THE INFLUENCE OF COOPERATIVE MODEL AND INTRAPERSONAL INTELLIGENCE ON SOCIAL SKILL IN SOCIAL SCIENCE LEARNING FOR STUDENT

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Abstract: The aim of the research is to determine the relationship among Cooperative Model and Intrapersonal Intelligence about Social Skills in Social Studies Learning for Students of grade 4 students in the state elementary school of Cipinang Melayu 09, East Jakarta, the amount of students are 68 students. The method used in writing is a quantitative method. The technique used to analyze the data is the statistical techniques of correlation and regression. The research result showed: 1) There is a significant difference between the social skills of the group of students who study with the CORE model and the social skills of the group of students who study with the TGT model. 2) There is a significant interaction between learning models, intrapersonal intelligence on social skills. 3) Social skills for students who have high intrapersonal intelligence and learn with the CORE model higher than students who study with the TGT model. 4) Social skills for students who have low intrapersonal intelligence and learning with the TGT model is higher than students who study with the CORE model.

Keywords: Cooperative Model, Intrapersonal Intelligence, Social Skills, social science

1. Introduction

Education is a dynamic process that is always demanded to suit the needs of society and the development of science. One effort that can develop human potential towards better is through education. Education is (1) the process of developing one's skills in the form of attitudes and behaviors that apply in the community. (2) The social process when a person is influenced by an environment that is led (school), so that he can achieve social skills and develop his personality (Carter V. Good 2011: 38). It can be understood that education is a process that is carried out to obtain the development of one's attitudes and skills in community life, so that later one can develop his personality and social skills in a positive direction according to what is needed by his environment. Good peers are necessary for normal social development (Santrock 2002: 304). Thus it can be understood that peers at school and outside school can influence students 'social development which will support students' social skills. With good social skills a student can develop other aspects to develop himself into a better individual.

The factors are the emergence of various activities such as home schooling and various games that make students more individualistic and do not prioritize social skills. The development of social skills is important for the overall development of aspects, adjustments, and interactions with others (Amanda 2016). The development of appropriate social skills in children can be useful to prevent or reduce high risk in the future, such as the lack of social interaction, and the consequences such as failure in the learning process at school, this opinion also supports the previous theory proposed by Santrock.

The Social Sciences lesson contains material related to social life as well as social problems that occur in the community and the state government system. One learning model that can be applied to the subjects of Social Sciences to improve students 'social skills is the Cooperative Learning Model, this model emphasizes students' thinking ability to connect, organize, explore, and develop information through social interaction with other students.

In addition to the learning model used in Social Sciences, intrapersonal intelligence is also considered influential in the process of improving students' social skills. Intrapersonal intelligence is intelligence related to self-awareness and knowledge. Social skills are things that study behavior related to intrapersonal intelligence where someone receives positive help from others, accepts them as a bridge to achieve goals and tells them to provide positive assistance in interpersonal relationships and can be defined objectively (M. Engin Denizand Evren Ersoy 2016).

2. Related Works/Literature Review

a. Social Science Learning

In general, the notion of learning is an activity carried out by the teacher in such a way that students' behavior changes towards a better one. Learning as an arrangement and creation of external conditions in such a way, so that it supports the learning process of students and does not inhibit it (Winkel in Eveline Siregar and Hartini Nara 2010: 12). Social Sciences is an integration of various branches of the social sciences, such as sociology, history, geography, economics, politics, law, and culture (Trianto 2013: 17). Social science as a science whose field of study is human behavior in its social context (Mukrima 2006: 7). Social science is geography, economics, history, sociology, anthropology, psychology, and political science, which are generally the result of human culture (Hidayati 2002: 17). From these limitations it can be concluded that the social sciences are the science that studies all the principles of community life, community problems, and aims to achieve the welfare of society in general.

