Social Interaction Contents on Social Studies Learning to Improve Social Skills

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Abstrak
Keterampilan sosial dapat dikembangkan dalam pembelajaran untuk mendukung terciptanya hubungan sosial efektif. Pengembangan keterampilan sosial dapat dilakukan melalui pembelajaran IPS denga tujuan untuk mengembangkan pengetahuan dan keterampilan peserta didik untuk menjadi warga negara dengan memiliki pengetahuan, nilai, sikap dan keterampilan. Pengembangkan keterampilan sosial melalui materi interaksi sosial. Tujuan penelitian ini untuk mendeskripsikan keterkaitan interaksi sosial pada pembelajaran IPS dalam pengembangan keterampilan sosial peserta didik melalui studi literatur. Strategi penelusuran data menggunakan berbagai buku, jurnal, dan skripsi atau tesis mahasiswa. Penelusuran data dilakukan dengan mendatangi perpustakaan untuk mencari buku yang sesuai dengan kata kunci, selain itu penulis juga mencari jurnal yang relevan dengan isi penelitian. Penyajian naskah dilakukan dengan deskripsi dengan mengelompokkan data-data hasil ekstraksi yang sejenis sesuai dengan hasil yang diukur untuk menjawab tujuan. Hasil penelitian memastikan bahwa konsep interaksi sosial yang memuat hubungan antara manusia seperti komunikasi dan kerjasama berguna untuk meningkatkan keterampilan sosial peserta didik. Keterampilan sosial merupakan satu bagian yang harus ada dalam kehidupan peserta didik yang berguna untuk membentuk hubungan sosial.
Kata Kunci: Interaksi Sosial, Pendidikan IPS, dan Keterampilan Sosial.

Abstract
Social skills can be developed in learning to support the creation of effective social relationships. Social skills development can be done through social studies learning to develop students' knowledge and skills to become citizens with knowledge, values, attitudes, and skills. Develop social skills through social interaction material. This study aimed to describe the relationship between social interactions in social studies learning in developing students' social skills through literature studies. The data retrieval strategy uses various books, journals, and student theses or theses. The data search was carried out by visiting the library to find books that match the keywords; besides, the authors also searched for journals relevant to the research's content. The manuscript's presentation is carried out with a description by classifying similar extraction results according to the measured results to answer the objectives. The study results ensure that the concept of social interaction that includes relationships between humans, such as communication and cooperation, is useful for improving students' social skills. Social skills are a part that must exist in the lives of students that are useful for forming social relationships.
Keywords: Social Interaction, Social Studies Education, and Social Skills.

PRELIMINARY

Social skills support the success of social relationships and enable a person to cooperate with others effectively. Social skills are a means of obtaining good relationships in interacting with others, such as helping others, cooperating, making decisions, communicating, preserving the environment, entrepreneurship, and participating in the community. Social skills that students need to have in interacting with others include (1) Living and working together; taking turns, respecting the right of other; being socially sensitive (cooperation, tolerance, respect for the rights of others, and having social sensitivity); (2) Learning self-control and self-direction (having self-control); (3) Sharing ideas and experience with others (sharing opinions and experiences with others) (Wahyuti, 2015). Through these social skills, students will be more optimal in actualizing themselves, maximizing their potential, expressing feelings and problems they face, and getting reasonable solutions. The tendency to seek escape that can cause damage to themselves and others can be avoided.

Social skills can be developed through education. The result of the educational process is the increase in knowledge, skills, and attitudes of students. These three aspects must also be useful for everyday life. In line with this, the social studies subject also emphasizes the practical aspects of studying, assessing symptoms, and social problems in society.

The purpose of social studies, according to the NCSS (*National Council for the Social Studies*), is to form students to develop the ability to make decisions as part of a culturally diverse society, as well as to become citizens who have sufficient knowledge, values, attitudes, and skills to play a role in democratic life both locally, nationally and globally (Sapriya, 2009). Following social studies' objectives, social studies subjects are ultimately useful in making students able to participate actively in society, have social life skills, communicate, and work together at the local, national, and global levels. When viewed from the goals and abilities that social studies must develop, social studies can play an essential role in improving students' social skills (Maftuh, 2010).

