



# Cooperative Learning to Improve Social Skills in Acceleration Students

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**Abstract.** This study aims to determine the differences in social skills in accelerated students before and after being given the cooperative learning method. The hypothesis of this study is that there are differences in social skills in accelerated students before and after being given the cooperative learning method in the teaching and learning process. The method used in this research is Quasi Experiment with repeated experimental design. The research subjects were fourth graders of the acceleration program at Primary school in Banjarmasin (N=13) who were given treatment using the cooperative learning method in the learning process for 10 meetings. Analysis of the data used is the Wilcoxon Signed Ranks Test. The results of the analysis showed that  $Z = -2.478$  with  $p < 0.05$  there was a difference in social skills before and after treatment in the form of cooperative learning. Social skills after treatment were higher than before treatment ( $X_{pre} = 86.15$  to  $X_{post} = 90.38$ ). After that, post-test and follow-up calculations were carried out and  $Z = -0.746$  with  $p > 0.05$  indicating a decrease in the social skills of accelerated fourth graders when not given treatment for 2 weeks.

**Keywords:** Social skills, cooperative learning

## 1 Introduction

Humans as social beings are required to be able to overcome all problems that arise as a result of interaction with the social environment and be able to present themselves in accordance with applicable rules or norms, so that each individual is required to master social skills and adapt to the surrounding environment. The need for social skills is also very important during elementary school age children because it is a time to develop personality such as being loved and self-actualizing.

Schools are expected to have a positive effect on the mental development of children. Schools are educational institutions that prepare students to become generations who have knowledge, insight/attitudes and actions in the life of the nation and state that pay attention to the background of multiculturalism (Munadlir, 2016). Therefore, the teaching and learning process is a process that involves participants and educators. The

teaching and learning process will be successful if there is an interaction between the two parties (Suwastika, 2018).

Elementary school age children are the formation of social attitudes that are important to do through parenting according to their age in order to foster positive emotions and empathy in children. Keeping and keeping children away from harmful attitudes, because basically a low level of emotional intelligence will lead children to have negative social attitudes, such as lack of feeling towards others, difficult to regulate feelings so that they cannot solve simple problems they face, easily stressed, vindictive, always feel right, not easy to listen to other people's advice, easy to get emotional if there is a problem, likes to debate people's conversations, likes to force people to receiving information for which there is no authentic evidence, irritability, and attitude other negatives (Alfon, 2020).

Psychologists consider late childhood to be a group age, a period in which children's first attention is focused on the desire to be accepted by their peers as members of a group, especially a group that is prestigious in the eyes of their friends. Psychologists find late childhood is a creative period, a period in the life span that will determine whether children will become conformists or creators of new and original works (Janah, 2015).

Elementary school children are expected to get along with peers, communicate well, be independent, and have good interpersonal relationships. Therefore, this developmental task must be passed well without any obstacles. If there are obstacles in the developmental task it will make the child feel inferior, unhappy, social rejection and will have difficulty in dealing with further developmental tasks. At the stage of development that must be mastered in late childhood, those related to social skills are learning to adjust to their peers, developing communication skills, relationships with oneself, developing attitudes towards groups, achieving personal freedom and developing a conscience.

Social development is the achievement of maturity in relationships social. Children's social skills can be obtained from various opportunities and experience interacting with the people in their environment. Needs interacting with others has been felt since the age of six months, when children already able to know the environment (Dewi, et al, 2020). Kumala, et al (2017) say that children's social problems from time to time continue to increase along with the progress of the times. Therefore, various efforts are needed to overcome it. The increasing social problems of children must be solved in a comprehensive and cross-sectoral manner. Technically, the handling of children must accommodate children's rights as their human rights. Children who have experienced or faced social problems, must use an approach that is oriented to the needs and world of the child. Do not let efforts to handle children's social problems actually cause children to fall into deeper problems, when all this happens it is very difficult to rehabilitate children back into their society naturally.

One study by Simbolon (2018) explains that the importance of social skills is possessed by people in the education and learning environment, namely teachers and students. Learning in the classroom of a teacher or student requires social skills. In the school itself in learning a student is expected to have good skills, especially in terms of questioning skills, skills in obtaining information, skills in analyzing information, skills

in presenting information. These skills will be possessed by a student if they have good social skills.

