

Utilization of “Bocah Pejuang” TV Show of Trans TV to Improve Social Intelligence in Student on Social Studies Learning

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Abstract. This research is related to the utilization of the “Bocah Pejuang” tv show of trans tv in the social studies learning to improve students' social intelligence which aims to explain how the planning, implementation, improvement and the constraints and solutions that arise in social studies learning. The method used in this research is Classroom Action Research using Kemmis and Taggart model. Data collection was conducted in class VIII A 44 Bandung Junior High School by using the method of observation and interview. The theory used is the theory of social intelligence from Suyono (2007). The results showed that the utilization of the “Bocah Pejuang” tv show can be used as an alternative to improve students' social intelligence. Planning should be done before the lesson by preparing learning pimplmentation plan, model, method, and instructional media by using the “bocah pejuang” show; implementation of learning according to the planning that has been done; an increasing and significant indicator of social intelligence seen in improved discipline, empathy ability, and communication skills; as well as constraints and solutions encountered in broad outline that is the lack of experience of teachers in utilizing television shows to be a medium of learning so that difficulty in determining the appropriate impressions and in accordance with the purpose of learning. This study recommends that teachers and the school can utilize the media and learning resources close to the lives of students, especially impressions that have positive values in order to improve the competence of other students

Keywords: “bocah pejuang” tv show, social intelligence, social studies

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A. INTRODUCTION

This research is based on the unrest of researchers on the learning process activities in the classroom. Researchers see there is a problem in the learning process when doing preliminary study to class VIII-A in 44 Bandung Junior High School. The students of class VIII-A numbered 38 people, consisting of 15 men and 23 women. Based on the results of early study, researchers see there are some problems in the learning process in the classroom. The problems include the following matters;

First, that is when the learning process will start students look less discipline and less obedient to the norms in school, then low of student leadership attitude, then the low social awareness of students in terms of working together and students lack empathy or desire to help / share. Based on the findings, it can be seen that students have

lack of social intelligence. It is based on what is expressed by Stephen Jay (in Shalihah, 2012) explains that Social intelligence is an ability to understand and manage human relationships. A person is said to be socially intelligent if he is able to understand or be aware of the surrounding environment, so as to encourage the emergence of social caring attitude.

Social intelligence is very important to have and continues to be developed especially for students to achieve achievement, as Wareham and Carnegie (in Suyono, 2007, p. 21) point out that 'social intelligence contributes greatly to supporting one's success, since in which there are aspects that determine a person to achieve success'. Aspects or indicators of social intelligence taken by researchers quoting Suyono (2007, pp. 155-197) consisted of the ability to provide support,

leadership, and personal growth and social capital.

To improve the social intelligence of the researchers using alternative use of Social studies learning media as a solution by using television shows trans tv fighters. According to Yamasihnta (in Komalasari, 2011, p.32) that 'the components in learning consist of goals, materials, methods, media, and evaluations. Each component is closely related to one unity. According to AECT (in Koswara, 2009 p.19) suggests that 'learning media is everything that people use to channel messages. Selection of media use is based on the opinion of Perin (in Anwas, 2010, Vol 16) he thinks Television gives a big influence in everyday life compared with other media. He plays a major role in life, it is also a source of information and sources of learning in human life. In fact, Perin asserts that in human life television is the primary source of information (a prime source of news).

This is in line with what was expressed by McQuel and Windahl (in Anwas, 2010, Vol 16) explains the Comstoc psychology model of the effects of television on individuals. It is affirmed that television media not only teaches behavior, but also acts as a stimulus to generate behavior learned from other sources. This shows that the television media has a powerful power (powerfull) for the audience.

The use of television viewing media is considered appropriate by researchers because the television media has a great impact or influence on the people who watch it. This is reinforced by Skomis (in Anwas, 1999) stating that Compared with other mass media (radio, newspapers, magazines, books, etc.), television has a special nature. Television is a combination of hearing and live (live) media that can be political, informative, entertainment, educational, or even a combination of the three elements. As a medium of information, television has a powerfull power (powerful) to deliver a message. Because this medium can bring an

experience that seems to experience itself with a broad range (broadcast) at the same time. In line with that according to Charles Wright (in Gunawan, 2012) Television as a visual audio media is a potential communication medium that has several distinctive characters are: Fast, and brief; Able to seize 94% of the channels of entry of messages or information into the human mind through the eyes and ears; Be able to make people generally remember 85% of what is viewed on the TV screen even if it is only once displayed and 50% after three hours later or 65% after 3 days later; and Not only deliver the news but can also shape a person's behavior toward positive or negative. This is reinforced by Warsita (2008, p111) that television media as a medium of mass communication has proven to have an effective capacity (more than 70% penetration), so it is used for broadcasting learning programs.

