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The Development of Social Attitudes Through Cooperative Learning Methods in Social Studies Education Subjects in Public Junior High School 1 Batang

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Abstract

The development of social attitudes through cooperative learning methods to improve the social attitudes of discipline, responsibility and cooperation in Public Junior High School 1 Batang is needed in the social studies learning process which is caused by violations of the discipline of students by them. The purpose of this research is to analyze the planning, implementation, evaluation, and impact of use of cooperative learning methods for the development of social attitudes in social studies education subjects at Public Junior High School 1 Batang. This research uses a qualitative approach. The research subjects were students of class VII Public Junior High School 1 Batang. Data collection research is carried out by observation, interview, and documentation techniques. Research data were analyzed by interactive data analysis models. The results of research that the development of social attitudes through cooperative learning methods in social studies education subjects were applied appropriately, both in planning according to the syllabus that had been developed, implementation supported by media and learning resources, and learning evaluation so as to create a fun, open, democratic and conducive learning atmosphere which has a positive impact on the development of discipline, cooperation and responsibility. The conclusion of this research is the development of social attitudes of students in social studies education learning seen from the teacher's process of arranging planning, implementing learning, evaluating so that it has a positive impact for class VII students in Public Junior High School 1 Batang for discipline, responsibility and cooperation in the form of habituation in class and school environment.

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INTRODUCTION

Education is a process that contains a variety of individual activities in social life to continue the customs and culture and social institutions from generation to generation, the opinion of Crow and Crow in Rohman (2009). Likewise, the opinion of Zamroni (2007), a form of human education is an effort to make education a civilizing process. The statement explains that education is a habit to develop spiritual and physical intelligence as a measure of educational success, namely, achievement of aspects of knowledge, aspects of skills, aspects of attitude and behavior.

The challenge of shifting the social values prevailing in human's life has an influence on changes in the social attitudes of students as a generation of the nation which is a supplier of productive human resources to advance the nation. The fact that there is now a lot of moral deviations that must be resolved immediately by efforts to improve aspects of early childhood education that requires the involvement of parents to further improve the supervision and teaching of politeness and politeness in everyday life, as revealed by Sinetar in Rachman & Lestari (2017), that early childhood already possesses courage, optimism, faith, constructive behavior, empathy, forgiveness and even firmness in controlling oneself. Family support in early education has an impact on children up to adolescence, such as having the ability to think healthy, confident, think logically, have no hostility, not be spoiled, so that character, character or national character develop in life.

Government efforts in the field of education to improve and develop the quality of human resources by preparing students who can play an active and positive role in welcoming the coming era.

Social attitudes are the individual's awareness to act in a tangible manner which is done repeatedly on social objects both individuals and groups of people, Ahmadi (2007). Social means community, Hardati, et al. (2010). Social attitudes in the form of an overview of the values and norms obtained from socialization in the

family and community environment, Rachman (2013). Planting social attitudes in classroom learning can be inserted in narrating stories that contain advice and teachings of kindness, the example given by the teacher can be absorbed by students through their five senses to understand and imitate what is done by teachers, Bain (2010). Body language can be used for effective communication in conveying messages, Alimi (2011).

The substance of social attitudes in character education has been mandated by the Republic of Indonesia Law Number 20 of 2003 in article 1 of the National Education System Law so that students actively develop their potential in the form of religious spiritual strength, self-control, personality, intelligence, noble character, and skills. National education aims to form Indonesian people who are intelligent, personality and character in accordance with the noble values of the nation and religion.

Social attitudes can determine the success of students in achieving learning completeness. According to Kunandar (2013), the competency of social attitudes in the 2013 curriculum is inherent in habituation through the example of the teacher in everyday life at school.

