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Descriptive Report on Teachers Skills in Developing Sociable Learning Model at Kindergarten in Bandung

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ABSTRACT

The sociable learning model is a newly built model and applied in the implementation of community service. Meanwhile, teachers' experience regarding the model only occurs during training. The inquiry about teacher achievement in implementing the sociable learning model needs to be done to see the teachers' achievements in developing learning programs by applying the sociable learning models. Such efforts must be made to provide an overview of the training's success. Descriptive research is conducted using qualitative methods involving several teachers from seven kindergartens located in the city of Bandung. Based on the research findings, the teachers' skills in making the lesson plan are relatively good, as well as their performance in applying sociable learning models in kindergartens although some of them experience difficulties in designing rule-agreement activities in their lesson plans. By looking at the results of those achievements, it can be concluded that the training has been fairly successful. However, the teachers still need to adapt further to the concept of sociable learning models so that they can design better rule-agreement activities.

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1. INTRODUCTION

The urgency of character education in today's global era is indispensable and affects the forerunner of character development for the nation in the future. Character development in education become a must, which not only enhances children's intelligence but also brings up civilized generations, to have noble ethics and manners so that they can thrive as part of the community in their later existence. Meanwhile, the teachers as one of the important components in civilizing the children's behavior, social intelligence, and morals in school not performing adequate efforts to encourage children's learning.

Many teachers tend to apply teacher-centered practices in teaching the children that will only provide a variety of rules and punishments instead of building good character. In the initial process of the conducted community service, Hamid et al., (2021) concluded that some teachers experienced some difficulties in building children's social behavior related to the process of social negotiation, interaction, and children's altruism behavior. Regarding the nature of the mentioned values, those behaviors cannot be encouraged by a teacher-centered practice. Children's social behavior development can be interpreted as a learning and adaptation process to certain social norm, value, custom, and tradition so that the children can build some relationship and cooperation within a certain social community (Setiawan, 2016; Nurhayati, 2020). As it is commonly known that development is mostly shaped by children's interactions in their families, schools, and societies. It require much more efforts to develop their skills than just teachers' instructions as their basic guidelines. That statement also has some accordances with what stated in Article 13 of PerMenDikBud No. 137 in 2014, which encourages pro-social behaviour (Miftahurrohmah et al., 2021). Within that article, it is stated that children learning on the pro-social behavior should be done in a way that builds interactivity, inspiring, fun, contextual, and child-centered. Within these circumstances, the sociable learning model that relies heavily on the children's initiatives to build their knowledge and exercise their skills in terms of their preferred social interactions is considered to have strong relevance in educating children to be good citizens that have positive behavior.

Considering those stated problems, a community service program have previously conducted as one of the efforts in upgrading teachers' teaching competencies to empower them in overcoming the challenges in developing children's social skills. The previously conducted training for the teachers that aimed to develop their competencies in developing the sociable learning model in their lesson plan and apply it in the learning program needs to be investigated as an effort in measuring the effectiveness of the designed community service treatment.

This article will be reporting various teachers' achievements in developing lesson plans and teaching practices based on the sociable learning model. Those achievements then will be highlighted to emphasize the characteristic that will uncover the strength and weaknesses of the achieved skills.

Sociable Learning Model, PrSkn Development

PrSkn development-oriented model taking its groundbase from the paradigm of socio-reconstructionism that addresses the social questions and seeks to create better social conditions (Satrianingrum et al., 2021; Parker, 2015). In progressive social-community living, the questions that arise in the community need to be greeted strategically. Conceptually, Social Citizenship behavior is adopted from the conception of Organizational Citizenship Behaviour (OCB) that has been brought by Istianti et al., (2018) into the realm of schooling

from what was once used in a professional context. The conception of OCB includes: a) Altruism, b) Sportsmanship, c) Organizational Loyalty, d) Organizational Compliance, e) Individual Initiative, f) Civic Virtue, and g) Self Development (Podsakoff et al., 2000). Overall, it can be understood that it is urgent for children to be taught as early as possible about the pattern of social life. Weissberg (2019) revealed that "patterns of social behavior or unsocial behavior have been fostered in children's early years, the social experience determines their personality after children become adults" In regard to those stated about the social behavior theories, the social learning model needs to emphasize children's behavior on aspects of taking roles, simulation and responsiveness and their ability to overcome social problems.

The value constellations that construct this model are the developmental orientation as well as the orientation for the deepening of the learning material. The intended learning material enrichment also has a contextual relationship with the environment and learning approaches that are relevant to early childhood education today. For example, in the context of children's development, education, and socio-cultural, the current learning model construction is in accordance with the Early Childhood Education frameworks, especially in the children's social-emotional aspects that are usually found at the beginning and the final goal of early childhood learning. These values also need to be derived practically and contextually so that the description of each value has high relevance in a multi-context scope of early children's education.