Social studies learning activities discuss humans and their environment from various social science angles, both in students' immediate environment and the environment far from students. Social studies as a study field are intended to examine and study human life systems in a social context (Mutiani et al., 2019). A person is said to learn when there is a change in himself, either in the form of changes that look like behavior or non-physically in the form of psychological changes in a more positive direction. In the learning process, life skills need to be integrated to have social skills in community life. Through such explanations, it is clear that

the concept of social interaction taught in schools can benefit students' lives as community members. In the concept of social interaction, students are taught about reciprocal relationships and influences. Good social interaction will lead to cooperation; on the other hand, the social interaction that is not conducive can lead to conflict and division in people's lives. This can become knowledge for students to cultivate their social skills either at school or in the community. The teaching of social science, especially social studies on the concept of social interaction, aims to develop knowledge that can be used for the benefit of individuals and society (Zamroni, 2007).

Enok Maryani and Helius Syamsudin in 2009 conducted research related to social skills and entitled "Development of a Social Studies Learning Program to Improve Social Skills Competence." This study aims to find a social studies learning program to improve the social skills competence of students. This study illustrates that the most important things to pay attention to in developing social studies learning that contains social skills are teachers, mastery, and implications of various methods, media, assessment, and learning resources to develop students' social skills. In contrast to the above research results, in this paper, the writer will describe the relationship of social skills through the concept of social interaction in social studies lessons.

METHOD

The research design is a framework or search procedure that will be carried out during the research so that it is expected to provide an overview and direction for the research (Fachruddin, 2009). The research design of this study is a literature review or literature review. The literature review is a method used to collect data or sources related to specific topics obtained from various sources (such as journals, books, the internet, and other literature). The literature study results can be used as input, and a basis for explaining and detailing the aspects studied (Abdullah, 2005). The strategy taken is by searching for articles with the appropriate theme. Browse articles in journals that have been published through an electronic database, namely Google Scholar. The research data is obtained through searches on books and google scholar to obtain relevant journals according to the research content. Researchers use google scholar by using keywords that are following the content of the study. Researchers also go to the library or use e-books to find references for this research. The manuscript's presentation is done by decrypting it to synthesize and grouping similar extraction data according to the measurement results to achieve the goal. Through search results in books or journals, the results of the acquisition of the number of books or journals can be presented according to the following keywords:

95

Table 1. List of Literature Studies

No.	Keywords	Number of Books or Journals
1.	Scope of Sociology	5
2.	Functional Structural Paradigm	5
3.	Conflict Paradigm	3
4.	Symbolic Interactionism	2
5.	Concept of Society in Social Interaction	6
6.	*Sex* and Gender	8
7.	Race and Ethnicity	6

Source: Data Processed From Research, 2020.

Search results with keywords in the scope of sociology of the author get five books or journals. The keyword functional, structural paradigm, the writer gets five books or journals. In the keyword conflict paradigm, the writer gets three books or journals. The keyword for symbolic interactionism is that the writer gets two books or journals. In the keyword conflict paradigm, the writer gets three books or journals. Keywords in the concept of society in social interaction, the author, gets six books or journals. The writer gets eight books or journals for the keywords sex and gender. The writer got six books or journals for the keyword race and ethnicity.

RESULTS AND DISCUSSION

Social skills are one of the forms of social intelligence that are very important in supporting social life because success is synonymous with intellectual abilities and social intelligence (Abbas, 2018, 2020a). Students' ability to work together cannot be separated from the role of social skills they have. The essence is that these social relationships are woven into students' daily lives as part of society members. Social skills as an effort to build a network to achieve common goals. Social skills are considered very important because, as society members, students are aware of their functions and become democratic citizens.

Social skills come from two words, namely skills and social. Skills are a high-level ability performed by a person in a complex, smooth, and precise motor manner (Ruman, 2016). Social comes from the word *societas*, which means society; in Latin *socius*, friends or relationships between humans and other humans within the scope of family, school, and organization (Ahmadi, 2019). Social skills include communicating, cooperating, sharing, participating, and adapting (Rahayu et al., 2016). So, social skills are a person's ability to establish relationships with other people and solve problems to adapt harmoniously in society. Social skills include communicating, sharing, cooperating well, and participating in the community (Seefeldt. & Barbour, 1994). The scope of social skills that need be instilled in

students are 1) oral communication skills, 2) written communication skills, 3) cooperation skills (Baharun, 2018).