Social studies education subjects are built on the basis of reality and social phenomena organized by an interdisciplinary, multidisciplinary or transdisciplinary approach from the social sciences and humanities, Solihatin & Rahardjo (2009). The government hopes that after students learn social studies education subjects, they will become Indonesian citizens who are democratic, responsible, and peaceful citizens of the world, BNSP (2006). The purpose of social studies education teaching in schools is to prepare students to have the ability to master attitudes, values and social skills, Prastini & Retnowati (2014) becomes a citizen of a society that is dignified based on prevailing social values and rules.

Cooperative learning is a learning method that requires students to be actively involved in the learning process that has a positive impact on improving the quality of interaction and communication and motivating students to

improve their learning achievement, Isjoni (2009). Co-operative learning process teaches students about the ability to express students' self-wishes, practice appreciating, learn to share and accept differences, Wartini, Lasmawan & Marhaeni (2014). Indiyani (2006), emphasizes the collaboration between heterogeneous students, positive interdependence, individual responsibility. Sunarjan (2014) said that participation in the form of involvement of students both mentally, emotionally and physically in responding to the activities of the teaching and learning process and supporting the achievement of goals and responsibility for their involvement. Caregiving students are done to help in self-development that can take place harmoniously, so that the traits, attitudes, and behaviors that can manifest themselves can be realized, Subagyo (2012).

Teachers play a role in developing social attitudes through cooperative learning methods in social studies education subjects starting from the preparation of learning plans, learning objectives, ways to learn by utilizing various appropriate learning resources Natakusuma, Suroso & Hardati (2017), utilizing internet media so that teachers and students do not stutter Rochmanto (2015) technology, using Wahyuni (2012) learning evaluation tool, so that students better understand the material and perceptions of students participating in learning, Sidi & Sudrajat (2014). Social attitudes can develop through training, habituation, an example in interaction at school, Rifa'i, Prajanti & Alimi (2017).

The discipline students of Public Junior High School 1 Batang was made with the hope to be adhered to and implemented by students, the aim of training discipline, responsibility, cooperation/mutual cooperation, honesty, reminding students of assignments as students, and streamlining classroom learning school environment.

Class VII students in 2018/2019 academic year amounted to 192 which were divided into 6 races, while there were 138 students who committed violations in social studies education following: students who did not do homework

45.65%, late in class 25.36%, bullying 16.67%, and ditching 12.32%. (Secondary data 2018).

Violations of students in classroom learning if they occur continuously and do not get special subscriptions either from the social studies education teacher, counseling teacher due to the inconvenience of the school community in the classroom environment and the school environment. Gaps that occur because students violate the rules that have been agreed upon with the school and the low social attitudes of students are interesting to study.

The research problem formulation is how is the planning of the use of cooperative learning methods for the development of social attitudes in Social Junior High School 1 Batang, the implementation of the use of cooperative learning methods for the development of social attitudes in social studies education at Public Junior High School 1 Batang, evaluation of method use cooperative learning for the development of social attitudes in social studies education at Public Junior High School 1 Batang, the impact of using cooperative learning methods for the development of social attitudes in social studies education subjects at Public Junior High School 1 Batang.

The purpose of this study was to analyze the planning of the use of cooperative learning methods for the development of social attitudes in social studies education at Public Junior High School 1 Batang, to analyze the implementation of cooperative learning methods for the development of social attitudes in social studies education at Public Junior High School 1 Batang, analyzing evaluation of the use of cooperative learning methods for the development of social attitudes in social studies education at Public Junior High School 1 Batang, analyzing the impact of the use of cooperative learning methods for the development of social attitudes in social studies education subjects at Public Junior High School 1 Batang.

METHODS

The approach used in this qualitative research is the phenomenology study approach.

According to Moleong (2011), qualitative research is research that intends to understand the phenomenon experienced by the subject of research in a holistic manner that is presented in a description in the form of words and languages in a special natural context using various scientific methods.