If in interacting with peers having low emotional intelligence, it will be fatal in carrying out friendship relationships, because children with low emotional intelligence will dominate and prioritize personal interests so that social relations with peers will lead to conflict and there will be no good relations that are built in the process. interact socially (Anisah et al, 2021). According to Prabowo and Nurmaliah (2013:202) social skills include; communication and collaboration skills. Communication skills include the ability to communicate orally and in writing.

Masruroh (2014) says that it is important to increase emotional intelligence so that humans have the ability to behave that reflects good morals in social interactions so that they have the ability to respect others, be humble, simple, and have a spirit of tolerance, meaning that every human being must have social skills to deal with problems. good emotions, careful reading of situations with social networks so as to be able to work together in a team and the ability to maintain a realistic positive attitude especially in the face of difficult times.

In 1998/1999 the government has issued a law for participants students are entitled to treatment according to their talents and interests and are entitled to complete the educational program earlier than the specified time. The government has organized an acceleration program (accelerated learning program). Where students who are considered to have more abilities (academic talent) can complete their educational program faster than their peers in the regular program (Susilowati, 2013).

One of the anticipations of the Indonesian government to form a superior generation or gifted children is to form an acceleration program in the world of education for gifted students (Syamril & Nuryana, 2008). The figure who first formulated acceleration was Pressy who stated that the acceleration program is progress in educational programs at a faster rate than is generally accepted or starting a level of education at a younger age than is generally accepted (Susilowati, 2013).

Accelerated programs are very different from other educational programs. The program was last updated at National Working Meeting in 2000, proclaimed the acceleration of learning or acceleration from elementary school, junior high school, and to high school. This program aims to reward students who have extraordinary abilities and intelligence to be able to complete education faster (Khatimah, 2015).

According to Mawardi (Putra, 2012) the acceleration program is essential in providing the right educational opportunities for intelligent students. The accelerated program takes students on an ongoing challenge to prepare students for further education and productivity as adults. Through this acceleration program, students are expected to enter the professional world at a younger age and get opportunities to work productively. In fact, it was found that accelerated students were unable to adapt and adjust to their friends, especially with friends from the regular class. Accelerated students are busy with themselves to get maximum achievement and continue to compete with fellow accelerated students to maintain their academic achievements.

Based on an interview with an elementary school acceleration fourth grade teacher, he said that accelerated students did not have the opportunity to adapt to their friends who were in regular classes, due to the very tight study time and during break times

they were often in class, and commitment to assignments. less meaningful when students are given an assignment some are not done and some are slow in the process.

The researcher also observed the fourth grade accelerated elementary school students that when in the class there were students who seemed to be often alone, liked to talk when the teacher explained, did not raise their hands when starting to speak, said thank you when borrowing items were rare, there were still some who likes to interrupt the conversation of friends and teachers, during breaks they tend to be in class even though they go out just to buy food at the canteen and then return to class, there are still those who like to mock each other when their friends are unable to do or make mistakes, friendship with the group system, and there are also picky friends.

In addition to making observations, the researcher also conducted interviews with two grade IV accelerated elementary school students who looked alone, according to him, he did not have friends to be friends, friends often drifted away when he joined them, and he also likes to work alone because friends does not want him to join when doing the task. Another student, when interviewed that he feels lazy to join friends because they are boring, he likes to do his own assignments, sometimes there are friends who like to mock me like asking too many questions, whining, likes to complain, and others.

The results of the social skills survey in the form of a questionnaire and distributed to accelerated fourth grade elementary school students, that there are social skills that for them cannot be implemented, namely they are unable to make decisions quickly, are less able to feel sadness or distress faced by friends, are less able to control emotions, not able to benefit others in every action, less able to participate with anyone, less able to ignore all disturbances and less courage to speak in front of his friends.

The facts disclosed above indicate that grade IV accelerated elementary school students lack social skills, which students at that age should be able to master social skills so that when they grow up they will not be cold with others, not selfish, able to overcome all problems that arise as a result of interaction with their social environment and are able to present themselves in accordance with applicable rules or norms. They should have been able to master social skills and the ability to adapt when they are in their surroundings and in a new environment. Therefore, researchers conducted research in elementary schools that have accelerated programs due to the fact stated above that the social skills of accelerated students, especially grade IV, experience obstacles such as in socializing, communicating, and collaborating among classmates.

