

The Contribution of Social Science Learning in Creating The Social Behavior of Four Grade Students at SD Negeri 2 Ukir (as Inclusion School) at Sale Distric, Rembang Regency

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Abstract

Social behavior in talent and nature gift is different for every student's, either normal child or special child. One of ways in creating social behavior is doing social science learning. SD Negeri 2 ukir is one of schools that is pointed by government of Rembang to be inclusion school. Therefore, this research is done in order to evaluate the social science learning activity, the social behavior of four grade students, and also the contribution of social science learning in creating the social behavior of four grade students of SD Negeri 2 Ukir. The aims of the study are to describe and analyze the process of social science learning, social behavior and the contribution of social science learning in creating social behavior of four grade students of SD Negeri 2 Ukir. The research method of this research is qualitative approach. The result of this research showed that the social science learning in four grade at SD Negeri 2 Ukir used KTSP and lesson plan which were modified as the students need. In general social behavior in this school is good enough. Factors that student's social behavior comes from family environment and school environment. The contribution of social science learning in creating the social behavior is teaching the students the value of social science such as honest behavior, responsibility, caring, manner, curiosity, respect and self- confident. The conclusion of this research showed that the contribution of social science learning in creating the social behavior of four grade students of SD Negeri Ukir 2 in general is in good category.

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INTRODUCTION

Study about social science education is close to functional interaction of Indonesian with education system and practice. Here, the functional interaction means how people implies the body of social science education and the vice versa of how the body of social science facilitates the development of social actor and citizens that are good and smart. In other time, they can give their contribution that meaningful to the development of Indonesian. Transformaation is part that can't be separated from people's life that is happened continuing. The change program here is some aspect that relate directly or indirectly to idea, behavior, and people act in global environment that gives context to idea, attitude, and people act (Winataputra, 2009)

The reality shows that people have fast transformation, progressive, and usually shows the disintegrative symptom (reducing the loyalty to general values). Fast social transformation can give affect like cultural log.

Social behavior of students is strongly influenced by social environment. Either family, school or society. Parents are kids' first. Therefore, parents should enter the education in school and environment of their child. The role of parents is not limited to school things but they must educate their children started from womb to adult. During education process, parents strongly affected in creating personality and social behavior.

Students are different in nature gift and skill, especially the cause of the influence of social environment that are different. Education itself is seen as socialization that happened in social interaction. So naturally, a teacher must analyze education from social aspect, which is a relation among human in family, school and society. Based on data which is issued by National Education Department (Depdiknas) 2000, recorded that amount of special kids in school is only 0.87%. The rest of them is stay at home.

Inclusion education means merging enforcement of special education and regular education in one education system. Here, special education is either gifted or talented or physical

deficiency, sensory, motoric, intellectual, emotion, or/and social (Arum, 2005)

Based on observation and interview result with headmaster and classroom teacher of four grade of SDN 2 Ukir in Rembang, the school has already done different learning process with other regular school because here, they gather and accept special kids. It is not easy for SD Negeri 2 Ukir to do inclusion education. Four grade has more special kids that the other class. The amount of four grade is 30 students that consist of 26 normal students and four special kids. After observation, there are some problems, such as less qualified teacher, competence, profession, and infrastructure.

This research is aimed to analyze the social behavior of four grade students of SD Negeri 2 Ukir either normal students or special students. Basically, social behavior among students is different. It is because some factors like environment and place of origin that create their social behavior. Teacher and school play a role to make the aim of education success. Here, the role of social science education is creating students behavior that is similar to the aim of national education.

Based on the explanation, It showed that there are gap and incompatibility between reality and expectation. Through social science subject, students are able to be discipline and have motivation to study. School environment that is conducive is expected make the students have good personality and sensitive to social problem. However, in another side, reality showed that social science learning in school has not been able optimally reach the expected aim so that it cause deviant behavior. Based on the empirical reality in four grade students of SD Negeri 2 Ukir, researcher is interested to make research that is made in a thesis entitled "The contribution of social science learning in creating the social behavior of four grade students in SD Negeri 2 Ukir (as inclusion school), Sale-Rembang region".

