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**FULFILLMENT OF CONSTITUTIONAL RIGHTS OF BELIEFS PARAMASAN
UPPER PRIMARY SCHOOL STUDENTS**

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ABSTRACT

One of the most urgent social skills for students in the world of education is the ability to communicate effectively. Good communication skills enable students to convey ideas, opinions and feelings clearly and precisely to others. This is important in the learning process, collaboration in groups, and daily social interactions. Social skills are an important aspect of individual development, especially during adolescence. Classroom learning that promotes student engagement and collaboration can make a significant contribution to improving social skills. This research aims to investigate improving students' social skills in class VII of SMP Muhammadiyah 2 Banjarmasin through a collaborative learning approach. The research method used is a qualitative study with a phenomenological approach. Data was collected through classroom observations, interviews with teachers and students, and document analysis. The research results show that collaborative learning is effective in improving students' social skills in class VII of SMP Muhammadiyah 2 Banjarmasin.

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INTRODUCTION

In the era of globalization and Industrial Revolution 4.0, education often faces new challenges, preparing students to face an increasingly complex and rapidly changing world.(Rachmawati, 2020). Therefore, the education system must be improved and developed, adaptive and innovative, to produce individuals who are ready and able to adapt and develop in the digital era. Therefore, education must be able to produce students who have important and real skills, including social skills, which include the ability to work in groups, communicate and solve problems.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in order to achieve religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed for themselves, society, nation and society (Arisanty et al., 2018; Syarifuddin et al., 2022). State (Republic of Indonesia Law Number 20 of 2003). The progress of a nation is determined by the quality of the nation's next generation. The quality of the nation's generation is reflected in advanced education to create better human resources. In the 21st century, the national education system faces very complex challenges to produce quality and competitive human resources in the global era.(Princess, 2019).

Based on these this phenomenon often occurs in the educational context, namely educational environmental problems related to students' social skills which can also involve inadequate curriculum in developing social skills, lack of attention to the development of students' character and social competence, as well as a lack of support and training for teachers in integrating skills learning. social studies in the curriculum. Therefore, it is important to conduct further research and identify specific problems in the educational environment that are relevant to students' social skills.

In the educational context, social skills are considered an important aspect to be developed in students. According to Goleman(2018), social skills include the ability to communicate well, build good relationships with other people, work together in teams, and have social sensitivity towards other people and the surrounding environment. Social skills are a necessity that a person must have in order to survive and be useful in everyday life. However, students' low social skills are still a problem in education, including its implementation, in most schools in Indonesia(Amen, 2022).

It can be said that currently the importance of developing students' social skills in the school environment is widely recognized. Social skills play an important role in students' daily

lives, both in interactions with peers, teachers and the surrounding environment. Positive social skills can help students adapt, work together, and solve problems effectively.

Apart from that, social skills can be interpreted as interpersonal skills which are very important in training people to form wider networks. Social skills are the ability of a person or member of a society to establish relationships with other people and the ability to solve problems in such a way that they can adapt harmoniously to the surrounding community. Social skills are quite closely related to various other skills, for example cooperation. In groups, interacting with peers, joining groups, making new friends, resolving conflicts and learning to work together. Lack of social skills has an impact on students' poor academic performance, they tend to be lonely and self-conscious and have the opportunity to drop out of school (Kusadi, 2020).

Several teachers have noticed the importance of teaching that views students as intelligent, critical, creative, and able to solve problems related to everyday life together. Therefore, increasing student activity in the learning process is collaborative learning (Ayu Rahmawati, 2023). However, in the learning context, at Muhammadiyah 2 Banjarmasin Junior High School (SMP), there is still a lack of research that specifically examines the application of collaborative learning in improving students' social skills. Collaborative learning is a learning approach that emphasizes cooperation and interaction between students. In the context of collaborative learning, students are invited to work together, share ideas, and solve problems together. This approach can be an effective means of improving students' social skills.

According to Pratiwi (2020) Collaborative learning is a personal philosophy, not just a teaching technique in class, collaboration is a way of interacting with each other by respecting and recognizing the abilities and contributions of each group member. Having authority and acceptance, one of the skills students need today to be ready to enter the world of work. Today's students are required to be able to collaborate both within the school environment and with the global community.

The aim of this research is to investigate whether collaborative learning in class VII of SMP Muhammadiyah 2 Banjarmasin can improve students' social skills. This research was conducted using a qualitative phenomenological approach to gain an in-depth understanding of students' experiences in collaborative learning

RESEARCH METHODS

This research involved class VII students at SMP Muhammadiyah 2 Banjarmasin. The number of students who participated in this research was 25 students who were selected purposively. Data was collected through several stages, namely: **a.** Class observations: Researchers observed the implementation of collaborative learning in class VII to understand how this learning was carried out. **b.** Interview: Interviews were conducted with teachers who teach class VII and several students involved in collaborative learning. The interviews focused on their experiences of collaborative learning and how this affected students' social skills. **c.** Document analysis: Documents such as student journals, collaborative assignments, and notes from teachers were also analyzed to support the research findings. **d.** The data collected was analyzed using a qualitative analysis approach. Data from observations, interviews, and document analysis were analyzed thematically to identify emerging patterns and themes.