How can one person influence others in behaving? Initial theories that are considered capable of explaining a person's behavior are focused on two possibilities: (1) behavior is obtained from offspring through the form of biological instincts 'nature' and (2) behavior is not inherited but is obtained from the results of experience from experiences during their life 'nurture.' The theory was formulated by the English scientist Charles Darwin in the nineteenth century. John Dewey also formulated that our behavior is due to the past and is constantly changing or being changed by the environment (Siska, 2016).

In schools, teachers not only teach but also educate. If the teacher only teaches, it means that the teacher only conveys knowledge and skills. By educating teachers can shape the personality of students. Cooperation, cooperation, and solidarity are among the cores of social studies learning in schools. The 1994 National Council for Social Studies (NCSS) put forward the principles of social studies learning powerfully (Subiyakto et al., 2017). Powerful learning principles are meaningful, integrated, value-based, challenging, and active. These various principles can be used to support the development of social skills. On the principle of value-based learning, students' social skills can be developed. This value is related to social empathy, will grow and develop well in social studies learning. When training aspects of social intelligence, such as empathy, it can be done through direct value education such as through examples or simulations and hands-on practice. But if training social intelligence, which concerns aspects of social cognition, can take an indirect approach through discussion of values or morals (Maftuh, 2010).

Social studies education is a comprehensive subject that is an instrument in solving socio-national problems in Indonesia. Social studies learning is expected to produce students who can establish harmonious relationships between humans and other humans in their group (Abbas, 2018, 2020b). The main focus of social studies education is interaction within the community. Social Studies or Social Studies, the material for its study of humans, does not yet have a curriculum component that closely monitors human relations issues except for social studies. The importance of interaction in human life because humans are social creatures, creatures that always live together. A dynamic coexistence is always a process so that a social process occurs; that is, there is a reciprocal relationship between the various fields of life. Social interaction is the main key to social life and is a prerequisite for social activities (Abbas, 2013).

In the seventh-grade social interaction material, several aspects can be taught to students. The material is divided into sub-topics such as understanding, conditions, factors, and social interaction forms. According to Gillin and Gillin, explaining social interaction is a social relationship that moves, which touches on the relationship between individuals, groups of individuals, and groups and groups. Social interaction forms when two people meet each other, such as greeting each other, shaking hands, chatting with each other, or even getting into a fight. Even though the people who met each other did not greet or exchange signs, social interactions had taken place. Everyone feels that another side causes changes in the views or nerves of the people concerned, caused by body odor, perfume, walking voice, and so on (Soekanto, 2014). Through the understanding of social interaction, students understand the meaning of social interaction in the book. Still, students must also be equipped to understand that social interaction can occur harmoniously if everyone understands their respective functions.

There are two conditions for the occurrence of social interaction, namely social contact and communication. Social contact from the Latin words *con* or *cum* (together) and *tango* (to the touch). So, it means togetherness. Social contact can occur directly or indirectly (Abdulsyani, 2012). Direct social contact can be seen in someone who meets face to face and meets, and dialogue takes place between the two parties. Indirect social contact can be seen in someone who meets indirectly, such as requiring a tool as an intermediary, such as social media or telephone, and so on (Jumriani, 2018). Social contact can be positive or negative. Positive social contact such as collaboration, on the contrary, is negative, like fighting. Social contacts can also be primary or secondary. Primary contact can occur if there are direct meet and face-to-face relationships. On the other hand, secondary contacts require an intermediary (Soekanto, 2014). If someone described another person's actions (in the form of words, physical actions, or behavior), what thought would that person tell you? Related people will react to views that are about to be shared with others. Through communication, the behavior and views of a group of people and individuals can be understood towards other groups and other people (Soekanto, 2014). Students gain theoretical knowledge about the meaning of social interaction and forms of social interaction at school. Students' social environment also teaches how to speak style, attitude style to share affection to empathy. Although these students can change attitudes and language consistently to foster character within themselves. In this regard, learning with social interaction material can guide students to have better intellectual and emotional health by fostering self-confidence and a sense of realism and empathy for others.