Research conducted by Putra (2012) shows that the results of the overall study of social intelligence in accelerated students was in the moderate category as many as 43.59% or 17 of 39 respondents. The results of the analysis of each indicator of social intelligence variables show that almost all respondents have the intensity of social intelligence in the medium category. Judging from the indicators, namely: social sensitivity (35.91%), social insight (38.5%), social communication (48.72%), all of which are in the medium category.

According to Anisah, et al (2021) in their research that respondents' responses related to emotional intelligence were 89.96%. Social attitudes shown by students have positive and sustainable social attitudes with students' emotional intelligence. Respondents' responses regarding social attitudes are shown by 89.95% of students being able

to apply good social attitudes both in the classroom environment and outside the classroom even in daily life. The influence of emotional intelligence on students' social attitudes is 78.12%, meaning that it is positively correlated based on the correlation coefficient value of 0.88 based on the Tcount value. It can be concluded that the hypothesis that emotional intelligence affects social attitudes is accepted because  $t_{count} > t_{table}$  is  $9.061521 > 2,068658$  where the influence of other variables is 21.88%.

According to Putra (2012), overall social intelligence in public high school students in the city of Semarang in the acceleration class of the 2010/2011 academic year has a social intelligence level in the medium category with a mean social intelligence score of 115.08 from a maximum mean score of 144 (43.59%). This means that the social intelligence of accelerated students as a whole proves that accelerated students have the ability to understand other people and act wisely in human relationships which are not too high nor too low or it can be said that the social intelligence of accelerated students is on average.

According to the results of Magviroh's research (Sari and Daliman, 2013) the higher the value of accelerated learning for gifted students, the higher the effect on aspects of students' social development. Another opinion was expressed by Southern and Jones (Sari and Daliman, 2013) some problems in the accelerated learning process, including: 1) In terms of Academic. 2). In terms of social adjustment. 3) Emotional adjustment, accelerated students easily frustrated by the pressure and demands of achievement, even though the pressure this often causes accelerated students to lose the opportunity to develop a hobby.

Social skills themselves can be trained through the learning process. Children learn to practice their social skills by observing, studying and imitating their social environment. The social environment provides various opportunities for children to acquire skills by observing and imitating various examples of behavior patterns and their consequences or consequences. In other words, the process of learning social skills can be done by providing real examples, so that children are able to understand and imitate in their socialization environment such as school.

School is an arena of competition. Starting from the beginning of the formal education period, a child learns in a competitive atmosphere and must fight hard to win the competition to be able to move up a grade or pass. In fact, competition is not the only learning method that can and should be used. There are three choices of methods, namely competition, individual, and cooperative learning. For this reason, this study will use the cooperative learning method in the learning process, because what is measured here is not academic achievement but the social skills of a child through the teaching and learning process. Cooperative learning itself is a learning process which is mutual cooperation or group learning, because this process is different from random group learning. There are basic elements in the cooperative learning method that distinguish it from the division of groups that are carried out at random, namely positive interdependence, individual responsibility, face to face, communication between members, and evaluation in the group process.

According to Triantoro (Syarifuddin, 2011) Cooperative learning is maximizing student learning to improve academic and understanding both individually and in groups

and help each other. Cooperative learning is a learning model that prioritizes the existence of groups. Each student in the group has a different level of ability (high, medium, and low) and if possible group members come from different races, cultures, ethnicities and pay attention to gender equality. The cooperative learning model prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning objectives (Mariani, 2010).

Research conducted by Meilani and Sutarni (2016) showed that student learning outcomes in the experimental class that applied the Cooperative Script learning model were higher than the learning outcomes of students in the control class who applied the conventional learning model. Thus, it can be concluded that the Cooperative Script learning model can significantly improve student learning outcomes in class X SMK Office Administration in Parongpong, West Bandung.

In the learning process in the acceleration program, it is also expected that there will be learning using cooperative learning methods, according to Widyorini (2007) there are three curricula to be used in the acceleration program that should be applied, namely Curriculum Telescoping, Content Area Acceleration, and Independent Study. The Independent study is divided into three parts, namely webbing, creative and higher-level thinking, and cooperative learning.