Based on the above description, the researcher assumed that by using the media of "Bocah Pejuang" television show can give stimulus or encouragement to the students regarding their behavior to be socially intelligent. With regard to this the researchers feel the need to use the media aired "Bocah Pejuang" Trans Tv to improve students' social intelligence.

"Bocah pejuang" Television program is a tv trans program which aired Monday to Tuesday every Tuesday at 09.00 WIB. This program tells the battle of the great boys who struggle to fight the hard life. This program seeks to capture the spirit, struggle and prayer of these children in becoming one of the backbone of the family. There are so many values of life that can be a source of learning in the classroom. According to the researchers the program is very positive to inspire and open our hearts to make sense of life. Positive things tersebutlah or values of life that is what will be made by researchers as a source of learning to improve students' social intelligence. To achieve this, researchers are interested in what Effendy (1994, 95) points out that

efforts to optimize the positive effect of TV media and audio-visual video cassettes include broadcasting TV shows that lead people from learning by listening and learning by seeing to learning by doing.

Based on field studies and thoughts mentioned above, the authors are interested to improve students' social intelligence. The title taken from this research is the Utilization Of "Bocah Pejuang" Tv Show Of Trans Tv To Improve Social Intelligence In Student On Social Studies Learning (Classroom Action Research in Class VIII A 44 Bandung Junior High School)

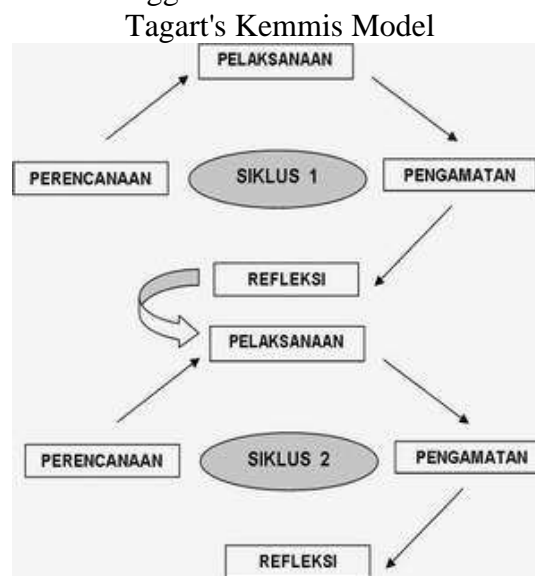
The formulation of the problem of this research is the first planning of exploiting "Bocah Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School. Secondly, the use of "Bocah Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School. Third Improvement of social intelligence by exploiting the "Bocah Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School. The fourth reflects on the utilization of "Bocah Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School.

B. METHOD

This research was conducted at 44 Bandung Junior High School located in Cimanuk Street, Citarum. The subject of this research is class VIII-A academic year 2016-2017 with amount of 38 students. The research method used is Classroom Action Research. According to Sanjaya (2008, p.26) classroom action research can be interpreted as a process of learning problems in the classroom through self-reflection in an attempt to solve the problem by performing planned actions in real

situations and analyzing any influence of the treatment.

The research design used is Kemmis and Taggart model consisting of four phases there are planning, implementing, observing and reflecting. This design is done several cycles until the data obtained becomes saturated. For more details below presented a chart on the design of PTK model Kemmis and Mc. Taggart as follows



(Wiriaatmadja, 2012. Hlm, 66)

The research instruments used are interview sheets, observation sheets, field notes, and documentation. So the technique of data collection is interview, observation and documentation. Miles and Huberman cited by Sugiyono (2012) such as data reduction, data display and take conclusions or verification. The data validation using the Hopkins model as cited by Wiriatmaja, 2005, p. 168-171) including member check, triangulation, saturation, audit trail and expert opinion.