RESEARCH RESULTS AND DISCUSSION

The research results show that collaborative learning is effective in improving students' social skills in class VII of SMP Muhammadiyah 2 Banjarmasin. Here are the main findings:

1. Improved communication skills: Students experience improvements in their ability to speak, listen, and convey their opinions to classmates.

Speaking skills: the application of collaborative learning provides space for students to actively speak. Through group discussions, presentations, or other speaking activities, students can practice their ability to express ideas, convey ideas, and build arguments in a structured manner. This process provides opportunities for them to improve their clarity and fluency in speaking. There was consistent evidence throughout the research process that students experienced significant improvements in speaking ability. Active participation in collaborative learning activities, such as group discussions and presentations, provides a platform for students to practice and improve clarity and fluency in speaking.

Listening skills: Collaborative learning also encourages the development of listening skills. Students are invited to listen to classmates' opinions, understand the ideas presented, and respond with appropriate responses. Through this intensive interaction, students learn to pay full attention, capture information well, and respond in ways that enrich discussions. The results of research in class VII of SMP Muhammadiyah 2 Banjarmasin also show developments in students' listening abilities. Engaging in discussion and collaboration encourages students to

actively listen to classmates' ideas, respond with appropriate responses, and develop better listening skills.

Ability to Express Opinions: Students not only improve their speaking skills, but also learn to express opinions in an effective way. They can detail their arguments, present supporting data, and communicate clearly. This not only has to do with using appropriate language, but also building persuasion skills and influencing others with their opinions. In the results found during the research, students showed an increase in their ability to convey opinions more clearly and structured. Having a collaborative situation allows them to practice the skills of constructing arguments, providing strong reasons, and enriching discussions with relevant contributions.

Based on these findings, The findings obtained at SMP Muhammadiyah 2 Banjarmasin in class VII provide strong support for the importance of a collaborative learning approach in developing students' communication skills. This strategy not only provides cognitive enhancement, but also introduces students to real-life situations where communication skills are needed. **Transfer of Skills to Other Contexts:** Improvements in speaking, listening and expressing opinions also illustrate the potential for transfer of these skills to contexts outside the classroom. Students can apply the acquired communication skills in various aspects of life, including social interactions, public presentations, and collaboration in teams. Therefore, these abilities are able to improve the social skills of class VII students at SMP Muhammadiyah 2 Banjarmasin.

2. **Collaboration skills:** Students learn to work together in groups, share responsibilities, and support each other in completing collaborative tasks.

Effective Group Formation: It is seen that students can learn to form groups effectively. They can choose classmates, divide responsibilities equally, and devise collaborative strategies to complete specific tasks. **Sharing Responsibility:** In collaborative learning situations, students are encouraged to share responsibility for completing assignments. This creates awareness of the importance of individual contributions in achieving group goals. These findings indicate that students can internalize the values of cooperation and responsibility.

Support Between Students: Research shows that students support each other in achieving common goals. There are signs of active cooperation, both in providing technical assistance and emotional support. This shows development in their ability to work in a team.

Based on the findings obtained, to prepare for the implications and impacts it is very necessary to increase the ability to work together, which is important to prepare students to face the demands of the world of work and an increasingly connected society. These abilities

are not only relevant in an educational context, but also form the basis of social skills needed in everyday life. Then the process of working together in groups makes a positive contribution to students' personal development. They learn to value diversity of opinion, communicate effectively, and manage conflict, all of which are invaluable skills inside and outside the classroom.

Apart from that, these findings also show that instructional approaches that support and facilitate effective collaboration play an important role. Teachers who provide guidance and provide clear rules can create an environment conducive to collaboration. In addition, good group evaluation can motivate students to participate actively in group work. Providing constructive feedback can be an important instrument in improving students' collaboration abilities.

It can be concluded that this research shows that the application of collaborative learning is effective in improving students' social skills such as students' ability to work together. This improvement is not only relevant in an academic context, but also makes an important contribution to students' personal development. The implications of these findings can help support the development of more effective learning methods, promote cooperative values, and prepare students for future challenges.

3. Reduced conflict: Collaborative learning helps students to develop the ability to manage conflict and find solutions together.

Ability to Manage Conflict: The results showed that students experienced an increase in their ability to manage conflict. They learn to identify sources of conflict, understand different points of view, and explore mutually acceptable solutions. **Joint Solution Search:** Students, through collaborative learning, engage in a joint search for solutions to resolve conflicts. In collaborative groups, they are invited to discuss, negotiate, and reach agreements that are acceptable to all parties involved.