The purpose of social studies education is to educate and provide basic skills to students to develop themselves according to their talents, interests, abilities and environment, as well as the provision for students to continue their education to a higher level (Etin Solihatin and Raharjo 2008: 15). In Social Sciences there are affective objectives, namely in the form of developing attitudes of understanding, and values that will enhance democratic lifestyles and help students develop their philosophy of life (Silvester 2016: 26). Based on the description above, the synthesis of Social Sciences learning (IPS) is learning that addresses humans with their environment from various angles of social science in the past, present and future, both in the immediate environment and the

environment far from students with the dimensions of knowledge , skills, values and attitudes, and actions.

b. Social Skill

There are various kinds of skills that must be possessed by each student, one of which is social skills. Social skills can form the basis of the model for competency in the most important. After focusing on a broader unit and observing each behavior, the current concept of social skills combines various cognitive, emotional, and behavioral skills and abilities, as well as motivating and setting expectations (Cavell, McFall and Dubois 2010). Social skills are also special abilities that allow competent performance of social situations, including open behavior, social cognitive skills, and emotional settings (Jonny L. Matson 2009). The development of social skills is important, the development of appropriate social skills in children is a way to prevent negative behavior in the future that causes risk, such as low social interaction and their negative consequences such as reducing failure in the process of education in schools (Amanda et. al: 2016).

c. Cooperative Learning Model

Learning model is a way or arrangement of steps that must be carried out during the learning process so that it can make the atmosphere in learning more enjoyable and meaningful. Cooperative learning is a group learning activity organized by a concept that learning must be based on socially changing information among learning groups in which each learner is responsible for his own learning and encouraged to improve the learning of other members (Roger 2012: 29) Cooperative Learning refers to various types of learning methods students work in small groups to help each other in learning subjects (Davidson 2014: 4). Cooperative Learning refers to various types of learning methods students work in small groups to help each other in learning subjects.

1) Cooperative Model Type Connecting Organizing Reflecting Extending (CORE)

The Connecting Organizing Reflecting Extending (CORE) model is one model of cooperative learning that focuses on learning that trains students to connect, organize, reflect, and expand the material to be learned by them through interaction in a small group of between 3 and 5 people student. The syntax is (C) the connection of old and new information between concepts, (O) the idea organization to understand the material, (R) rethink, explore, and explore, (e) develop, expand, use, and discover (Ida Zusnani 2013: 39). Thus students can share information with friends in their groups about the material discussed.

2) Cooperative Model Type Team Games Tournament (TGT)

Team Games Tournament (TGT) cooperative learning is one of the easy-to-use and fun cooperative learning models that students play games with other team members in the learning process to get scores for their respective teams. The game can be arranged by the teacher in the form of a quiz in the form of questions related to the subject matter. Team Games Tournament (TGT) was originally developed by David DeVries and Keith Edwards, this is the first learning model from Johns Hopskin. This model uses weekly tournaments, where students play academic games with other team members to contribute points to their team's scores. Students play this game with three people at the "tournament table", where all three participants in this tournament table are students who have the same record of the last score. A procedure "shifting position" makes this game fair enough (Ribert E Slavin).

d. Intrapersonal Intelligence

Human intelligence can be mobilized to serve specifically with a symbolic system, code, and interpretive framework of a broader culture (Howard Gardner 1993: 332). Intrapersonal intelligence is access to one's feeling life and the ability to distinguish one's emotions which includes knowledge of one's strengths and weaknesses (Thomas Armstrong 1994: 6). Intrapersonal intelligence is intelligence about yourself. This intelligence is the ability to understand yourself and be responsible for their own lives (Lwin et al. 2008: 233). People with high intrapersonal intelligence tend to be thinkers who are reflected in what they do and continually make self-assessments. They always come into contact with

their thoughts, ideas and dreams and they also have the ability to direct their own emotions in such a way as to enrich and guide their own lives.