Interview with the Principal of the Elementary School of the acceleration program that in terms of teaching and learning there are still many shortcomings, especially for acceleration teachers who rarely receive training, the last time they were obtained was in 2006, so the cooperative learning method has never been applied to the acceleration program Elementary School. An interview was also conducted with one of the acceleration teachers who said that acceleration teachers rarely received training from the National Education Office, even for visits from Special School Development to the school, they really needed to receive training both in terms of teaching methods and other related sciences. with the acceleration program. The teaching methods at the school are lectures, unstructured group discussions, field trip programs, experiments, and audiovisuals.

With this thought, social skills can be developed using cooperative learning methods in the learning process. Apart from the objective to be studied, namely to improve social skills in grade IV accelerated elementary school students using cooperative learning methods, this problem can be formulated that cooperative learning methods can improve social skills in accelerated students.

### **1.1 Research purposes**

This study aims to determine whether the cooperative learning method can improve social skills in accelerated students.

### **1.2 Hypothesis**

The hypothesis of this study is that there are differences in social skills in accelerated students before and after being given the cooperative learning method. Social skills

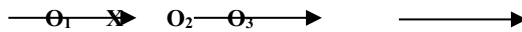
after being given the cooperative learning method are higher than social skills before being given the cooperative learning method.

## 2 Method

### 2.1 Experiment Design

This study uses a Quasi Experiment approach, which is an approach that is carried out with the aim of knowing the influence between cooperative learning variables and accelerated students' social skills by comparing the scores obtained by the subject before and after being given treatment.

The experiment used was a re-experiment with the experimental design of One Group Pre and Posttest Design. Based on this, the researchers arranged the experimental design as follows:



Information:

O1 : Pretest Measurement

O2 : Posttest Measurement

O3 : Follow up Measurement

X : Treatment in the form of Cooperative Learning

### 2.2 Research subject

The subjects of this study were grade IV accelerated elementary school students.

### 2.3 Research Preparation

The measuring instrument used in this study is a social skill scale based on the aspects expressed by Elksnin & Elksnin (1995) namely interpersonal behavior, self-related behavior, behavior related to academic success, peer acceptance, and communication skills. The facilitators in this research are the acceleration program teachers who teach in elementary schools, which are adjusted to the subjects taught by the teacher. The teachers will previously attend training on cooperative learning for those who do not know or use the learning method.

### 2.4 Data Retrieval Method

The research method used in this research is using the scale method. The scale method will be compared with the results of the pre-test and post-test. Then, a follow-up was given for two weeks after the post-test.

**2.5 Data analysis method**

Hypothesis testing in research using non-parametric statistical techniques, namely by using the Wilcoxon Signed Ranks Test technique. This technique is used to test the significance of the comparative hypothesis of two correlated samples if the data is ordinal (tiered).

**2.6 Validity and Reliability Test Results**

The construct validity test of the social skills rating scale was conducted on July 30, 2014 on 32 accelerated students consisting of 20 accelerated fourth grade students and 12 accelerated fifth grade students in elementary school, with a total of 32 students. The results of the validity test of the social skills measuring instrument on 30 items with a significance level of 5% which were carried out using the Product Moment and Pret-Holl correlation technique, it was found that out of 30 items, there was 1 item that was not valid, namely item 19. The number of these items can be seen in the blueprint below this:

**Table 1.** Distribution of Social Skills Rating Scale Items

Aspect	No Item	Score Item	Item Valid	Score Item Valid
Interpersonal Behavior	1, 2, 3, 4, 5, 6	6	1, 2, 3, 4, 5, 6	6
Self-Related Behavior	7, 8, 9, 10, 11, 12	6	7, 8, 9, 10, 11, 12	6
Behavior Associated with Academic Success	13, 14, 15, 16, 17, 18	6	13, 14, 15, 16, 17, 18	6
Peer Acceptance	19, 20, 21, 22, 23, 24	6	20, 21, 22, 23, 24	5
Communication Skills	25, 26, 27, 28, 29, 30	6	25, 26, 27, 28, 29, 30	6
Total		30		29

The results of the reliability test of the social skills measuring instrument on 29 items showed Cronbach's Alpha value = 0.950, so the questionnaire tested was proven to be reliable.