The focus of this research are (1) planning the use of cooperative learning methods for the development of social attitudes in social studies education subjects, (2) implementation of the use of cooperative learning methods for the development of social attitudes in social studies education subjects, (3) evaluation of the use of cooperative learning methods for the development of social attitudes in social studies education subjects, and (4) the impact of the use of cooperative learning methods for the development of social attitudes on subjects is students in Public Junior High School 1 Batang. Data collection was taken from the main informants namely social studies education teachers and VII grade students, as well as supporting informants in the form of headmaster, VII grade homeroom teacher, and counseling teachers. The technique of collecting data uses observation, interviews and documentation studies. Data collection by observation is done by observing students directly in social studies education learning in the classroom or outside learning that is still in the school environment, interviews are conducted by way of dialogue or asking directly with headmaster, VII grade social teacher, VII grade counselling teacher, VII grade homeroom teacher and documentation such as lesson plan, discipline of the students' rule, records of violations of students from VII grade social teacher and counselling teachers.

The method of data analysis in this study was carried out by qualitative analysis by conducting data interactions. According to Miles and Huberman in Rachman (2011), the data obtained from the report is in the form of qualitative data that is processed with an interactive model. The four steps of interactive model activities include (1) Data collection, (2) Data reduction, (3) Data presentation, and (4) Conclusion: drawing/verifying.

RESULTS AND DISCUSSION

Students in Public Junior High School 1 Batang class VII as the subject of research in the process of developing social attitudes through cooperative learning methods in social studies education learning, the beginning of observation was violations of students' discipline which showed the need for the development of social attitudes in social studies education that needed the teacher's role in preparing to learn begins planning, implementation, and evaluation.

Before carrying out the teaching and learning process in the classroom, teachers must prepare the components of a learning device consisting of prota, promes, syllabus, lesson plan, KKM, teaching materials, value books, attendance, and other documents. The KI and KD studies contained in the lesson plan aim to ensure that social attitudes in social studies education subjects will be developed.

The development of social attitudes in social studies education learning using the cooperative learning method begins with the way the teacher analyses social attitudes through KI and KD analysis in the syllabus to find out achievement indicators to facilitate determining social attitudes in the syllabus to be developed, then the social attitudes of analysis are included in the syllabus, from the syllabus used as a reference for teachers in preparing lesson plans that are tailored to the subject matter, the teacher also determines the approaches and learning methods that will be used in learning.

The teacher also prepares learning media in the form of power points and learning resources in addition to textbooks from schools in the form of sources from the internet and modules that support subject matter. The use of the internet and other learning resources can increase students' insight and understanding of the subject matter.

Social studies education learning at Public Junior High School 1 Class VII is carried out by teachers in developing social attitudes of discipline, responsibility and cooperation through learning processes designed in using

active student approaches to various cognitive, affective and psychomotor aspects so that students become the center of learning activities while the teacher gives an example of exemplary behavior and good speech in socializing, directing, guiding students. The social attitude that will be developed through the educational process is carried out in a democratic, pleasant without coercion.

The steps in using the cooperative learning method are as follows: (1) the teacher prepares the lesson plan guided by the syllabus by setting learning objectives according to the KD and establishing the expected social attitudes, developed with a scientific approach, cooperative learning methods with Example Non Example models used to develop students' social attitudes in social studies education, power points, student worksheets, teaching materials and observation sheets on social attitudes; (2) apply RPP in classroom learning. The teacher displays the image according to the purpose of learning via LCD. The teacher directs students to observe images and analyze the images presented which are then discussed with the group. The use of ICTs in learning makes students more active and attracts students' interest in learning well; (3) The teacher directs and guides students, both individually and in groups, in understanding the material and observing the activities of students, the social attitudes of students during the learning activities. The teacher gives praise and criticism to students in order to further develop the social attitude of cooperation/mutual cooperation; (4) The teacher provides opportunities for students from each group to present their work. When the presentation ends, the teacher invites students to reflect on the learning process, with the aim of improving the deviant social attitudes that are carried out during learning. The teacher emphasizes the values, social attitudes that students must develop.