Social Skills Development: Collaborative learning helps students develop the social skills necessary to better manage interpersonal interactions. They become more sensitive to classmates' feelings and are able to communicate effectively to prevent or resolve conflicts. From the findings in this research at SMP Muhammadiyah 2 Banjarmasin, especially class VII, there is a significant impact from implementing collaborative learning, namely:

Creating a Safe Learning Environment: Reducing conflict makes a major contribution to creating a safe and positive learning environment. Students are more focused on learning and have the courage to participate actively without fear of confrontation or interpersonal obstacles. **Improved Quality of Social Interactions:** By reducing conflict, collaborative learning also

improves the quality of social interactions among students. They can build more positive relationships, support each other, and create an atmosphere that supports growth and development.

This cannot be separated from the role of the teacher as a facilitator whose function as a conflict facilitator makes a positive contribution to the effectiveness of collaborative learning. By providing guidance and helping students resolve conflicts, teachers create an environment conducive to cooperation and understanding. So it can be concluded that the results of this research show that collaborative learning can be an effective tool in reducing conflict between students. By developing the ability to manage conflict and find solutions together, students not only become better at social interactions, but also prepare themselves to face interpersonal challenges in the future. The implications of these findings can help shape a more holistic learning approach and support the development of students' social skills.

4. Improved understanding of emotions: Students become more sensitive to the feelings and emotions of their friends, and they learn to respect differences.

When the research took place at SMP Muhammadiyah 2 Banjarmasin, specifically in class VII, several things were found in investigating the application of collaborative learning in improving students' social skills, namely:

Sensitivity to Feelings and Emotions: Collaborative learning helps students become more sensitive to the feelings and emotions of classmates. Through interaction and collaboration in groups, students can perceive and recognize the emotional expressions of others, increasing their emotional awareness. **Appreciation of Emotional Differences:** Students learn to respect emotional differences among their peers. The collaborative process provides an opportunity to explore a variety of emotional backgrounds and understand that each individual may have different reactions to certain situations.

Empathetic Learning: Engagement in collaborative activities helps students develop empathy skills. They learn to see the world from other people's perspectives, feel what classmates feel, and respond with empathy in situations that require emotional support.

So student VII at SMP Muhammadiyah 2 Banjarmasin students' social skills improved when collaborative learning was implemented, one of which was an increase in emotional understanding which contributed to the formation of more empathetic individuals. The ability to feel and understand the feelings of others helps create a supportive and inclusive social environment. Improved emotional understanding may also contribute to reducing the potential for interpersonal conflict. Students who are more sensitive to the feelings and emotions of their classmates tend to be better at managing conflict and finding solutions together.

The importance of designing collaborative activities that encourage emotional reflection and interaction between individuals. Activities that involve sharing experiences or in-depth discussions can especially help improve understanding of emotions. Teachers or facilitators play an important role in guiding students in developing emotional understanding. They can provide guidance, stimulate reflection, and moderate discussions to maximize the benefits of collaborative learning. By detailing students' increased understanding of emotions through collaborative learning, the results of this research highlight the important role of education in forming individuals who are more caring and sensitive to the feelings of others. Better understanding emotions is not only an interpersonal skill, but also an important foundation for creating an inclusive and empowering learning environment. The implications of these findings can help develop learning strategies that focus more on developing students' emotional skills.

CONCLUSION

Collaborative learning in class VII SMP Muhammadiyah 2 Banjarmasin is effective in improving students' social skills. The results of this research indicate that collaborative learning can be an effective method in developing students' social skills in adolescence. It is hoped that these findings can provide guidance for schools and teachers considering the use of collaborative learning approaches in their curriculum.

This research is in-depth about the application of collaborative learning in class VII of SMP Muhammadiyah 2 Banjarmasin with the aim of improving students' social skills. The implementation of collaborative learning in class VII of SMP Muhammadiyah 2 Banjarmasin significantly contributes to improving students' social skills. The research results showed significant improvements in various aspects of social skills, including the ability to communicate, work together in groups, and manage conflict. Collaborative learning creates a positive learning environment at SMP Muhammadiyah 2 Banjarmasin. Students engage in group activities that stimulate social interaction, provide opportunities to share ideas, and develop their interpersonal skills. This conducive environment has the potential to support students' holistic development.

Research shows that collaborative learning not only improves social skills, but also has a positive impact on students' emotional understanding. They become more sensitive to the feelings and emotions of their classmates, and learn to respect emotional differences. The role of teachers as facilitators of collaborative learning at SMP Muhammadiyah 2 Banjarmasin is very important. Teachers who are effective in guiding and providing support to students in overcoming collaborative challenges play a key role in the successful implementation of this

learning method. Thus, the implementation of collaborative learning at SMP Muhammadiyah 2 Banjarmasin not only improves students' social skills but also creates a positive foundation for their personal and academic development. The implications of these findings can provide valuable guidance for schools and educators to continuously improve learning methods to support students' comprehensive growth

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