



# Establishment of Student Social Skills Based on 21st Century Competence in the Pandemic Era

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**Abstract.** This study aims to describe the formation of students' social skills in the pandemic era. The new era marked by technological advances urges awareness of the importance of forming students' social skills. The emergence of various social media which has become a student's lifestyle has led to a moral degradation that reflects the apathy, hedonism, and individualism of students in various fields of life coupled with the conditions of the covid-19 pandemic. The purpose of this study is to describe the formation of 21st century competency-based student social skills in the era of the covid-19 pandemic. The research method uses a descriptive approach to research design. Collecting data in this study by conducting observations, interviews and documentation studies. The results of the study explain that the formation of social skills is very much needed in the era of digitalization which is marked by technological advances in the era of the covid-19 pandemic. Implementation of 21st century competency-based student social skills with challenging learning patterns carried out by teachers.

**Keywords:** 21st Century Competense · Establishmnet of Social Skills · Pandemic Era

## 1 Introduction

Indonesia was confirmed from the world health crisis which was widely known as the COVID-19 pandemic in early 2020, this condition had a very wide domino effect in various fields of life and did not even escape from the field of education it was also experienced in the learning process. So the government immediately took a policy with the existence of learning activities at home. These situations and conditions are not easily accepted by the community causing cultural shocks to the pattern of people's lives, especially in the field of education at home raises various problems faced by students including loss of motivation to learn, decreased achievement, student defecation, and also true student skills for the provision of life in the 21st century with the challenges of the novelty of the influence of globalization.

This difficult situation encourages the world of education to be able to prepare students with superior human resources in the face of technological advances that will have a serious impact on the nation's youth in social terms [1]. One of them is learning that

is done online, online learning does have time effectiveness that can be done anywhere without any space and time limits, but online learning has special challenges in shaping students' social skills by choosing good learning strategies in order to produce learning objectives. Which is able to form students' social skills well [2].

Changes in new civilizations marked by technological advances have a very significant impact on the field of education, so students must have 21st-century competencies to be able to master science and technology which is accompanied by the formation of students' social skills. The school becomes a very strategic place in shaping students' social skills for student academic achievement which is accompanied by the formation of attitudes as the capital of students' social skills in a socio-cultural community of community.

Social skills are the ability to interact with others in a social context with good communication patterns that are able to be accepted by others. Social skills are an ability that appears in an action, speech, management of information, and be able to overcome life problems with social skills, one of which is communicating orally and in writing by respecting and being able to cooperate with others in the broad order of society [3]. Social skills have an important role in building relationships between peers in the development of students for their future provisions. The relationship can be established if there is a good social interaction that the two have in him.

The importance of forming social skills in the post-pandemic era in students is focused on choosing the learning methods and strategies chosen by the teacher must be able to invite students towards fun learning so that the student's learning focus is able to return and the awakening of learning motivation, the establishment of focus and student learning motivation will help in the formation of students' social skills. The formation of social skills in the post-pandemic era must be based on 21st-century competencies, so that the formation of 21st-century competency-based student social skills to be able to face the challenges of the 21st-century situation.

Schools are the main place in the process of forming students' social skills in the pandemic era with the post-pandemic situation where educators have a very extraordinary role in building and growing how student learning motivation is able to increase again by being balanced by the formation of students' social skills in the learning process activities in the post-pandemic era with the selection of learning strategies and methods.

## **2 Methodology of Research**

The research design used in this study uses qualitative research using a qualitative descriptive approach. The use of qualitative research methods is considered appropriate because it has procedures that can produce descriptive data in the form of written and oral words obtained from the explanations of the speakers [4]. Participants in this study included teachers of PPKn subjects and students of State High School 1 Cikampek. Data collection was carried out by observation, interviews, and documentation studies. Data analysis techniques in this study with data reduction, data presentation, and drawing conclusions.

### 3 Results of Research

The implementation of the formation of social skills in the process of competency-based learning activities in the 21st century in the pandemic era uses learning activities with the focal point of learning challenges. The pandemic era has created a learning vacuum, this greatly affects various aspects of student life including decreased student learning motivation, the moral impact of globalization in various areas of life, and the poor social interaction of students that arises as a result of the pandemic which has an impact on social communication and social contact. This is the teacher's concern in reshaping habits that occur suddenly into new lives and habits.

Social skills are very important in learning in the post-pandemic era. Because social skills become the main capital for students to be able to interact with peers and teachers. It can be mutually agreed that social skills are abilities that must be possessed by every student in interacting using ways that can be accepted by each individual and their environment so that they can be mutually beneficial in every social interaction [5]. In line with this, it is explained that social skills can make a child socialize well, this is an important concern to be developed because every child throughout his life requires interaction with others both in the school environment and in the wider community environment [6].