3. Material & Methodology

b. Data

Affordable population in this study were all fourth grade students of SDN in Cipinang Melayu Village, East Jakarta. In Cipinang Melayu Village area there are 7 public elementary schools and randomly randomized so that they are selected by Cipinang Melayu 09 Pagi Elementary School, East Jakarta. The instrument trial was conducted at SDN Cipinang Melayu 10 Pagi, East Jakarta. The sampling technique in this study used simple random sampling technique which was carried out with the following steps: 1) The affordable population in this study were all fourth grade students of Public Elementary Schools in Cipinang Melayu Village, East Jakarta. 2) In the area of Cipinang Melayu Village there are 7 public elementary schools namely State Elementary School of Cipinang Melayu 01 Pagi, State Elementary School of Cipinang Melayu 03 Pagi, State Elementary School of Cipinang Melayu 04 Pagi, State Elementary School of Cipinang Melayu 05 Pagi, State Elementary School of Cipinang Melayu 07 Pagi, State Elementary School of Cipinang Melayu 09 Pagi, and State Elementary School of Cipinang Melayu 10 Pagi. Then randomly randomized so that State Elementary School of Cipinang Melayu 03 Pagi, East Jakarta was chosen. 3) In State Elementary School of Cipinang Melayu 09 , there are two classes in parallel. Then, the researcher draws the class to be used as an experimental class and control class randomly. 4) Class IV A as an experimental class and class IV B as a control class. 5) For the trial of the instrument will be carried out in class IV B State Elementary School of Cipinang Melayu 10 Pagi. 6) Class IV A will be treated with the CORE model and class IV B will still be treated using the TGT model. 7) Then each class is selected into two groups, a group consisting of students with high intrapersonal intelligence and low intrapersonal intelligence.

Selected classes both control and experimental classes were tested for students' intrapersonal intelligence. The measurement results are used as a reference to determine the number of students who have high and low intrapersonal intelligence. The determination of students' intrapersonal intelligence in this study was carried out in the following ways: 1) The number of students who became the research subject from the drawing consisted of 2 classes, each consisting of 34 students. Each class is given a questionnaire containing intrapersonal intelligence. The score obtained is arranged according to the order of the highest score to the lowest score order. 2) In each class 27% of the top rank is classified as a group of students with high intrapersonal intelligence and 27% of the lowest order is classified as a group of students with low critical thinking skills.

c. Method

This study uses experimental research design with 2x2 level treatment design, with the dependent variable in this study is social availability while the independent variable is cooperative learning model with intrapersonal intelligence. Treatment variables were divided into two, namely the CORE learning model and the TGT learning model and high intrapersonal intelligence and low intrapersonal intelligence.

d. Table and Figure

TABLE 1. Treatment By Level 2 x 2

Variabel	CORE	TGT
High	9	9
Low	9	9

4. Results and Discussion

a. Result

The description found that the value of Fcount (A) = 8.316> F table = 4.15 at the significant level α = 0.05, so Ho was rejected or H1 was accepted. This means that there is a significant difference between the social skills of the group of students who study with the connecting organizing reflecting extending model and the social skills of the group of students who study with the games tournament team. Fcount value (AXB) = 54,312> F table = 4,15 at significant level α = 0,05 so Ho is rejected or H1 is accepted. This means that there is an interaction (A ≠ B ≠ 0) is significant between the learning model, intrapersonal intelligence on social skills. value (A1B1> A2B1) thitung = 10.25> t table = 3.95, this means that Ho is rejected or H1 is accepted. This means that social skills for students who have high intrapersonal intelligence and learn with the CORE type Cooperative model are higher than students who study with the TGT type cooperative model. value (A1B2 <A2B2) thitung = 3.288 <t table = 3.95, this means that Ho is rejected or H1 is accepted. This means that social skills for students who have low intrapersonal intelligence and learn with the TGT type Cooperative model are higher than students who study with the CORE type cooperative model..

b. Discussion

In the study it was found that there were significant differences between the social skills of the students who studied the connecting organizing reflecting extending model and the games tournament team model. The students' social skills who learned the connecting organizing reflecting model were higher than students who studied with the game tournament team model. Cooperative learning has resulted in significant progress in the establishment of a systematic and progressive approach to learning in schools and some other evidence shows that cooperative learning promotes learning in schools and has been adopted at various levels in most schools (Les Davisona, Ian Galbraithb and Mark McQueen 2008).