**3 Results and Discussion**

The results of research conducted on grade IV accelerated elementary school students using the statistical calculation of the Wilcoxon Signed Ranks Test technique between pre-test, post-test, and follow-up obtained a value of  $Z = -2,478$  with  $p < 0.05$  indicating a significant difference in social skills. significant difference between before and after being given treatment in the form of cooperative learning. Social skills after treatment were higher than before treatment ( $X_{pre} = 86.15$  to  $X_{post} = 90.38$ ). Based on the post-



test and follow-up calculations, the  $Z$  value =  $-0.665$  with  $p > 0.05$  showed that there was no difference in social skills after no treatment was given.

### **3.1 Differences in Social Skills in Aspects of Interpersonal Behavior between Pre-test, Post-test and Follow Up.**

The results of data analysis using the Wilcoxon Signed Rank Test technique to determine the difference between the results of the pre-test with the post-test of social skills on aspects of interpersonal behavior obtained a value of  $Z = -1.750$  with  $p < 0.05$  indicating there is a significant difference in aspects of interpersonal behavior between before and after being given treatment in the form of cooperative learning. Interpersonal behavior after treatment was higher than before treatment ( $X_{pre} = 16.62$  to  $X_{post} = 17.62$ ). Based on the posttest calculation and follow-up of social skills on aspects of interpersonal behavior, the value of  $Z = -0.136$  with  $p > 0.05$  indicates that there is no difference in aspects of interpersonal behavior between the results of the post-test and follow-up.

### **3.2 Differences in Social Skills in Behavioral Aspects Relationship with self between Pre-test, Post-test, and Follow Up.**

The results of data analysis using the Wilcoxon Signed Rank Test technique to determine the difference between the results of the pre-test with the post-test of social skills on the aspect of the relationship with oneself obtained a value of  $Z = -0.778$  with  $p > 0.05$  indicating there is no difference in the aspect of the relationship with oneself between before and after being given treatment in the form of cooperative learning. Based on the post-test calculation and follow-up of social skills on the aspect of self-relationship, the value of  $Z = -0.450$  with  $p > 0.05$  indicates that there is no difference in the aspect of the relationship with oneself between the results of the post-test and follow-up.

### **3.3 Differences in Social Skills in Aspects of Academic Success between Pre-test, Post-test, and Follow Up.**

The results of data analysis using the Wilcoxon Signed Rank Test technique to determine the difference between the results of the pre-test and post-test of social skills on aspects of academic success obtained a value of  $Z = -1.456$  with  $p > 0.05$  indicating there is no difference in aspects of academic success between before and after given treatment in the form of cooperative learning. Based on the calculation of post-test and follow-up of social skills on aspects of academic success, the value of  $Z = -0.887$  with  $p > 0.05$  indicates that there is no difference in aspects of academic success between the results of post-test and follow-up.

**3.4 Differences in Social Skills in Aspects of Peer Acceptance between Pre-test, Post-test, and Follow Up.**

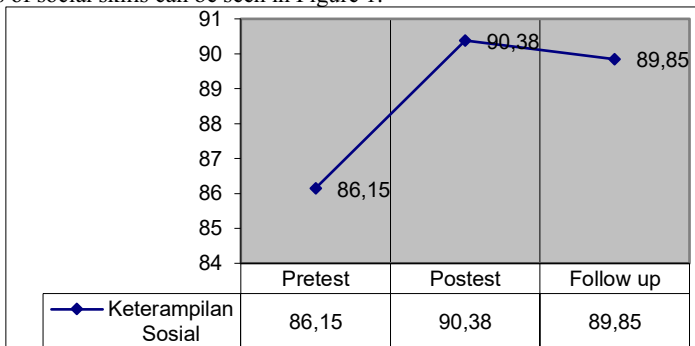
The results of data analysis using the Wilcoxon Signed Rank Test technique to determine the difference between the results of the pretest and posttest of social skills in the aspect of peer acceptance obtained a value of  $Z = -1.338$  with  $p > 0.05$  indicating there is no difference in the aspect of peer acceptance between before and after being given treatment. in the form of cooperative learning. Based on the calculation of post-test and follow-up of social skills on the aspect of peer acceptance, the value of  $Z = -0.887$  with  $p > 0.05$  indicates that there is no difference in the aspect of peer acceptance between the results of the post-test and follow-up.

