

Social Skills's Analysis of Elementary Students in Strengthening Implementation of Character Education

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Abstract

Based on the results of interviews with class teachers it turns out there are some obstacles faced by teachers sometimes still difficult to civilize the character that has been implanted. This study aims to describe and analyze the social skills of elementary students in strengthening the implementation of character education. The research method used is qualitative research with descriptive approach. Techniques of collecting data using interviews, observation, and documentation. The data analysis used is interactive model analysis. The results showed that (1) students' social skills in integrated thematic learning as a whole is good, only the aspect of care for the environment that has not been maximized; (2) Implementation of character education is good, including planning, implementation, and evaluation carried out using five stages continuum; (3) There are supporting factors in the implementation of character are good figures, parent and good school communication, infrastructure, and extracurricular, while the inhibiting factors are the characteristics of different students, community environment, and the use of unattended gadgets.

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INTRODUCTION

Nowdays, our nation has experienced a visible moral decadence from various aspects of life. The rise of brawl between students, the disrespect of students with teachers or educators, rampant brawl between ethnic groups and even religions, and acts of corruption committed by officials. Attitudes of students' awareness of the environment also diminishes. Implementation of the educational process in Indonesia also tends to prioritize intellectual intelligence (IQ) compared with spiritual intelligence (SQ) so that many students who are smart academic but lacking character and noble virtuous character. Therefore it takes character education to overcome it.

Education also should contain three elements, namely: (a) learn to know, (b) learn to do, and (c) learn to be an expert (learn to be), and (d) learn to live together. The first and second elements allow humans to gain knowledge and skills for their lives. The four elements are more emphasizing the formation of the character of the nation in order to live in society (social skills). Character education and social skills formation should be done from early childhood education to higher education (Daryanto and Darmiatun, 2013).

Character education is expected to form the morality of the nation's children and become the main foundation to improve the dignity of the nation. The education of true character is the identity and behavior of every individual given by God. Character education itself is strongly influenced by the state of the environment. Therefore, schools as one of the educational institutions should familiarize learners to be able to apply the values of characters to be formed (Prayitno and Manullang, 2011: 36-38). Character education is also expected to improve social skills so that students are able to interact well with the environment according to values appropriate to the community.

The attitude competencies in the 2013 curriculum are being developed and applied to produce graduates who are aligned in the three competencies of the graduates. Behavioral competence in learning activities can be seen if

the teacher implements character education in every learning process that specifically assesses the value ttitude of what character will be developed in each learning. Therefore, the implementation of character education is very important to be applied in every learning activity optimally and thoroughly.

Permendikbud No. 22 of 2016 on Standard Processes of Primary and Secondary Education affirms that the learning process in primary schools uses integrated thematic learning that integrates the three domains of attitude, knowledge and skills. The learning process in elementary schools is also closely related to the social interactions within the learner's environment that will shape their social skills. The purpose of learning as has been explained, one of which is that learners have the ability to think logically and critically and have social skills. Social skills according to Susanto (2014) is a behavior that learners need to learn and have to enable interact to get a positive response and avoid negative responses.

SD IT Luqman Al-Hakim Kudus has a vision of the mission of providing education that integrates aspects of Islamic understanding, knowledge, attitudes, and skills for each student (based on monotheism, realizing the noble generation, devoted to the parents, and memorizing Juz 30). Seeing the vision of mission and objectives of education in the Elementary School of IT Luqman Al-Hakim Kudus, was still encountered problems related to its implementation in learning activities.

Based on the results of interviews with class teachers it turns out there are some obstacles faced by teachers sometimes still difficult to civilize the character that has been implanted. In addition, supported by the results of classroom observation found many problems faced by learners related to social skills among which there is a gap between students. The problems consist of students have not been able to cooperate with fellow friends during the learning progress, and lack of taste, care about the visible environment of the dirty classroom. It is therefore necessary to clearly describe the social skills of students during

the learning activities by implementing character education in every learning activity.

Based on the description, the researcher interest to do study about social skills's analysis of elementary students in strengthening the implementation of character education implemented by the school.

METHODS

The type of this research is qualitative research with descriptive qualitative approach. Design research used is descriptive qualitative which will be poured in the form of report, description, words, and picture so do not use statistic number. Sukmadinata (2011), descriptive research is a study that attempts to describe a symptom or event. The subjects of this study were principals, teachers, and fourth grade students of SDIT Luqman Al-Hakim. Data collection techniques used were interviews, observation, and documentation. Data analysis techniques used are interactive data model analysis techniques including data collection, data reduction, data presentation, and withdrawal of conclusions or verification.