METHODS

This research used qualitative method. Qualitative research is a research that uses observation, interview and document review as method. According to Moleong (2010) qualitative research is a research that is aimed to understand the phenomenon about what is happened to research subject. In qualitative research, the researcher is the key instrument. Therefore, researcher must have full theory and knowledge so that gets used to asked, analyzed, and constructed the object that is analyzed more clearly. The focus of the research here analyzed the implementation of social science learning, analyzed the social behavior of students and the contribution of social science learning in implementation in social behavior of four grade students of SD Negeri 2 Ukir as inclusion school.

The technique that used in this research is purposive sampling. Informant that is chosen as subject is the four grade students, classroom teacher, special teacher and headmaster. It is because the researcher has known who the informant is. The researcher used some technique in collecting the data. They are deep interview, observation and documentation.

RESULTS AND DISCUSSION

Social Science is a part of school curriculum that is a branch of social knowledge which is geography, history and antropology that are discipline knowledge which has high alignment. Geography learning gives general knowledge which relates to regions, while history give knowledge of moment in different period. Antropology involves comparative studies which relate to value, belief, social structure, politic economy activities, politic organization, expressions and spiritual, technology, and cultural things from chosen culture. Politic study is classified to knowledge of policy in activities that relate with giving decision. Sociology and social psychology is a knowledge about behavior like group act concept, process, interaction, social control. This kind of intensive concept is being used in social knowledge.

Inclusion School

According to O'Neil as quoted by Ilahi, M. T. (2013) inclusion education as education service requested to every special kids are served in near schools, in regular class together with their same age friends. In the end, inclusion is a education and social philosophy that in inclusion, everyone is a precious part in togetherness whatever the differences. So that, in inclusion education means every child can't be separated from their ability and inability, gender, social – economy status, ethnic, background of culture, language, religion together in a same school community.

Mudjito, et al. (2012) tells that the aim of inclusion education in giving intervention for special kids are (1) minimize the limitation of growing condition child to maximize the chance of children to do normal activity, (2) if it is possible to prevent the worst condition happened In irregularity of developing so that the children become inability (3) to prevent the growing limitation of other ability as result that is caused by the inability.

Curriculum in SD Negeri 2 Ukir

SD Negeri 2 Ukir used curriculum that is officially used by government which is KTSP that is used by each school that is based on the characteristic; education for all, that aim to give chance as widely as possible to every child included the special kids. They can get proper education as their needs, accelerate government in basic education, improve the quality of education with reducing the amount of stay class students, create education system that respects diversity, less discrimination and friendly condition in learning process.

The aims of curriculum preparation in SD Negeri 2 Ukir Sale district, Rembang regency are to make curriculum that is suitable to potential area, social, culture, and students, (2) as reference in doing lesson in school, (3) creating learning condition in school that is teaching, educating, developing the creativity of students (4) creating effective learning, democratic, challenging, and fun.

Social Science Learning Plan of Social Science in Four Grade SD Negeri 2 Ukir

Learning concept according to Corey (in Sagala, 2009) is a process where the environment of someone is deliberate managed for a possibility of he come to do some attitude in special conditions or produce responds to some situation.

Based on observation that the research did, there are findings about social science learning that is based on inclusion school. The curriculum and the implementation are more flexible because they need to adopt the needs of special kids. Therefore, in making lesson plan, teachers prepared everything in the need of their whole students. Teachers keep using SK and KD also the Syllabus and then arranged it to some steps in learning.

The arrangement of lesson plan are school identity, subjects, time allocation, competence standard, basic standard, aims of learning, character value, method and then steps of learning. In the end of lesson plan, it is mentioned the tools, source and also assessment.

The learning planning four grade is done by classroom teacher using lesson plan and media that would be used at that time. The basic competence of social science was reading map of recent environment using simple scale. Teacher planned to do 3 times meeting with time allocation 3x35 minutes. In the first meeting, teacher asked the students to point the location and told them about the diversity of that place. In the second meeting, teacher gave task to point their place in map and showed the diversity of that place. In the third meeting, teacher asked them to draw simple map.

The Implementation of Social Science Learning in Four Grade of SD Negeri 2 Ukir

SD Negeri 2 Ukir uses flexible learning model which is regular class with additional counseling either inside or outside the room where the special kids with regular kids stay in same class together and use the same curriculum and system. If there is some difficulty for special kids, they will get additional help from teacher.