Four factors underlie social interactions: the imitation factor, the suggestion factor, the identification factor, and the sympathy factor. The imitation factor in the social interaction process has a major role. One of the good things is that imitation can invite someone to obey existing rules. Gabriel Tarde said that all social life should be based on mere imitation factors. Suggestion factors in psychological influence, whether it comes from oneself or in others. Two divisions of suggestions are as follows: 1) autosuggestion is a suggestion to oneself that comes from the individual himself, 2) hetero suggestion is a suggestion that comes from another person. The relationship between imitation and suggestion in social interaction is almost the same. The difference is that if someone's imitation follows one of his possessions, and someone gives his own opinion or attitude in that suggestion, then someone other than him will accept it. Suggestions can be expressed as a process by which a person accepts others' views or code of ethics without first being criticized. The Identification Factor is the desire to be similar or the same as other people. This similarity can be seen both outwardly and inwardly. The social bonds that occur for identifying its character are more detailed than the relationships that occur on the suggestion or imitation mechanism. The sympathy factor is a person's attraction to other people. Sympathy is due to a logical basis that makes sense but is based on measuring feelings. A person can suddenly be impressed with other people by himself because of how he attains him (Setiadi, 2019). Students are expected to be aware of the factors that underlie the social interactions that occur around them. It is hoped that students will understand that these factors are the real impact of globalization on society.

Forms of social interaction are cooperation, competition, conflict, or dispute. Disputes can be resolved through resolution. The possibility of settlement can only be accepted in a temporary period called accommodation, meaning that both are not sure to be completely relieved (Soekanto, 2014). According to Gillin and Gillin, there are two kinds of social processes that arise from social interaction. Social interaction forms are associative processes (accommodation, assimilation, and acculturation) and dissociative social processes (competition, conflict).

a. Associative Processes

1) Cooperation

Cooperation is a joint effort between individuals or groups of people to achieve a common target. Cooperation is most forms of social interaction described as the basis of the various forms of interaction found in most people. Collaboration occurs because individuals

tend to belong to other groups and groups (Setiadi, 2019). Various forms of cooperation, namely:

a. Bargaining, the exchange of goods and services between two or more organizations, is a form of implementing the agreement.
b. Cooperation is a way to avoid shocks in the organization's stability concerned with accepting new elements in leadership.
c. A coalition, a combination of various organizations, has the same goal (Setiadi, 2019).

2) Accommodation

The existence of a context for life guidelines that apply in society. The phenomenon of balance in the interactions between individuals and groups of humans is called adaptation. The forms of accommodation are as follows:

a. Coercion, a type of accommodation in which the mechanism is carried out by force.
b. Compromise, a type of accommodation where someone participates in every agreement to achieve a way out of the dispute.
c. Arbitration is a type of accommodation where a person has a way of obtaining an agreement when he cannot achieve it individually.
d. Mediation, similar to arbitration, is a step in finding a way out of the dispute.
e. Conciliation, an effort to obtain an agreement between two parties, for which has been set collectively.
f. Toleration, one of the accommodations regarding respect, there is no formal agreement.
g. Stalemate, a type of accommodation that favors needs in harmony and does not rest on disputes.
h. Adjudication, disputes regarding problems in court.

B. Dissociative Processes

1) Competition

Competition is a type of interaction in which a person or group fights for their interests to apply themselves personally. Usually, when someone attracts attention or exacerbates a prejudice, but not by force.

2) Contravention (Contravention)

Disputes are not the same as competition or conflict. Violation is characterized by an absence of certainty about the individual, hidden feelings of dislike, and jealousy towards someone. These omens do not create conflict or conflict.

3) Controversy

Conflict is a type of interaction between a person or group between communities to achieve targets. This is done through a process of opposing others through violence (Setiadi, 2019).

The explanation above about forms of social interaction about understanding the forms of associative and dissociative social interactions. The teacher can provide examples and

directions on the importance of interacting and behaving prosocially with friends and people around them.

CONCLUSION

Fostering students to become fair, democratic, and responsible citizens through social studies is not enough to develop cognitive abilities. But social studies learning also combines cognitive, attitudes and values, skills to social action. Social studies subjects which contain the concept of social interaction are closely related to reciprocal relationships and influences. Through this concept, an understanding can be instilled that the relationship between two or more people will run dynamically if there is good communication. The teacher's existence of knowledge about the concept of social interaction has a practical function, namely increasing students' social skills. This practical function is obtained from various methods, media, learning resources, and assessments. Social skills need to be considered because they are social interaction provisions to create harmonious relationships in society. The development of social skills development through social studies is expected to become citizens who can interact socially and communicate well. Also, it is hoped that they will build social networks, have a socially conscious attitude, have a sense of empathy and care, and resolve conflicts constructively and democratically.

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