The sociable learning model is oriented to the achievement of PrSKn (social citizenship behavior) learning that is designed to fulfill children's needs to build their character by providing and introducing them to the positive values that are actualized from various attitudes and actions that reflect the expected behaviors by the community.

Sociable Learning Model in the Context of Children's Play

The children's world is a realm of fun and entertaining plays. Various psychologists argue that playing activities can be a means to train children's physical development and also affect their cognitive and social development. Based on Rahmadiani (2020) Playing in the scope of Early Childhood Education is an important thing that involves some discourses about the world of children, mothers, education, families, psychology, and citizenship. Rahmadiani statement means that playing in Early Childhood Education institutions is a meeting point between understanding and conversation that occurs in children, parents, education, family, psychology, and establishment of citizenship notions. On the other hands, regarding the discourse of children social citizenship behavior, Maghfiroh et al., (2020) stated that the moral development includes thoughts, feelings, and behavior that according to the rules and habits that should be done when interacting with others. Meanwhile, the term of morality is an abstract thing for the early children and difficult for them to curb with. Considering to that matter, teachers need another way to introduce morals to the children, one of which is through play activities. From their playing activities, children will benefit greatly in the development of moral, motor, cognitive, language, and social aspects.

Playing activities are important, especially those related to Basic Life Skills, such as communication, socializing, negotiating, and cooperating in a team. Every human being, both children and adults, has a desire to play as with the need to socialize and congregate, play is a fundamental desire in humans. Children want to play because that is when they attain various experiences by exploring the nature around them. From those activities, they can acknowledge their environment and playmates in a pleasant atmosphere. By spurring children to find ideas, it will trigger creativity and their intellectual development. Some of the benefits obtained through play activities for children are stimulating the function of the

children's five senses, increasing dexterity, improving language intelligence, increasing social interaction avoiding opposition, sharing opportunities or turns, and acceptably demanding their rights. A sociable learning model that is integrated into play becomes a reasonable means for the children's social development efforts, such as cooperation, altruism, sharing, sympathy, empathy, and positive interdependence.

The sociable learning model in the context of children's play provides space and opportunities for children to learn about values, norms, socializing, adaptations, and social contributions. Learning to behave can be constructed by children's actual deeds relating with the children's developmental ages. The sociable model in general, contains the systematic learning process through stages, design, implementation, and evaluation.

Early Childhood Teacher Teaching Skills

In order to encourage children's development through a learning program, the teachers are required to being able to understand children's needs and how to foster them to achieves certain programed competencies. One of the key success to achieve that goal is the teachers' understanding about the appropriate teaching strategies that requiring wide range of knowledge. Kyriacou described that at the very least this knowledge base including several aspect such as, knowledge about content, broad principles and strategies of classroom management and organisation, curriculum materials and programs, the teaching of particular content topics, pupils, educational contexts, ranging from the classroom group to aspects of the community, educational aims and values. That knowledge will empower teachers to identify children's needs and characteristics to determine the appropriate strategies to encourage their learning process. In regards of the required teaching practice, the teachers not only need to understand those knowledge but they also have to be able to attain it as a set of teaching skills.

Many experts and institutions have describe their visions about the required teaching skills that need to be attained by the teachers. Most of their statements approximately can be represented by DfES definitions as it stated in Indriastuti (2017) that describes The Department for Education and Skills (DfES) definition of teaching skills that ranged through various skills like designing the lessons, teaching repertoire, creating effective learners, and Creating conditions for learning. those skills include broad aspects from lesson planning that cover the teaching models, questioning, explaining, assessing, and designing an appropriate climate for pupils' learning.

2. METHODS

This article reports the result of the descriptive qualitative research that analyze the result of the community service program for the teachers in six kindergartens that located in Bandung. The research itself conducted to evaluate teachers development after the training program by judging their achievement and characteristics. Various collected data for the research are in the form of teachers made lesson plans and observation forms of their teaching performances. Several collected data is analyzed thematically to highlight teachers' achievement in designing sociable learning lesson plans and their teaching performances using the thematic analytical technique.

3. RESULTS AND DISCUSSION

After the training process is completed, teachers are asked to practice their various understandings in developing a lesson plan and applying a sociable learning model in the form of mentoring training. In three times of trials, some teachers from the eight kindergartens who participated in the mentoring training programs managed to achieve a relatively good rate in the Lesson Plan they made and rated excellent in their teaching performance (see in **Table 1.**).

Table 1. Teachers' lesson plan score.

