



Study Literature of The Influence of The Development Social Skills Elementary School Students to The Competence Pedagogic Teacher on Social Science Learning

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Abstract. The purpose of this paper is to discuss the role of teacher pedagogical competence in developing students' social skills in social science learning. To achieve this goal, the method used is the study of literature describing the social skills of elementary students based on several experts and based on supporting reference studies. The focus of the discussion in this study is on social skills and teacher pedagogical competencies. Social skills are one of the skills students must possess. But in reality, there are still many problems related to the development of these social skills in schools, especially in social studies. This results in a low level of student social skills and a lack of teacher pedagogical competence in social studies learning at school. There are several ways that can be used by teachers in an effort to instill social skills in students. One of them is by integrating it with classroom learning activities. However, to carry out good social studies activities, teachers must also have good pedagogical competencies. so, social skills can be well taught to students and achieve learning goals.

Keywords: Teacher Pedagogic Competency, Social Skills of Elementary School Students

INTRODUCTION ~ Education, must have a learning system that emphasizes dynamic processes that are based on students' curiosity about the world (Huda, 2015, p.3). Through education, students can find out various things that they do not know and can master a variety of skills needed in accordance with the stage of growth. This can be obtained through good learning outcomes where the learning outcomes themselves include behavioral changes in the form of knowledge and understanding, skills and attitudes that are obtained by students during the learning process (Susanto, 2014, p. 1).

One of the skills that must be possessed is social skills. This becomes important to be mastered by students because according to Rashid (2010, p. 69) which explains that "Social skills are the most thought of as a set of skills that allow us to communicate,

relate and socialize with others." that social skills are often seen as a set that allows us to communicate, relate and socialize with others. Thus, social skills are the basis for an individual to carry out his life as a social creature.

But problems arise at school related to social skills where, Denault & Dery (2014, p. 1) states that: "Conduct problems include arguing with parents and teachers and refusing to comply with request or rules, disrupting class discipline, fighting, destroying property belonging to others, bullying, and lying or cheating." Based on Denault & Dery's statement shows that the problems that often occur in schools include undisciplined, fighting with others, bullying, and lying or cheating. These things are due to the lack of social skills. Therefore, an effort needs to be made to provide social skills learning so that social



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skills in students can develop and can improve student behavior. In addition, students who have social skills retardation will get some obstacles, this is supported by the opinion according to Murphy (2005) who found that social skills retardation can cause isolation, loneliness, and frustration. Failure to develop social skills can cause negative feelings, self-doubt, and low self-esteem.

Of course, being able to master these social skills requires the role of educators and a supportive learning system. Educators are expected to encourage and facilitate students to master these social skills through effective learning and in accordance with the objectives to be achieved. However, there are problems relating to educators where in research conducted by (Usman, U. 2018) there are findings that teachers have not been able to carry out learning in accordance with Ministerial Regulation No.41 of 2007 concerning process standards. And the factors causing the conditions of learning in the classroom that are still not in accordance with Permen No. 41 of 2007 concerning this process standard one of which is the competence of teachers in the learning process in the classroom is actually still low.

The findings found by Surapranata (2016) said that the results of the Teacher Competency Test (UKG) in 2015 nationally obtained an average score of 53.02 below the Minimum Competency Standard (SKM) target of 55. This shows the low quality of

teacher competency especially in the area of pedagogical and professional competence of teachers. From these findings, it appears that the teacher competency is still low, especially pedagogical competence. Therefore in this article the author provides a solution to this problem, one of which is to develop students' social skills through social studies learning.

In accordance with the objectives of social studies subjects, that one of the objectives of social studies subjects is that students have the basic ability to think logically and critically, and have social skills (Susanto, 2014, p.41). So that in addition to being able to be a student facilitator in mastering social skills, educators can also improve their pedagogical competence in learning in order to help students master social skills.

METHOD

This article was written using the literature study method by examining articles related to the social skills and the competence pedagogic. The results of this literature review will be used as a reference in analysing the effect of Development Social Skills Elementary School Students To The Competence Pedagogic Teacher On Social Science Learning in Indonesia.

RESULTS AND DISCUSSION

a. Social Skills



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Social skills are skills that must be possessed by every individual in social life, where human individuals are social creatures who will always interact with other human individuals and need each other. Therefore, social skills are skills that must be taught to every individual early on so that when living in the community, the individual has animate the social skills they have learned so that they consciously and sincerely practice their social skills.

In line with this idea, Comb and Slaby (1977, p. 162) define social skills as follows :“The social skill is the ability to interact with others in a given social context in specific ways that are socially acceptable or valued at the same time persobality benefecial, manually benefecial, or benefecial primary to others”.

In his statement explained that social skills is the ability to interact with other people in a social context in a specific way that is socially acceptable or appreciated and beneficial to others. In other words, these social skills provide great benefits for children not only for themselves but also for others in their environment.

Social skills can make it easier for a child to go through every process in his life, because someone who has good social skills will be able to survive in their environment well. This is in line with the opinion of Widoyoko (in Parji & Reni, 2016, p.46) which states that social skills are defined as the skills needed for life (life

skills) in a multi-cultural society, a democratic society and a global society, which is full of competition and challenges.

As according to Sjamsuddin and Maryani (2008, p. 6) Social skills are an ability that is competently seen in action, able to search, sort and manage information, able to learn new things that can solve everyday problems, able to have good communication skills oral and written, understand, respect, and be able to work together with others who are diverse, able to transform academic abilities and adapt to community development. On the other hand, Merrel (2008, p. 1) provides an understanding of social skills as specific behaviors, initiatives, directed at the results expected social as a form of someone's behavior.