Regarding the application of challenge learning, it is very evocative of student learning motivation in the pandemic era when returning to the process of learning activities at school, with challenge learning reflected in the formation of social skills of 21st-century competency-based students that arise during the learning process with mutual respect, good teamwork, mutual support and mutual assistance in completing learning challenges given by teachers. This can be strengthened by the World, Economic which emphasizes the competence of the 21st century, namely Critical thinking, Creativity, Communication, and Collaboration. 21st-century competency-based social skills must be carried out massively by educators towards effective learning goals.

The formation of social skills formed by teachers using learning methods and strategies that can arouse student learning motivation while being able to form social skills on a 21st-century basis is reflected in the emergence of 21st-century competencies which can be seen in student creativity in solving challenges given by teachers, then the teamwork that arises when teachers provide learning challenges to groups, Good teamwork can reflect good collaboration in solving questions given by the teacher, not stopped by this the teacher provides stimuli in the form of questions that must be answered individually that require critical thinking in answering questions.

Efforts to form social skills in learning challenges with several syntaxes were carried out, namely:

1. The teacher shapes the students into several small groups
2. The teacher provides challenges in the form of games
3. Teachers throw media as a challenge
4. Groups defend each other's media to win
5. The losing group will be given punishment
6. The losing group must solve the questions of the teacher
7. The losing group cooperates to release the penalty

8. Groups that have been released from punishment will be given a question in the form of guessing the picture
9. Next the teacher gives a group question
10. And finally the teacher gives individual questions

The syntax of the learning activities above can shape students' social skills by reflecting self-values including:

1. The emergence of mutual respect when struggling to answer group questions by giving each other opportunities to answer.
2. Help each other with the emergence of creativity and how to answer and try to release punishment so that it can be the next stage.
3. Mutual support provides reinforcement to their friends in answering questions, and good communication is reflected in challenging learning activities.
4. Cooperate with each other when given group challenges and group questions.
5. Think critically in answering individual questions (Fig. 1).

Learning challenges are an option in shaping students' social skills in the pandemic era by emphasizing the need for student social interaction patterns that are strongly influenced by the social skills possessed by students in the 21st century in the era of technological and information development. The need for social skills in everyday life is inevitable. Social skills are a must that students must have in order to interact in adjust to their environment so that they are able to overcome problems arising from the results of social interaction with the environment, both the school environment and the community environment.

In efforts to refer to the focus of social skills, reveals various social skills that must be mastered by students, including verbal skills namely (an ability to start, maintain, and close a conversation), then nonverbal skills, namely (the presence of signs that a person does to the interlocutor without speaking with the presence of body gestures that are markers of nonverbal conversations) as well as the existence of help and cooperative behavior or which is carried out in group activities. Therefore, social skills are behaviors related to self-appearance that give rise to various aspects of intelligence which include three domains, namely the cognitive realm, the affective realm, and the psychomotor



**Fig. 1.** Challenge Learning Activities

realm, this is because social skills become an accumulation of various self-intelligences [7].

So it can be said that if a student does not have social skills then he will not be able to adapt to his environment. Quite the contrary, if a student can have good social skills then he will be very capable of having good social interactions and cooperation with others. Emphasized that when a student with good social skills, the student will have a high sense of empathy for others and be able to find solutions to every problem faced.

21st-century competencies should be possessed by students in this new era by forcing students to be able to think critically, be able to communicate well, have creativity and be able to build good teamwork. The alignment of social skills and competencies of the 21st century will be able to provide solutions for students to be able to survive in life in the future.

The focus is on forming social skills for 21st-century competency-based students through learning methods used by teachers in the process of learning activities. SMAN 1 Cikampek School, in this case, Pancasila and civic education teachers have interesting methods that can arouse student learning motivation while being able to shape students' social skills with a 21st-century competency base. It is well realized that learning activities during the pandemic have various weaknesses, of course, so during this post-pandemic activity, PPKn teachers chose challenging learning methods so that students' social skills were formed that were needed in post-pandemic social interactions so that students still have a high sense of social concern, empathy and solidarity towards peers and in the wider living environment in society.

## 4 Conclusions

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**Acknowledgements.** The author's gratitude goes to Allah SWT who has given his blessings and gifts. The author also expresses his gratitude to the team of promoters who have helped in directing this research, as well as thank you to the parties who have helped and played a role in licensing this research.

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