

The Role of The Social Studies Teacher to Form Social Skills of Students in The Industry Era 4.0

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Article Info

History Articles

Received:
October 2019
Accepted:
November 2019
Published:
December 2019

Keywords:

role,
social studies teacher,
social skills

DOI

<https://doi.org/10.15294/jess.v8i2.35595>

Abstract

Disrupting behavioral issues can be social development of young people in the interaction that effective with others and the environment. The objectives of this study to analyze students social skills, explain and analyze the role of social studies teachers to form students' social skills. Focus research includes the characteristics of social skill and role of teachers in their experiences social studies. The research approach used is descriptive qualitative research with a design case study. The data collection was carried out by interviewing informants consisting of students, social studies teachers, guidance counseling teachers and school principals. Observation performed on learning process social studies in the classroom. The research results show that the characteristics of social skill on students interpersonal that in behavior, behavior that deals with yourself, behavior that deals with academic success, the reception of their peers, and how to communicate. Social studies learning that used lecture method to be problem based learning method requires students to learn independently. The research conclusion is the role of social studies teachers in learning in the classroom has an important role to form the social skills of students, especially with the cooperation with students. The new finding the teacher social studies in learning indicated with awareness teachers in evaluating myself and innovation in provide learning active and pleasing in the classroom.

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[p-ISSN 2252-6390](#)
[e-ISSN 2502-4442](#)

INTRODUCTION

Teenager came from families for the less support, less control and supervision in effective will grow into individual by self-control weak and having a tendency to engage in behavior mischief youth (Aroma, 2012). Teenagers who have a good relationship with parents but hang out with teenagers who risk, can increase could be involved a juvenile behavior (Nindha, 2012). The premise on the cause of the misbehavior teenagers made mastery the social skills for teenagers is needed.

Bali (2017) social skills serves as a means to obtain a good relationship in their interactions with others. The importance of various kinds of social skills for learners of when it is necessary to be applied in the process of learning. Diahwati (2017) students with high social skills can be easily accepted by a social group because it allows students can be received by peers, and can defend a strong correlation with parents and peers. Students with high social skills is considered to be able to solve the problem effectively, grow a greater interest in school, and having academic ability which better.

Suprihatiningsih (2016) students has increased liveliness and skill to solve social problems through social research conducted by students in a society. Muslimah (2012) the implementation of skills education curriculum begins with the manufacture of a device learning and evaluation.

Ginanjjar (2016) the social skills out of school in social studies droves can be carried out through the following (1) understand the purpose of social studies (2) acquire the technology of the social skills (3) uniting the social skills in lesson plans (4) determine a method of learning that right. Maryani (2009) social skills relies heavily on teachers as curriculum developers, through methods the media, material and evaluation that varies. Wahyuningsih (2017) factors affect the low activity students and study results among other students one less confidence students in the talks. Thus there needs to be the social studies teacher role to form social skills students.

An active role students can be stimulated and improved by a method of learning that focuses on the students learning in practice. The teacher is best to build critical awareness is as facilitator, and students learning non object as a subject (Murwarni, 2006). Wardani (2017) the conventional one as lectures and summarized used teaching and reading interest students still low. Warso (2012) geography learning strategies that provide adventure and challenges have been proven to increase student interest and creativity and environmental challenges for students have proven to be effective by transferring students as learners.

Sutrisna (2012) social studies teacher use strategy learning which is more focused on students and implement an integrated approach in social studies learning so that students receive social studies concept as a whole. Yuniati (2017) the role of social studies teacher in an effort to prevention and tackling the learner aberrant behavior is provide guidance and advice through learning in the classroom and be friends students outside of class that can give their input.

Students who often violate school rules, are less interested in the learning process in class, are well-mannered and do not establish relationships with peers are indicators of the low social skills of students. The role of social studies teachers in learning in the classroom is expected to help students create social skills. Junior high schools 1 Dukuhwaruis of schools that had using the curriculum 2013. The junior high school 1 Dukuhwaruis located on highway Slawi-Jatibarang, Gumayun, Dukuhwaru District, Tegal Regency.