Based on the opinions of experts about social skills, the conclusion of the notion of social skills is a specific skill that must be possessed by individuals to interact with others in a social context that is expected as a form of someone's behavior. Social skills are also skills that do not only teach one skill. But social skills include communication skills, both verbally or in writing and proficiency in working with others, both in small groups and large groups (Parji & Reni, 2016, p.46).

b. Pedagogical competence

The task of a teacher or educator in a learning activity is to support success in the



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interaction of the learning process. In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 Concerning Academic Qualification Standards and Teacher Competencies, the types of competencies that must be possessed by teachers include: pedagogic, personality, professional and social competencies obtained through professional education.

As for Johnson (in Komalasari, 2013) outlining teacher performance includes in three aspects of performance, including: (1) professional abilities, including mastery that must be mastered by teachers such as mastery of the material and basic scientific concepts that must be taught to students; pelayan foundation and insight of education and teacher education and student learning processes; (2) social abilities, including the ability to adapt in the surrounding environment to the demands of work as a teacher; (3) personal ability, which includes being positive towards the whole of his duties as a teacher and educational institution, understanding, appreciation, and appearance that should be adopted by a teacher; and personality, values, attitudes, as an effort to set an example for students and their communities.

Meanwhile, according to Kusnandar (2007) outlining pedagogical competence as the ability to: (1) understand students in depth, (2) design learning including understanding the educational foundation

for the benefit of learning, (3) implementing learning by setting the setting or setting of learning, and implement conducive learning, (4) design and carry out continuous learning evaluations with various methods, analyze the results of the evaluation of the process and learning outcomes, and (5) develop the academic and non-academic potential of students.

In addition, E. Mulyasa (2008) argues that pedagogical competence is very important in determining the success of the learning process that directly touches on the learning ability that includes student management, planning, design of the learning process, evaluation of learning outcomes, and student development.

From the opinion above, it can be concluded that pedagogical competence is generally defined as the ability of teachers relating to the mastery of theory and processes and their applications in learning both in managing a learning activity in the classroom by planning, designing and implementing the learning process in accordance with the applicable educational foundation, as well as the ability to develop the potential of students.

Meanwhile, the meaning of Pedagogic itself according to Edi Suardi (in Samuel, 2015, p. 3) says that "Pedagogic is a theory of educating what and how to educate it as well as possible." Another opinion



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expressed by Langeveld (in Sadulloh. 2017, p. 2) what distinguishes the terms pedagogic with pedagogy. Pedagogic is defined as the science of educating, focusing more on thinking, pondering, about education. While the term pedagogy means education, which places more emphasis on practice, concerning activities of educating, activities of guiding children. Regarding pedagogical competencies that must be possessed by teachers, this needs to be the focus of education which is always observed as a step to improve the quality of education in terms of the performance of a teacher to achieve national education goals.

c. the influence of the development of students' social skills on the teacher's pedagogical competencies in the learning of social science.

Pedagogical competence is a competency that must be possessed by educators or teachers which includes several things including, teacher understanding of students, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials. This is considered important as one of the factors supporting the success of a learning activity.

A good learning activity must also be followed by a selection of materials, teaching materials, good learning methods as well. Through the selection of

material selection, teaching materials, appropriate learning methods will affect the learning outcomes obtained. As previously explained that learning outcomes itself include changes in behavior in the form of knowledge and understanding, skills and attitudes that are obtained by students during the learning process (Susanto, 2014, p.1).

And one of the learning outcomes is the mastery of skills, namely social skills. Social skills are very important because social skills can make it easier for a child to go through every process in his life, because someone who has good social skills will be able to survive well in their environment. This is in line with the opinion of Widoyoko (in Parji & Reni, 2016, p.46) which states that social skills are defined as the skills needed for life (life skills) in a multi-cultural society, a democratic society and a global society, which is full of competition and challenges.

But here we need to cleverly choose the right teaching materials to develop social skills in students. And one of them is the selection of teaching materials from social science subjects. The selection of social studies as teaching materials to develop students' social skills is based on one of the objectives of social studies itself, namely that students have the basic ability to think logically and critically, and have social skills (Susanto, 2014, p.41). In addition, Maryani & Syamsudin (2009, p. 5) revealed that the main responsibility of social studies



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which is part of the curriculum is to help students develop the knowledge, skills, attitudes, values needed to participate in community life at the local, national level and global. So that through social studies learning can provide the skills needed to be able to interact with the multi-cultural community environment, democratic society and a global society full of competition and challenges.

But the next question is, can using social studies subjects improve the pedagogical competence of teachers in social studies learning? the role of the teacher in the application and implementation of social studies learning is very important. Teachers as adults must be able to provide meaningful knowledge for their students. And to improve teacher pedagogical competence in social studies learning, according to Susanto (2014, p. 7) teachers should be able to develop matters relating to: (1) material provided contextually by containing social problems that develop in the environment of students; (2) establish communication with students so that they can influence them through ideas and thoughts; and (3) the creation of a conducive classroom atmosphere, which, among other things, allows for reciprocal patterns of interaction between teachers and students.

If these three things are carried out when the teacher carries out social studies learning activities, not only does the child's social skills develop, but it can also

increase the teacher's pedagogical competence, especially in carrying out effective social studies learning for his students to achieve the planned goals.

CONCLUSION

Based on the explanation in the discussion section, it can be concluded that through the development of social skills in social studies learning can affect the teacher's pedagogical competence in learning social science.

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