When the teacher observed the four grade, in the opening of teaching, teacher gave questions about the that day material. Teacher asked about the position of Rembang; city which they stay at. Then the teacher explained about the material about map and also the diversity ethnic. After that, teacher gave exercise to students. Teacher who helps special kids helped the regular teacher with accompanied the slow learner students.

The implementation of social science learning in inclusion school is similar to regular school. The only differentiation is the way teachers approached their special students. Therefore, special kids need different approach that is set to their need and ability. There is screening and assessment test to know the condition and the need of every special kids in order to get the best method to teach them in regular class.

There are four special students. One of them is deaf, another one is speech impaired and the rest are slow learner. The deaf and speech impaired students tend to have difficulties in reading and writing. And for the slow learner students, teacher should give slow instruction to they understand the materials.

In the implementation, teacher used individual approach to students that have difficulties in learning. Classroom teacher and special teacher have to work together to accompany their students. Also, in their classroom, special kids can be separated as their need which is inclusion class that the place and time has been already chosen by the special teacher.

Evaluation for Social Science Learning at Four Grade Students of SD Negeri 2 Ukir

Evaluation for social science learning should consist of evaluation concept such as (1) comprehensive or generalization aspect, (2) continuity aspect, (3) objectivity aspect. Comprehensive aspect in evaluation of social science learning means the evaluation of all aspect of students such as material understanding, skills, awareness and mental attitude. Continuity aspect must be done continuing in every process of learning. For

objective aspect means measuring the whole thing in real condition. (Sumaatmadja, 2008)

Based on the result of interview and observation, the evaluation using spoken test, such as question and answer, also written test such as final test, mid term test and block test. For the special kids, they also did the same test as the regular students but in assessment test, there are some different point for both students. Special kids are given notes according to their development in having learning process. For the questions, special kids have easier question.

The result of the evaluation is used as the basic in learning process that is done by the teacher so that the teacher can do the self-improvement to reach the aim of the learning. Besides, evaluation showed the understanding of material by students also for xxx as individual and group in learning social science. Evaluation that is done by the teacher from grade one to six such as written text, manner, skills which are based on KTSP curriculum.

Problems in Learning Social Science

Based on observation and interview, there is study about the problems that usually found that is done by the classroom teacher while teaching in their class, they usually have difficulties in teaching special kids. Even though, some teacher have already had some material and experiment about special kids, but in the implementation, teacher rarely understand the way to teach them properly. Besides, there are some teacher who can not use technology in proper way so the media is limited.

In the implementation of inclusion school, the problems that are found are the teaching learning in class has not been optimal. School did not perfectly understand the need of special kids. They also have minim socialization about inclusion school. That kinds of problems are common problems in inclusion school that is possible because they don't have special teacher that have special skills to handle the special kids.

Social Behavior of Four Grade students in SD Negeri 2 Ukir

Social behavior is kind of action or interaction that relates to other people that is done by themselves. The act and the behavior of someone is showed by their social manner. Manner is a way of reaction to some problem. Moreover, social manner is an act that is repeating action to social object that causes continuing manner. (Gerungan, 2000)

Social behavior according to Azhari (2004) is the reaction of something. Some social behavior is usually based of the character of someone that can be seen when they have interaction to the others. When they have interaction in a group usually the social behavior is clearly seen by the group members.

Data Interview about positive social behavior of students included manners to teachers, helping friends, doing homework on time, respect the others, keep the environment and active in learning process. In general, the correspondents told that the social behavior of the students are good. Besides, there are some negative behavior that the students did such as absent to do the daily job, getting late to school, and getting late to submit the work. Based on the observation by the researcher, the students are active enough in teaching learning process and also calm enough when they did the discussion. The result of interview showed that students showed good manner and behavior in school.

Factors That Affect Social Behavior of Four Grade Students of SD Negeri 2 Ukir

Social behavior is kind of act and interaction that relate to other people. The establishment of someone social behavior is affected by some factors which are internal and external. According to Tirtarahardja (2008) central environment that has responsible to the continuing of education in this world is family, society and government. They are called as three central of education (*Tripusat pendidikan*) that have their own role to complete each other. *Tripusat pendidikan* is a slogan that is discovered by Ki Hajar Dewantara (1992). The concept of *Tripusat pendidikan* has a meaning which is

education in educational institution, education in society, and education in family.