Hardati (2016) population growth is followed by additional supporting facilities, because the availability of facilities determines the level of regional development. The number of teachers 43 people in junior high school 1 Dukuhwawru must be followed by facilities to support the learning process in the classroom but in reality facilities in schools such as projectors are still limited in number to 6 projectors.

In fact social studies learning in junior high schools 1 Dukuhwaru is still dominated by method talk even with 2013 curriculum. Students

are less interested in the learning process as well as learning that takes place centered on the teacher. Many students still violate school rules both in the way they dress, communicate and in the learning process in class.

The research aims are (1) to analyze students social skills (2) to explain and analyze the role of social studies teachers to form students' social skills. A theory that used is the social skills and the theory of the role. The social skills is the ability of an individual to communicate effectively with others both verbally and nonverbal. School tuition with the social skills capable of being expressed feeling good positive or negative in relations interpersonal, without having to injure others (Merrell & Gimpel, 1998).

Zahroh (2015) teachers as a profession have much role in to students, teachers do not only have one but teachers play the role multi a role in learning held. The role of teachers who multi this role is: (a) teachers as educator and teachers, (b) teachers as a source of learning, (c) teachers as motivator, (d) teachers as mentor, (e) teachers as the manager, (f) teachers as evaluator, and (g) teachers as an innovator.

METHODS

The research uses research methodology. Qualitative description researchers also use inductive reasoning to understand the position of researchers in using certain observation to build an abstraction or explain the phenomenon being discussed (Lodico, 2015).

Design the research use case study. Case studies are conducted to get data on social skill and the social studies teacher the learning in class. Sunarjan (2018) a brief description of select methodological studies on social sciences, and proceed with the results and conclusions of our own work. Focus research is analyze social skill students and analyzes the social studies teacher in forming social skill students in junior high school 1 Dukuhwaru.

Techniques collection data done with interview depth and observation. Interview done to informant who totaling 16 people, consisting of 12 students, 2 social studies teachers, 1

counseling guidance teachers and headmaster. Observation done by observing the process learning and discussion at the time *You-Tube* Vlog views at all in accordance with basic competence 3.4 analyze chronology, change and sustainability (geographical space, political, economy, education, social, culture) from the occupation to growing spirit of nationality.

Technique the validity of data using source triangulation. Source triangulation is done to compare and check degrees the truth of an information obtained of the means and different times. Triangulation this source done by comparing data observations with the results of interviews school and teachers social class. Compare words of social studies teachers and student from the results of interviews with an opinion researchers to give an interpretation about which had actually happened. Compare what do people say about the research with what is said all the time supported by the informant supporting.

Technique data analysis the research was done with a step as follows: (1) collect data about the social skills as well the role of social studies teachers, (2) data reduction by classifies data in accordance with indicators (3) the presentation of the data in accordance with formulation problems, (4) drawing conclusion per formulation problems.

RESULTS AND DISCUSSION

Social Skills Students

Social skills in class students, according to the research shows there are some dimensions of social skills as outlined in table 1.

Interpersonal behavior of students in the school environment involves skills when conducting social interactions such as the attitude of responsibility towards the tasks given by the social studies teacher. Students are responsible for the tasks given by the teacher, especially group assignments. Students if in a group discussion activity the attitude of responsibility is still lacking. Smart and quiet students will dominate in discussion activities while students who are less clever and tend to make class noise and talk

alone outside the discussion theme. Students, especially male students, rarely do class pickets because they often come late to school. This makes friends in the class less like it especially in students who like to come late to school.