Social studies education teachers in learning in the classroom use cooperative learning methods by strengthening the social attitudes of discipline, responsibility and cooperation/mutual cooperation that are desired to be developed and provide examples in

everyday life in schools so that students are directed so that they really follow full discipline learning from the beginning of the lesson with checking the attendance of students, paying attention to the teacher's explanation in conveying the learning objectives and displaying images through the LCD. The teacher divides the group, the discussion activities and provides guidance on group discussions in order to create cooperation, is responsible for completing group assignments which will be presented later, guiding students to improve the results of the discussion after the activity.

Evaluation conducted by grade VII IPS teachers to find out the success of cooperative learning methods by observing and evaluating according to social attitude indicators to be developed to find out the social attitudes of students in learning and comparing with the initial conditions before using cooperative learning methods namely by observing social attitudes in learning and counselling guidance notebook. An evaluation conducted by grade VII IPS teachers to find out the success of cooperative learning methods by observing and evaluating according to social attitude indicators to be developed to find out the social attitudes of students in learning and comparing with the initial conditions before using cooperative learning methods namely by observing social attitudes in learning and counselling guidance notebook.

The social attitude of the seventh-grade students of Public Junior High School 1 in the social studies education learning program using cooperative learning methods has developed. Social attitudes of class VII discipline 92.7%, responsibility 81.25% and collaboration 89.58%. (Figure 1)

The success of developing social attitudes raises habituation-habituation of students in instilling social attitudes based on the values of social life in the classroom and school environment. To find out the success of the assessment carried out by means of observations and interviews of students, in general, students respond that students cultivate social attitudes of

discipline, responsibility, and cooperation/ mutual cooperation..

CONCLUSION

The development of social attitudes of students in social studies education learning can be seen from the teacher's process of preparing a plan in the form of compiling learning tools, therefore learning tools must be well prepared. There are 3 stages of developing social attitudes, namely: analyzing social attitudes, developing social attitudes in a syllabus and developing social attitudes in lesson plans. The social attitudes that will be developed include social attitudes of discipline, responsibility, and cooperation/ mutual cooperation. The process of implementing the development of social attitudes of students in social studies education learning uses a scientific approach with the cooperative learning method of example nonexample type and creates a pleasant, open, democratic and conducive learning environment. Evaluation to determine the level of success of the implementation of the cooperative learning method for the development of social attitudes, especially social attitudes of discipline, responsibility, and cooperation/mutual cooperation at learning by comparing the initial conditions with achievement in a certain time. Determination of assessment indicators based on KI and KD according to the subject matter in the lesson plan made by the teacher using cooperative learning methods in learning activities. Students are assessed as developing social attitudes when learning is at the right time in class, not attending school with permission and not playing truant. Students are assessed social attitudes developing responsibilities when doing tasks well and students are assessed social attitudes developing co-operation if they can work together with all group members for assignments and obey the rules of the students who are made by schools. The impact of the development of social attitudes of students using cooperative learning methods in social studies education learning is two-fold, among others: the positive impact of achieving school goals where students obey and obey the

discipline of students, for teachers to constantly improve their competence in teaching, for students to shape attitudes social discipline, responsibility and good cooperation become personality students. While the negative impact is that the school imposes overall responsibility on the teacher for the development of social attitudes so that the teacher has difficulty in achieving targeted competencies.

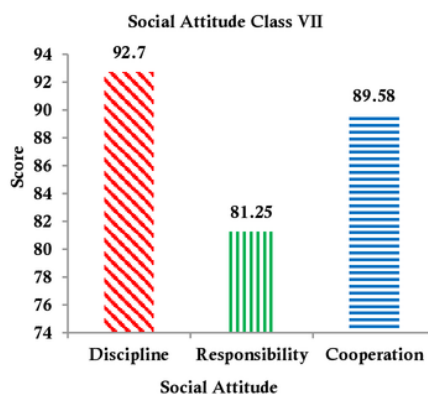


Figure 1. Social Attitude Class VII

Source: Secondary data, 2018

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