**3.5 Differences in Social Skills on Behavioral Aspects of Communication Skills between Pre-test, Post-test and Follow Up.**

The results of data analysis using the Wilcoxon Signed Rank Test technique to determine the difference between the results of the pre-test with the post-test of social skills in the aspect of communication skills obtained a value of  $Z = -1.819$  with  $p < 0.05$  indicating there is a significant difference in the aspects of communication skills between before and after being given treatment in the form of cooperative learning. Communication skills after treatment were higher than before treatment ( $X_{pre} = 18.49$  to  $X_{post} = 19.62$ ). Based on the calculation of posttest and follow-up of social skills in the aspect of communication skills, the value of  $Z = -1.552$  with  $p > 0.05$  showed that there was no difference in aspects of communication skills between the results of the post-test and follow-up.

The five aspects described above based on data analysis using the Wilcoxon Signed Rank Test technique showed that there were only two aspects whose results were significant at the pre-test and post-test, namely aspects of interpersonal behavior and communication skills behavior, while the other three aspects, namely behavioral aspects related to self, academic success and peer acceptance showed insignificant results both pre-test, post-test, and follow-up.

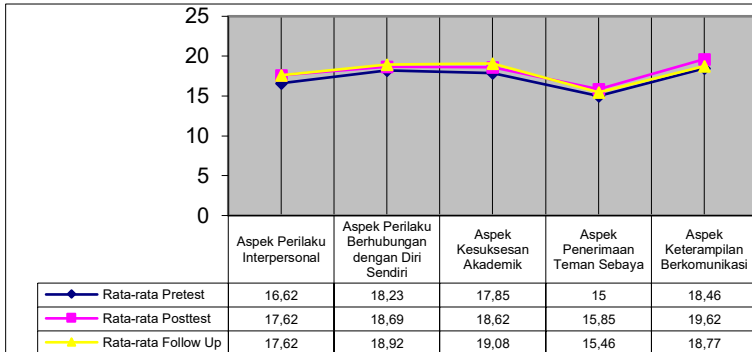
The comparison graph of the results of pre-test, post-test, and follow-up regarding social skills and aspects of social skills can be seen in Figure 1:



**Fig. 1.** Comparison of Social Skills between Pre-test, Post-test, and Follow-up

Figure 1 above shows that social skills in grade IV elementary school accelerated students at the time of pre-test, post-test, and follow-up showed that social skills at the post-test experienced a significant increase compared to the pre-test and decreased at the time of follow-up. compared with the post-test results. The changes in the average social skills were 86.15 in the pre-test to 90.38 at the post-test and decreased to 89.85 at the time of follow-up.

The graph of the comparison of the average results on the pre-test, post-test, and follow-up on aspects of social skills can be seen in Figure 2:



**Fig. 2.** Comparison of Pre-test, Post-test, and Follow-up on Aspects of Interpersonal Behavior, Self-Relationship Behavior, Academic Success, Peers, and Communication Skill.

Figure 2 shows that social skills on aspects of interpersonal behavior, self-related behavior, academic success, peers and communication skills in grade IV elementary school accelerated students during pre-test, post-test, and follow-up. Aspects of interpersonal behavior during the post-test experienced an increase in the pre-test and at the time of follow-up the results were the same as the posttest. The changes in the average aspects of interpersonal behavior in a row were the pre-test of 16.62 to 17.62 at the post-test while the follow-up got the same value as the post-test which was 17.62. Behavioral aspects related to self during the post-test increased compared to the pre-test and at the time of follow-up increased compared to the post-test. The changes in the average aspects of behavior related to oneself were 18.23 at the pre-test to 18.69 at the post-test and increased to 18.92 at the follow-up period.

The aspect of academic success during the posttest has increased compared to the results of the pre-test and at the time of follow-up has increased compared to the post-test. The changes in the average aspects of academic success were pre-test 17.85 to 18.62 at post-test and increased to 19.08 at follow-up. The aspect of peer acceptance during the post-test has increased compared to the results of the pre-test and at the time of follow-up has decreased compared to the post-test. The changes in the average aspect of peer acceptance were pre-test 15.00 to 15.85 at post-test and decreased to 15.46 at follow-up. The aspect of communication skills during the post-test was compared with the results of the pre-test and at the time of follow-up decreased compared to the results of the post-test. The changes in the average aspects of communication skills are pre-test 18.46 to 19.62 at post-test and decreased to 18.77 at follow-up.