C. RESULTS AND DISCUSSION

The results of this study refers to the formulation of the problems including the planning, implementation of social studies learning by "Bocah Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School, reflection on the utilization of "Bocah

Pejuang" television show to improve social intelligence of student in Social Studies learning in class VIII A 44 Bandung Junior High School and increase social intelligence after exploiting "Bocah Pejuang" tv show.

First, planning in research is something that is very important to be done by researchers. Aspects of planning conducted by researchers in this research is the formulation of Learning implementation Plan, in which there are several aspects or components from the determination of Standar Competence/ Basic Competence, then indicators and learning objectives, then the formulation of materials, model selection and learning methods, media selection and learning resources, to on the assessment instrument.

Second, the implementation of cycle one is the teacher divides the students into six groups, after the group formed the teacher asked students to sit in groups and prepare the stationery. After that the teacher starts delivering the introductory material and informs the technical activities of learning. Students are asked to watch the child fighter episode boy seller show, after which the students have to discuss to answer or fill the student worksheet provided by the teacher. After students have to present the results of the discussion and conduct question and answer activities. At the time of execution there are still many students who lack discipline by coming late into the class, still low cooperation in the group, and still there is an attitude of egoism in choosing friends in the group so that many students who complain do not want a group with people who are less close to him. In the discussion activities students appear less active and do not have the will to dare to come to the front just even laugh at his friends who are presenting in front.

The second cycle begins with teacher constraint checking to see the readiness and focus of the learners. The teacher then together with students formed six groups and asked each group to sit down with their group mates. When students are seated in

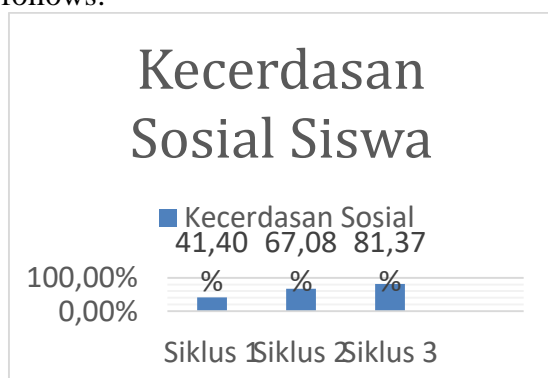
groups teachers begin to provide introductory materials or initial materials. After that, the teacher showed the children of Zidan Buruh Tani fighters and asked the students to focus and not be noisy while watching. When the teacher viewing process sees a difference compared to the previous cycle the students look very serious and focus to watch. Even when the scene of the crying boy there are some students who shed tears and participated in the atmosphere of emotion. After finishing watching the teacher immediately distributes the student worksheets to each group and the students are asked to discuss the work. At the time of student discussion looks much more active than the previous cycle, students look much more excited when doing the task. Then in the division of work tasks students look much more capable to work together without relying on one person, but it also does not see any students who play hp or perform other activities while conducting discussions. Students look compact and help each other while doing the task.

In the third cycle, the teacher first directs the student to concentrate by taking a deep breath and then holding it for a moment and then expelled. After the student is calm the teacher gives the initial material or the material first. Next the teacher formed a group of six groups with members of his group already determined by the previous teacher. Members of the group are divided based on the level of ability possessed by students. Then the students were asked to sit in groups and prepare the stationery. After that the teacher broadcasts the show of child fighter episode of Boy Selling Serabi. At the time of the students appear very focused and serious viewing, even when the scene of the boy crying because longing with her mother figure of many students, especially women who cry and shed tears. They were so carried away by the atmosphere and sad to see the scene. After the presentation is finished the teacher then distributes the student worksheet to each group. Students

were asked to discuss the work. At the time of student discussion looks active and everything focus on doing the task no more students who play the phone while in discussion. Then the students look very compact with the group where in doing their tasks turn each other and help each other.

Thirdly, the reflection on the utilization of the “Bocah Pejuang” tv shoe to improve the students social intelligence that is the ability of teachers in managing the class is still not perfect as student conditioning when the division of groups, the provision of learning support tools, and lack of experience of teachers in media utilization and learning resources related to impressions of the warrior boy. However, these constraints can be over by sharing and discussing both before and after the action with partner teachers who are much more experienced in managing the classroom. Furthermore, the difficulty of arranging the time of learning and assessment when the process of discussion and presentation is underway. To solve this problem, the researcher asked for help from colleagues to be an observer and help to evaluate the learning process.