RESULTS AND DISCUSSION

Social Skills

Social skills in this study included four aspects of social skills, namely (a) behavior towards the environment; (b) interpersonal behaviors; (c) behavior related to self; and (d) behavior-related tasks.

The first aspect, the behavior of students care about the environment in the learning process is still lacking. It is seen from the students' behavior in maintaining the classroom environment and the environment around the class that still needs to be improved again. Not littering in place, not taking care of plants, and not being frugal and wise in using energy is still evident in the everyday student behavior in the classroom. That is, the behavior towards the student's environment still requires habituation.

Still the need for a habit of caring for the environment is also in line with Pavlov's classical

conditioning theory which states that individual habituation can be controlled through the replacement of natural stimuli with appropriate stimuli to get the desired response repetition (Sudjana, 2010). Based on the theory can be concluded that learning is the formation of habits performed by giving appropriate stimulus to produce the desired response.

The second aspect, interpersonal behavior (social caring behavior) of students has been well implemented. It is seen in every student behavior in learning activities that empathize with each other. Students seem able to solve problems together. In addition, students also help each other to help out among friends during the learning process takes place. However, sometimes it is still seen that students can not be fully authorized. Students who are smart also seem to dominate the class more than other students.

Social care behavior can not be separated from the activities of students socialize and interact with friends during the learning process takes place. This is in line with Vygotsky's theory of learning which states that learning emphasizes individual activity for the formation of knowledge that focuses more attention on dialectical relationships between individuals and society. Causing social interaction of the language and culture reflected from the attitude or social behavior of students during the learning process (Rustaman, 2009).

The third aspect is the behavior of tolerance among fellow students is well established. Students can organize and position themselves well with anyone in the learning process. Students maintain a peaceful classroom atmosphere well. Students are able to interact with anyone well. Along with this, self-control can also be defined as the ability to organize, guide, organize, and direct behavioral forms that can lead individuals to positive consequences and lead individuals to be able to give decisions on their behavior both to individuals and to the community Surrounding (Golgfriend & Merbaum in Ghufron & Risnawita, 2012).

Fourth aspect, student responsibility behavior has been well implemented. Various

activities can show that each student has performed responsibilities such as doing picketing activities to clean up the class every day, picking up snacks during breaks, picking up food during lunch, doing individual and group tasks during the learning process, and obeying the order. Which applies both in class and in school.

The habitual application of character education in accordance with John Dewey's theory of learning which states that learning done in the classroom should be based on experience and develop students as a whole person. Experience-based learning will bring students reacting with concern for social problems that occur in the immediate environment so that students will actively learn to explore the environment and then control it and direct their subsequent experience (Susanto, 2014).

Implementation Character Education

The implementation of character education based on the results of the research is carried out by three activities, namely Pre Semester Working Meeting, teacher and employee development, and preparation and development of characterized learning implementation plan. The three activities of the character education implementation planning are conducted before the new semester begins and is conducted periodically in the current semester. Planning activities will be used as guidelines in applying character education in the learning process.

The results are in line with research conducted by Steinbach & Heidrun (2016) stated that the attitude of good teachers in learning is obtained through the presence of training and coaching. Then in line with the research by Pristine and Endang (2015) states the results of character formation can be generated through 4 points of culture habits namely school culture, culture culture school culture, cultural culture of discipline, and culture of good manners. Warsito & Samino (2014) also stated that planning through coordination meetings conducted by the principal and all teaching staff can best define what is required to implement character education.

After the formulation of the implementation of character education planning, the next step is to implement it in the learning activities. Implementation of character education implementation is always based on the syllabus and learning implementation plan that has been prepared previously adjusted to the needs and conditions of the learners themselves. In addition, teachers also apply activities and habits continuously that have been determined to optimize the implementation of character education. Implementation of character education in this school using a special stage of the five continuum.

The research results are in line with research conducted by Aisyah, et al (2015) which shows the result that the character education planning is carefully arranged contained in the learning tools that are integrated in every subject and extracurricular in the school. It is also supported by Warsito & Samino (2014) research which states that the implementation of character education must be through the process of planning, implementation, and evaluation. The process of implementation of character education is contained in the implementation plan of learning character and supported by other routine activities and habituation done Both in school and in student environments.