According to Purwanto (2000), factors that affect social behavior are the internal and external factors. The internal factors here are personality, family, value of education and religion. For the external factors are social change, consumerism, lifestyle, culture and environment.

Adeyemi, et al. (2009), showed that school is a part of social so that school has role in creating the character and the manners of students. That argument told that the role of teacher is big enough because teacher directly relates to students in classroom. Therefore, teacher should think and relate the condition between school environment and the character that will be developed. The data of the research showed that family environment is more dominant than the school and society environment but the *tripusat pendidikan* can not be forgotten. This concept showed that education can be reached everywhere, everytime and also it becomes everyone's responsibility. This concept also told that school and family have balance responsibility to students. It means people can't give full of responsibility to school in order to make the students success in their learning process. The three aspects relate to each other because actually the role of the three aspect of education is to make impact and affect to other people in lifetime.

Community capital is a very helpful concept because it considers the environment both the individual characteristics of the community and the power of the environment. This shows that one carries on the situation a set of behaviors, needs, and beliefs that are the result of her unique experience (Sunarjan, et al. 2017)

Based of questioner data, it showed that eight students answered that students behavior is affected by environment of family and school. The rest of the students (2 students) said that students behavior came from themselves (internal factor). Interview data of students showed that the informant answered that social behavior is affected by family environment while the others answered that behavior came from school environment.

The result is strengthened by the interview of companion teachers. They said that social behavior of students is more dominant affected by family because family is the first aspect. The headmaster also said that family has big role relates in creating children personality like disciplinary point which usually comes from habit and the discipline act of parents. Based on interview result, it can be concluded that the general factors that affect students social behavior of four grade students came from family and school environment.

The Contribution of Social Science Learning in Creating The Social Behavior of Four Grade Students of SD Negeri 2 Ukir

The learning process can't be separated from the existence of interaction either interaction between teacher to students, students to students or students to environment. Interaction process happened either inside or outside of the classroom. Teacher has role to create the students behavior. The interaction is done using proper speech and respecting the other students. Besides, teacher also gives good example either inside or outside the class. Those examples are expected to create good social attitude in environment either in school, family or society.

The indicator in social science learning in four grade, that is usually mentioned in lesson plan and did by the teachers were showing honesty, responsibility, care, good manner, curiosity, respect and self-confidence. The existance of teacher is so important because from teacher, students learn so many knowledge. Students also learn how to speak in proper manner, how to act to teacher of others, imitate how their teacher communicate. Teacher will always be the centre of attention of their students.

Some efforts have already done in order to create social behavior of four grade students just like what is done by classroom teacher, Mrs. Rakimah, such as giving guidance, teaching, giving examples to students what good behavior is. For examples if teacher wants her students have discipline attitude, teacher also has to show ontime attitude. Teacher also can insists positive

values that can students got if they have social behavior like the importance of helping each other. The ways Mrs. Rukmini did were preparing lesson plan, media and material that would be taught in classroom and then she gave positive words that developed social behavior of students. Mrs. Rukmini always related materials to social attitude to their students.

The learning process of social science usually started with praying as their own religion, then the teacher explained about today's materials. Based on the research, it is showed that the result of social behavior of four grade students is good enough. It is because the teachers are already well prepared to the materials also the way they encourage their students are good.

CONCLUSION

The result showed that social science learning of four grade students of SD Negeri 2 Ukir used KTSP as curriculum which included lesson plan, implementation and evaluation. In lesson plan, teacher has already related the SK and KD and the arrangement of RPP also the positive motivation to create social behavior that is positive. There are problems that occurred due to the less understanding of recent technology and less experiment in teaching special kids.

Social behavior of four grade students in SD Negeri 2 Ukir is categorized in good level. Factors that affect their social behavior came from family and school environment. Social science learning contributed in creating the social behavior of four grade students in SD Negeri 2 Ukir in term of intergrated social science material in daily habit. Teacher also showed the values of social science such as honesty. Responsibility, concern, manners, curiosity, respect and self-confident.

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