Table 1. Dimensions of social skills

Dimensions of social skills	Low	Average	High
Peer relations	Social interaction, peer preferred social, social participation, sociability leadership		Peer reinforcement
Self management	Self control, social independence, social responsibility, rules	Frustration tolerance	
Academic	School adjustment, respect for social rules at school, academic responsibility, classroom compliance	Good students, task orientation	
Compliance	Social cooperation, student cooperation, obey the rules	Obedient to the teacher	Competence
Assertion	Assertive skill, social activator, social initiation	Discipline	Gustsy

Behavior of students in diverse schools, this behavior relates to students themselves when in the school environment. Students are quiet and not good at dealing with stress by playing games or sleeping. Students who have good social skills deal with stress by asking questions or discussing with trusted friends and finding solutions to problems. Students who are not good at rest are more free to say harsh words, because they are less able to control emotions. Harsh words that are considered worthy of saying are often done in school, especially during recess and group discussions on learning in the classroom.

Academic achievement among participants who are quiet and less clever varies. Quiet students always listen to the teacher when delivering material. Students who are not good at not listening to the teacher when delivering material but these students dare to express opinions or ask questions when other friends are presenting in class. Quiet learners prefer to wait appointed by the teacher. Less clever students often violate school rules, for example coming to play truant to school, wearing school uniforms that are not in accordance with school rules, sleeping during learning activities in class and not doing school work. Students often deal with the guidance counseling teacher because it violates the rules of the school and must get points or even parents are called to come to school.

Making friendships at school is a natural thing. Students are friends with friends who were in line thing mean students less smart will make friends with students less was also there are also form a braid friendship or often called *gang*. Each class has its own *gang* starting from a *gang*

consisting of less clever participants and a *gang* consisting of students who excel. Unlike other friends, quiet students prefer to be alone. Smart students find it easier to make friends and not choose to be friends with anyone, but smart students also have *gangs* whose members are less smart and quiet students. The purpose of the gang is for study groups because they come from adjacent areas.

The way of communication of students is different, the students communicate using the original language of Tegal or better known as the *ngapak* language. The *ngapak* language itself is one of the Javanese dialects spoken in Tegal Regency and its surroundings. Learners must know the procedures for communicating with teachers at school and the differences in how to communicate between students and teachers and students and students. Students assume that the way to communicate is the same as the difference between students and teachers, an attitude of lack of respect and respect is one of the reasons students communicate with the teacher using *ngapak* language and the language used as with other friends. Students use one of the *WhatsApp* social media accounts to communicate with the teacher but the language used is not polite even though it uses indirect communication.

The Teacher Social Studies to Form Social Skill Students

The role of the teacher in teaching and learning activities is a dominating role because the teacher plays a role to achieve the educational goals to be achieved. The role of the social studies teacher in classroom learning has several roles

that must be performed. The social studies teacher role groups are explained in Table 2.

Table 2. Role group

Role group	Application of roles
Social studies teacher in social interaction	In the learning process in class Outside of learning
Social studies teacher behavior in interaction	Interaction with students Interaction with other social studies teachers Interaction with teachers and other school residents
Social studies teacher behavior in interaction	Social studies teacher in the learning process Social studies teacher outside of learning
The relationship between social studies teachers and student behavior	In the learning process in class Outside of learning

Social studies teachers not only teach in the classroom but also do social interaction with students. The social studies teacher as the main actor in the class must be able to carry out his role well so that the targeted students can achieve the objectives in learning social studies. The social studies teacher begins to change the learning patterns into active, fun and innovative learning that not only focuses on the material presented by the teacher but focuses on students in finding information. Students are less enthusiastic in learning when the teacher uses the lecture method while learning in class, so that the interaction that is established is reduced. When teachers change learning patterns, students begin to be enthusiastic in learning and social interaction starts to improve between students and teachers, and students with the works of participants primary school students.

Behavior arises in the role of a teacher both in the classroom and outside the classroom, based on the findings in the field the existing behavior must be in accordance with the norms prevailing in society because the presumption of the teacher is a person who has a good personality. The teacher is considered as a behavior that must be *digugu lan ditiru* (noticed and emulated), these expectations arise from students when interacting with the teacher. This assumption is a burden for the teacher because the teacher's role means that it will remain attached even though he is no longer in school and the teacher must have a good personality.