The results showed that the hypothesis was accepted. There is a difference in the social skills of the fourth grade accelerated elementary school students before and after being given treatment in the form of cooperative learning methods. The cooperative learning method is able to improve the social skills of the fourth grade accelerated elementary school students after being given the cooperative learning method, which is higher than the social skills before the cooperative learning method.

The results obtained are in accordance with the theory proposed by Kagan, et al (1992) that social skills are a very important factor in child development. One form of socialization at school is the ability of children to interact with friends, teachers, and those around them. Finally, children's experiences with peers will have an influence on their attitudes when studying at school to be accepted in their social environment and can also accept their social environment, individuals must try to develop social skills, namely the ability to interact with their social environment.

Mar'at (2013) argues that middle age is a continuation of early childhood. Middle and late childhood is a period of slow and relatively uniform physical growth until puberty changes begin, about 2 years before the child becomes sexually mature. This period is often referred to as the "quiet period" because it is before the rapid growth leading up to adolescence.

The results obtained from the three cooperative learning techniques used in the treatment showed that the Two Stray Two Stay technique was more instrumental in improving social skills in grade IV accelerated elementary school students, while the other techniques were less able to improve social skills. The Two Stray Two Stay technique can be used to improve social skills in grade IV accelerated elementary school students.

The results of the study also found that there are two aspects that are components that can be social skills in grade IV accelerated elementary school students, namely aspects of interpersonal behavior. Aspects of interpersonal behavior is a behavior that involves the skills used during social interaction. This behavior is also called friendship skills, for example establishing relationships with other people, allowing friends to talk during discussions, paying attention to friends talking, being able to make friends with adults, and making it easy to make new friends. Based on the research that there is an increase before and after the treatment.

The second aspect is that communication skills are one of the skills needed to establish good social relationships, children's ability to communicate can be seen in the form of using a low voice when speaking, greeting friends when meeting, daring to ask questions, and daring to say when borrowing things from friends. The results of the analysis showed that there were differences in this aspect before and after being given treatment.

However, the other aspects did not increase using the cooperative learning method, namely aspects of behavior related to oneself, academic success and peer acceptance. Therefore, these accelerated students need further guidance to improve their social skills. The results of the research conducted there are two aspects that play an important role in accelerated students related to social skills, namely interpersonal behavior and communication skills, while other aspects still have not shown optimal results in the teaching and learning process using cooperative learning methods.

So, the cooperative learning method is a good teaching and learning method to improve the social skills of accelerated students who have difficulty in interpersonal relationships and communication skills. The cooperative learning method in improving social skills is permanent as shown from the follow-up results which are not different from the post-test results. It is assumed that cooperative learning is a good learning method to improve social skills.

Interview with the acceleration program class teacher that cooperative learning will later be used in the teaching and learning process. And for accelerated students they are very happy with the teaching that has been given in the form of cooperative learning and hope their teachers use that method in the teaching and learning process. The research that has been done has a weakness, namely the time that is not long in research and data collection in the form of observation data, so that in this study there is no comparison between scale data and observation data. In addition to these weaknesses, research also has advantages, namely teachers get new methods in the learning process.

## **4 Conclusion**

The results of the research and discussion can be concluded that the cooperative learning method can improve social skills in fourth grade students of the elementary school acceleration program.

## **Suggestion**

The results of the research that has been done, the researchers suggest:

### **1. For Teachers**

Teachers as facilitators in research can use cooperative learning methods in the learning process, because the results of the study show that cooperative learning can improve social skills in grade IV accelerated elementary school students, so that it can be taken into consideration in teaching social skills to accelerated students in the learning process.

### **2. For other researchers**

- a. In the use of subject groups, the researcher hopes that future researchers can use two groups, namely the experimental group and the control group in one school. This is so that the effect of the experiment can really be seen by comparing the two groups.
- b. Further researchers can conduct research using cooperative learning methods to improve the social skills of elementary school students with only one technique.

## **Thank To :**

Mantan Kepala Sekolah SD Muhammadiyah 10 Banjarmasin (Alm) Ahsanul Fitri, S.Pd  
SD Muhammadiyah 8 dan 10 Banjarmasin

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