Lesson Plan	Average
Indicator	3,50
Learning Objective	3,83
Learning Material	4,00
Instructional Media	3,17
Early Activities	4,00
Paradigm Construction	3,00
Rule Agreement	2,83
Play Participation	3,17
Appreciation	3,17
Reflection Activities	3,17
Evaluation	3,67
Average Score	3,41

Interval Scale; Awful, (1-1,5) Adequate, (1,51-2,5) Good, (2,51-3,5) Excellent (3,51-4)

Based on the data set gathered from teachers in the six kindergartens who participated in mentoring training activities, in general, the achievement of teachers in designing lesson plans is fairly good with an overall average of 3,41. Although the rating is fairly good, the overall lesson plan component made by the teachers, showed a certain tendency that the teachers are still not able to achieve a good rate in designing rules-setting activities with an average value of 2,83. While on the other hand, the teachers achieve perfect grades in designing the learning materials and early learning activities (see in **Table 2.**).

Table 2. Teachers' skills in teaching.

Activities	Average
Initial Activities	3,80
Paradigm Construction	3,67
Rule Agreement	3,61
Play Participation	3,61
Appreciation	3,63
Reflection Activities	3,65
Closing Activities	3,72
Average Score	3,67

Interval Scale; Awful, (1-1,5) Adequate, (1,51-2,5) Good, (2,51-3,5) Excellent (3,51-4)

Meanwhile, on another aspect of the teachers' training program in conducting a sociable learning model, their overall scores per indicator are relatively identical. Regarding the collected data, the lowest rate occurs when the teacher arranges the rule agreement activities with 3,61 points. On the contrary, the highest rate is achieved by the teachers on the initial activities with 3,80 points. Even though the teachers' performance varies for every kindergarten, the overall rate of teachers' performance is relatively good.

Based on the collected data, the arrangement of the learning methods in the Lesson Plan made by teachers in constructing the rules-agreement activities was not perfectly organized by some teachers. Not only in designing the lesson plans, but the data rate on their teaching performances also indicates the similar lowest mark at setting up the rule agreement activities despite the good general rate. This tendency confirms the major obstacle for the teachers that participated in the training program. Some teachers still plan many activities that focus on giving instructions and direct questions in their Lesson Plan and it lowers the value of their lesson plan. With the lack of a variety of learning methods associated with the variety of activities, teachers tend to rely on question-and-answer activities rather than designing activities that stimulate children's initiatives to arrange the rule of the game before they play. As in the two studies mentioned earlier, this is also a common trend when teachers did not have sufficient references to construct the relevant learning methods.

The Sociable learning model that becomes the main framework in developing the children's social citizenship behavior is having a circularly designed model that is operated strategically and contextually throughout activities such as Building Paradigms, Rule Agreements, Participating as players, Giving appreciation, and Reflection in the context of play (Istianti et al., 2020). The failure in designing the appropriate activities within those stated stages can hinder children learning acquisitions and halt their social development skills. The Sociable learning models that are integrated into play aimed to construct some good means of social development, such as cooperation, helping each other, sharing, sympathizing, empathizing, and needing each other through a democratic learning environment. The activity of rule agreement is a process of building understanding that is democratically carried out by the children. This process encourages the development of communication skills, socializing, negotiating, and cooperating in a team.

The data set obtained shows a good general tendency. Some activities that are not scored at excellent rate such as planning activities to build paradigms and the attachment of rules are a common tendency that is often done by teachers in planning their learning program. Based on previously conducted research by Pamungkas (2016) the variety of difficulties is indeed fairly common. The difficulty experienced by the teacher in establishing the learning method or strategies relates to their understanding of the learning methods that can be applied in their learning program. While according to other research from Ernawati dan Safitri (2017), Difficulties experienced by teachers are usually related to several aspects such as the formulation of learning competencies indicators, the design of learning strategies, the preparation of learning activities, and the assessment techniques and instruments planning. Within that study, the design of learning strategies ranks in third place out of five categories. From both studies, it can be seen that the design of strategies and activities in learning is often troublesome for teachers. The same occurrence was also found in the research that even though the teachers' overall rate are considerably good their score were not prominent in certain stage of the applied model. However, the slight lower score are insignificant to say

that the conducted traing program were fail. General records of the teachers' performance, both in designing the lesson plans and teaching performances have met the certain level of indications the success of the training program.

4. CONCLUSION

By looking at the training results that were conducted, it can be generalized that the teachers were able to achieve a good average grade rate in developing the lesson plan and teaching performance that reflect a good teaching skills grade. The teachers achieve their best grade at designing learning materials and practicing great initial activities in the class. Although the teachers seemingly can't make a good learning activities design in the rule-agreement stage, the overall score is rated at a good grade. The same thing also occurs in their teaching performance with the lowest score found in the rule-agreement and play participations stage which is also rated in a good grade. Those teachers' achievements showing the fact that the training program is successful even though it still cannot provide maximum guidance for the teachers to design better activities in the rule agreement stage.

5. AUTHORS NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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