The teacher hopes students become students who have social skills and become good citizens, and can solve problems that occur within

the school environment and community environment in a democratic way. The teacher also at the end of the teaching and learning activities motivates students and recalls the lessons and positive things from social studies learning.

The manifestation of the behavior of the social studies teacher working on or carrying out his role as a teacher is proven multi-role. Acting as an educator, teacher and mentor, but the social studies teacher also provides motivation, learning resources and class managers. Motivation and guidance are also given outside the classroom such as for example when students are in the school environment but do not follow the rules of the school so the social studies teacher will give advice and motivation so as not to repeat it again. The manifestation of the behavior of students, related to compliance with school rules.

Social studies teachers in teaching positive things, positive support and behavior in accordance with the norms prevailing in society, by providing examples of social studies learning material with the surrounding environment making it easier for students to accept the material being taught. Students into several groups, researchers have divided it into 3 groups, namely students who are less clever, quiet students who both still have low social skills and third students who have good social skills.

Students react to the roles performed by social studies teachers, the reactions given by students to learning in a variety of classes ranging from students who sleep in class, sleepy, chatting with classmates to those who pay attention seriously. The social studies teacher has carried

out her role even though it has not been maximized because it is hampered by other roles that must be carried out. Social studies teachers must have personality and conduct evaluations, especially in learning in the classroom so that the behavior carried out will be able to experience changes and learning in the classroom becomes even more innovative.

Analysis of Research Results Using Role Theory

The ability of social studies teachers in providing social skills in class when learning activities take place has an impact on academic skills of students, such as giving direction when group discussion takes place, conducting question and answer in class and guiding students in completing group assignments or project assignments. students to be able to form social skills it is necessary to have good cooperation during teaching and learning activities so that students who have poor social skills can improve their social skills assisted by other students. The role of social studies teachers has implications and the achievement of social urgency. Social studies teachers can perform their roles optimally because they can influence students' social actions, the results of the study are also supported by Jennings (2010) and Harini (2018).

The method in the learning process in the classroom requires attention and good understanding from the teacher. Social studies teachers always provide direction and motivation in every learning in the classroom, but students who have diverse characteristics make social studies teachers only focus on children who are less clever and smart so that students who are quiet do not get guidance from social studies teachers, research results are also supported by Perdani (2013).

The role of the teacher always increases from year to year not only changes but also becomes multi-role. The role of teachers in the millennial era is not just educators and instructors, but also shapes students who have character and form good social skills, especially for social studies teachers. Technology can help teachers in learning so that students become more

active and teachers become more innovative, the results of research are supported by Cowan (2013).

Social studies teachers not only carry out social interactions to meet social needs. Social studies teachers must approach students and improve the quality of the resources of social studies teachers by evaluating themselves. Self-evaluation relates to teaching methods or social learning methods that have been carried out by looking for weaknesses and strengths, then improved so that social studies learning will always be related to development at this time, the results of the study were supported by Sczesiul (2015).

The role of the teacher in shaping the social skills of students requires direct implementation of social studies learning in the classroom, provided that the social studies teacher must master good social skills. Social skills can be formed for example through assigning both individual and group assignments; determining the right method is necessary but to determine the right method also needs to understand the character of students so that learning in the classroom remains active and more enjoyable.

CONCLUSION

The role of social studies teachers in classroom learning has an important role because students still need teachers because social studies learning that used lecture method to be problem based learning method requires students to learn independently. Students who are not in accordance with the characteristics of social skills can be seen from how to dress, the language used, enthusiastic in classroom learning, self-control and peers. Students who already have good social skills are expected to be able to help students who still have low social skills by discussing groups both on social studies learning and outside of learning activities

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