, solves everyday problems, has communication skills both verbally and in writing. In addition, students should understand, appreciate, and is able to cooperate with others and pluralistic skills, capable of transforming academic abilities and adapting to the development of global society. In this context, new approaches in education emphasize that learning environments should be designed more flexible and students should be active in the learning [31]. For the students, having social skills is an important thing to start and having social relationship, while the students who do not have social skills will have difficulties to experience social relationship with their community.

Social function is a very complex cognitive construct with many components. Some instruments represent very contrived social situations that may not represent real-world situations, particularly for the spontaneity and dynamics necessary for social competency. It is clear that better outcome measures using more natural social interactions should be developed to better predict [32]. Besides that, social sciences education output is expected to have sensitivity to social problems and social participation [8].

Social skills are part of the objectives of social studies subjects that need to be developed [33]. The aim of having social skills in Social Sciences Learning is to make the students able to interact with their friends so that they have a good teamwork to accomplish the group assignment and also to develop their leader skill.

3. METHODS

The research method used was a qualitative method. This research used qualitative approach to solve the study problem and guide the researcher to explore and to take pictures widely which will be investigated more deeply related to activities or the implementation of literacy in teaching learning to improve students' social skill. The use of qualitative methods in this research was to understand the activities or the implementation on the subject and the object of the research.

Sources of research data came from primary and secondary data sources. Technique of collecting data of this research was using observation, interviews, literature study and documentation. The validity test of research data used triangulation technique. Data analysis used in this research was interactive analysis including data reduction, data presentation and data leveraging.

4. RESULTS AND DISCUSSION

4.1. Implementation of Literacy-Based Social Studies Learning

The implementation is also oriented on the process of achieving the goals. In Social Sciences Learning, overall,

the findings reveal promising learning outcomes that are supported by the existing literature at the post-secondary level [34]. The process of implementing this program is in an effort to achieve a program that is designed in a conducive and attractive manner.

The application of social sciences learning is to allow students to learn easily, fun and may achieve learning objectives as expected. The evaluation on literacy-based social sciences learning is actually not much different from learning in general, it also involves written and non-written assessment. The written assessment is used to measure the students' cognitive skill, while non-written assessment is used to measure students' affection especially on their literacy skills. Based on the result above, there are significant effect especially on the increasing of students' score. The students who got no score development was still occurred. According to research [35] there is an effect of scientific literacy-based learning on the ability to read comprehension and on the learning outcomes of subjects in the social humanities group and to know its effect simultaneously on the ability to read comprehension and learning outcomes for the subjects of the social humanities group in students.

The above statements show that the teachers have already done the assessment properly and based on the theory such as using test and non-test instruments. While there are differences in terms of students' score who taught by using literacy-based social science learning which most of the students' got a good score while the other still got no score development. This phenomenon could be the motivation for the teacher to optimally do an improvement and betterment in teaching learning process.

4.2. Barriers to Literacy-Based Social Science Learning

Technically, teachers have no difficulties in doing evaluation and assessment because they already have experience and skills. Based on research [36] to develop teacher competence in the classroom, strengthened mastery disciplines, strengthening scientific concepts, and literacy provided to students. The final result of the teaching learning is the score which to get good score needs evaluation and the lower score will be the obstacle in accomplishing the teaching learning process.

There are some obstacles in applying literacy-based social science learning such as the teachers had limited time in designing the teaching learning media it is because of the additional task from the school and the lack of media and infrastructure at the school especially the lack of library facility in terms of related books availability.

The implementation stage of the teacher in the classroom is constrained by students who still interpret literacy in the form of reading activities and the teacher

must adjust material literacy to be effective. Teachers in the technical evaluation stage did not experience difficulties, but the final result of the students was in the form of scores that were still relatively low for some students.

4.3. Social Skills Improvement

Related to social skills, the goal of developing social skill in social science subject is to make the students able to interact to each other in teamwork so that they are able to complete the task given and get good result.

Group learning is a Learning Together to help each other, share with each other and facilitate each other's learning to achieve a shared goal [37]. Based on research [38] understanding children's developmental processes over time as they interact and exchange ideas and work together may contribute to more supportive activities in the learning environment. In social science learning, this aspect is really impactful in terms of giving positive effect toward the result. It showed that the social skills that owned by the students appeared when they worked in team, interacting and sharing thought to one another so that it created a fun and engaging teaching-learning situation. This could be proofed when the students were doing discussion and team work in social science subject.

Based on the observation done to the students on MTS Negeri 2 Pontianak especially on the second-grade students, the social skills could be observed in several form of behavior such as 1) behavior that related to their own self like controlling emotion, solving social problem properly, processing information, and understanding other people's feeling; 2) behavior that related to other people like starting the interaction and communicating with others; 3) the behavior that related to the academic aspect like obeying the school rules and teachers command. All these behaviors are going well and can be proofed by seeing the students' daily activity.

This research shows that literacy-based social science learning is really impactful in developing students' social skills, this can be proven by the seriousness in learning when they discuss, and can interact well in terms of delivering the result of learning material. Outside from the classroom, students are mostly act decent and friendly to the teacher and also to their friends, this can be proven by the attitude assessment carried out by the teacher and between friends stipulated in KI 1 (Core Competence) related to learning.

5. CONCLUSION

One of the subjects that specifically provide social skills content is the subject of Social Sciences. In learning, children who do not have social skills will find it difficult to establish positive relationships with their environment, they may even be rejected and ignored by

their environment. In social studies learning activities, literacy needs to be applied in the classroom before starting learning so that students are accustomed to seeking knowledge on their own through reading so that it will affect their social skills. Based on the results of observations in the field, social studies subjects are seen by students as boring subjects because it will have an impact on students' social skills, and feel less relevant to their lives as written from the results of the researchers, [12], task-induced boredom should be systematically monitored in self-control research to assess the validity of the ego-depletion effect.

The benefit of this research is to find out the implementation of literacy implementation in social studies learning so that it can improve students' social skills. Literacy in learning activities reflects the literacy skills possessed by students such as reading, writing, listening and speaking, which aims to make students more active, creative, critical and have literacy skills, most students still interpret literacy in the form of reading activities and teachers must adjust literacy material to be effective. In relation with the conclusions of the results of this study, the implications of the results in this study prove that literacy-based social studies learning is very influential on improving students' social skills, this can be proven by the seriousness in learning when they discuss, and may interact well in terms of deliver the results of the discussion of learning materials. Outside of learning, most students are polite and friendly both between friends and with other teachers, this can be proven by attitude assessments carried out by teachers and between friends contained in KI 1 (Core Competence) related to learning.

Based on the reality that often occurs in the field after securing the implementation of social studies learning, this study experienced limitations, especially the short time in compiling learning tools caused by additional tasks from the school and also the limited facilities provided by the school, especially the lack of library facilities in provide books related to learning, so that it is difficult for children to apply their literacy, they still have to take turns reading books before learning begins.

For further research, it is hoped that literacy in the school environment is important to start echoed in the discussion of 21st century literacy considering the large influence of literacy and social skills in learning so that it can make students confident, in this case for future research related to the development of science and technology, so that it is in accordance with the times to advance education.

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