The evaluation of character education is adjusted to the standard of graduation competency that has been set in the curriculum of 2013. In addition to guiding the assessment guidelines set in the 2013 curriculum, teachers also develop their own assessment instruments tailored to the student's circumstances. Then the evaluation results are given follow-up in the form of categorization into two programs, namely achievement development program and shooting program. Continuous assessment of character education is also supported by Zulhijrah's research (2015) which states that the assessment of character education is more focused on the success of acceptance of the values in the attitudes and behaviors of learners conducted either individually or in groups. Character assessment is done continuously and continuously to measure students' achievement validly. Assessment can be

done by teachers and work with parents at home to measure the implementation of character education in everyday life.

Supporting Factors and Impediments of Character Education Implementation

1. Supporting factors of character education implementation

First, the effort to apply character education in the school environment of a figure who plays an important role in the formation of a child's character is the teacher. Teachers are role models for students because each teacher's action is directly related and observed by the student. Parents should also be good figures in the planting of characters in children. Besides teachers and parents also imitate the characteristics of Prophet Muhammad SAW. This is in line with research by Chou et al. (2014) states that character education can deepen the bond between parents and children, as well as a significant influence between preschoolers and character cultivation. Character education involves the role of parents in the implementation process.

Second, communication between teachers and parents of students is well established with the existence of POMG (Parent and Teacher Parents Meeting) held every three months. In addition to the paguyuban, there is also a liaison between teachers and parents who contain progress and obstacles of learners in the learning process. There is also a home visit program conducted by the teacher. Good communication between the school and parents can help optimize the application of character education is also supported by Zulhijrah's research (2015) which states that good cooperation between the environment will affect the growth and development of the character of learners more controlled.

Third, the fulfillment of school facilities and infrastructure also supports the implementation of character education. Availability of school facilities and infrastructure is included in school management. Facilities and infrastructure will improve the achievement of student learning outcomes because students can

optimize learning activities through available facilities and infrastructure. The results of this study are in line with research conducted by Wuryandani, et al. (2014) which shows the results of planning and fulfillment of school facilities and infrastructure is a matter of note in the internalize the value of character in school.

Fourth, there are various extracurricular activities and school programs based on tawhid conducted by schools to support the implementation of character education of students in school that is dhuha prayer activities in congregation, tahfidz, muroja'ah, praying in congregation, mentoring, MABID (Night of Daily Service) , And social service.

The results are in line with research conducted by Setiawati (2016) states that the implementation of character education in SD Negeri Sinduadi 2 is done through integration in the learning process, the development of school culture such as routine activities, spontaneous activities, exemplary, conditioning, and extracurricular activities. In addition, it is also supported by research Lestari & Sukanti (2016) which states that extracurricular activities is one container of character formation in students and also hone skills possessed by students.

2. Impediments factors of character education implementation

First, teachers experience obstacles applying character education due to the characteristics of different students. One way teachers overcome these obstacles is really deepen the characteristics of their students. After the teacher deepens, the teacher will determine the appropriate treatment that should be given to the students. This is also in line with the results of Munawaroh (2015) study which states that the differences in student characteristics have an effect on the character of students. Characteristics of students such as differences in interests, attitudes, learning motivation, learning styles, thinking skills and initial ability of students can affect the planting of characters performed by teachers. The heterogeneous condition of the students causes teachers to give different treatment and tasks.

Second, environment is one of the places that determine the process of forming a person's self-character. A positive environment can shape a person into a person of positive character, otherwise a negative and unhealthy environment can form a negative person as well. The results are also in line with research by Pane and Rina (2016) in his research indicating that a good environment is highly relevant and effective when used as a support component for character education. The environment with good content is beneficial for improving students' skills.

Third, the inhibiting factors of character education implementation are also influenced by the use of gadgets that are not controlled by the parents of students. The use of gadgets also affect the social interaction of students become unhealthy, because the use of gadgets can cause a gap between students who have gadgets with students who do not have a gadget. This is supported by research Pebriana (2017) which states that the use of gadgets in early childhood can affect the social interaction of children. Playing using gadgets is seen more fun than playing with peers. This is not separated by a variety of game applications contained in children's gadgets that attract more children than the games in the neighborhood.

CONCLUSION

The conclusion of this research is the students' social skills in learning as a whole is good. Implementation of character education has gone well by applying the five stages of continuum. The supporting factors of character implementation are good figures, good parent and school communication, infrastructure and extracurricular, while the inhibiting factors are different student characteristics, community environment, and unattended gadget usage.

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