The CORE type of cooperative learning model is carried out in a small group of between 3 and 5 students. Because in the learning process the CORE type model in the process of connecting, organizing, reflecting, and extending emphasizes students to interact with their group friends. The CORE model is an abbreviation of Connecting Organizing Reflecting Extending. The syntax is: namely the old-new information connection and between concepts; organization of ideas for understanding material; rethink, explore and explore; develop, expand, use, and find. With the stages in the learning model, every student who learns to use the model is required to use his thoughts in developing the material provided and later will be presented to friends in his class.

Whereas in the game tournament team model each member of the student group is limited to competing with friends in the group during the tournament. The TGT type cooperative learning model of each group usually consists of 4-5 heterogeneous students seen from academic achievement, gender, and taste or ethnicity. The function of the group is to further explore the material with the group friends and more specifically to prepare group members to work well and optimally during the game. In this model, besides emphasizing the interaction of students in the group, there is also competition with other groups.

The influence of the interaction between the learning model and intrapersonal intelligence on students' social skills is 97.89%. The results of the study on testing the second hypothesis shows that there is an interaction effect between the learning model (connecting organizing reflecting extending and team games tournament) with intrapersonal intelligence ability on students' social skills. Intrapersonal intelligence has not been applied specifically to learning methodology whereas intrapersonal intelligence when combined with learning models, especially cooperative learning models will be effective for students with high intrapersonal intelligence. It gives encouragement to their personal motivation and fulfillment, and also to develop students' self-thinking and judgment, resulting in a significant increase in their ability to learn and thus will develop more quickly (Maria Del Mar Palenzuela and Noemi Reina Ruz: 2014) . Thus there is an influence of interaction between cooperative learning models and intrapersonal intelligence on students' social skills.

There were differences in students' social skills who learned the connecting organizing reflecting extending model and the team games tournament model for students who had significant high intrapersonal intelligence, which showed social skills of students who had high intrapersonal intelligence who learned with a higher model of connecting organizing reflecting compared to students who study with the game tournament team model. developing intrapersonal intelligence can produce the real self. With intrapersonal intelligence we can feel ourselves, and develop "internal aspects of a person" (Mary Ellen Gleason).

For students who have high intrapersonal intelligence will participate in learning activities well and optimally so that when using the reflecting extending connecting organizing model will produce good social skills of students, because in each stage of learning they will truly provide learning experiences for students. Students who have high intrapersonal intelligence and he is taught to use the games tournament team model, the student must be given habituation. Students who learn by using the connecting organizing reflecting extending model obtain higher social skills than students who learn by using the team games tournament learning model on groups of students who have high intrapersonal intelligence.

The social skills of students who study with the connecting organizing reflecting model are lower compared to students who study with the team games tournament model in groups of students who have low intrapersonal intelligence. Students who have low intrapersonal intelligence tend to focus all things on themselves, are less interested in socializing with people, do not like to mingle or play with other children, and are less fond of sharing and very highlighting about themselves.

Students who have low intrapersonal intelligence, need to be given stimulation or motivation by all means to increase their intrapersonal intelligence. In the connecting organizing reflecting extending model, students are required to issue their thoughts and share with their group friends. Students who have low intrapersonal intelligence are less likely to participate in group interactions. Therefore there needs to be active learning activities and involve each group member in the implementation.

It is different if a student has low intrapersonal intelligence and he is taught with a game tournament team model. The nature of this model is good for generating confidence in students. In its implementation, students who have low intrapersonal intelligence will conduct tournaments and represent their groups and he will be motivated in winning the tournament, because each group member has the same task to represent his group in each tournament

5. Conclusion

Social skills between students who are taught using the connecting organizing reflecting model are higher than students who are taught using the game tournament team model. Then there is an interaction effect between the application of cooperative learning models and intrapersonal intelligence on students' social skills. Intrapersonal intelligence is the ability to understand oneself, recognize emotions, personal strengths and weaknesses, and the ability to solve thoughts, conflicts that interfere with psychological balance.

Social skills between students who were taught using the connecting organizing reflecting model were higher than students who were taught to use the team games tournament model in groups of students who had high intrapersonal intelligence. Social skills between students who were taught using the connecting organizing reflecting model were lower than students who were taught to use the model team games tournament in groups of students who had low intrapersonal intelligence.

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