Fourth, social intelligence increases in every cycle. It shows that the exploiting of trans tv fighters can improve students' social intelligence. To know how to improve the ability, then below is presented diagram assessment of ability to speak every cycle as follows:



The graph above illustrates the improvement of students' social intelligence as a whole from the first cycle to the last cycle of the third cycle. Based on the graph

above we can see that from one cycle to the next cycle increased. The first percentage gain is 41.40%, then the second cycle is 67.08%, and the third cycle is 81.37%. Significant increase occurred in the second cycle where the difference in percentage compared with the first cycle that is equal to 25.68%. While the increase from second cycle to third cycle that is equal to 14,29%.

Acquisition of percentage in the first cycle is still small. It can we lahat in the learning process where many students who behave less discipline with casual out of the classroom, then can not condition themselves where when the learning took place they even chatting chatter, and some even while playing the phone. In addition, the habit of lifting the foot to the top of the chair is still often done by students. When the discussion process the students were less active and they tend to rely on only one person. Then when the presentation process they lack the courage to move forward or even dare to comment and respond. Based on that, the percentage gain in the first cycle is still very low, only 41.40%.

Significant improvement occurs in the second cycle, which we can see in the learning process. Students look very active and enthusiastic when following learning. Students who are late in coming to the class fall dramatically and considerably less than in the first cycle. Then when the teacher gets into the classroom the condition of the room is very neat and there is no garbage scattered like in the previous cycle. Then when the student's displaying process is very serious and focused watching even some students who tears up his eyes. At the stage of student discussions and presentations much more aktif than in the previous cycle, no students are playing the phone again when the activity. Students are also much more courageous to express or express their opinions or comments. And when the teacher asks the students to read the outcome of the discussion in front of the class, all the group representatives raise their hands and are willing to read out the results of their discussion. Based on this it is

not too surprising if the acquisition percentage is much higher than the first cycle. The difference of the increase is also quite significant, namely 25.68% with a total percentage of 67.08%.

In the third cycle there is also an increase compared to the previous cycle, where silisihnya is 14.29%. The increase is not as significant as in the increase from the first cycle to the second cycle, but the increase is quite satisfactory to researchers with the total percentage of 81.37%. Based on scoring guidelines with range 66.67% - 100% categorized Good. Then the number of percentage in the third cycle that is equal to 81.37%, can researchers conclude that students' social intelligence is in good category and this research is declared successful.

D. CONCLUSION

The conclusion of the research Entitled Utilization Of "Bocah Pejuang" Tv Show Of Trans Tv To Improve Social Intelligence In Student On Social Studies Learning (Classroom Action Research in Class VIII A 44 Bandung Junior High School) are:

First, planning the implementation of social studies learning through the utilization of the "Bocah Pejuang" tv show of trans tv to improve the social intelligence of students starting from cycles one to three are classified with the category of "good". The planning activities undertaken are determining the Competency Standards and Basic Competencies, subject matter, making the Lesson Plans, determining the model and instructional media, and the observation sheet.

Second, the implementation of Social Studies learning through the utilization of the "Bocah Pejuang" tv show of trans tv to improve the social intelligence of students starting from one to three cycles are classified with the category of "good". This can be seen from the acquisition of percentage improvement of social intelligence in exploiting "Bocah Pejuang" tv show who experience improvement in

each cycle. The implementation of this technique in each cycle is basically done with the same steps are teachers divide the students into six groups, then each group is asked to pay attention to the fighter boy's show, after which each group will be given worksheet to analyze the show and present in front of class.

Thirdly, the reflection on the utilization of the "Bocah Pejuang" tv show of trans tv to improve the students social intelligence that is the ability of teachers in managing the class is still not perfect as student conditioning when the division of groups, the provision of learning support tools, and lack of experience of teachers in media utilization and learning resources related to impressions of the warrior boy. However, these constraints can be over by sharing and discussing both before and after the action with partner teachers who are much more experienced in managing the classroom. Furthermore, the difficulty of arranging the time of learning and assessment when the process of discussion and presentation is underway. To solve this problem, the researcher asked for help from colleagues to be an observer and help to evaluate the learning process.

Fourth, the improvement of students' social intelligence as a whole from the first cycle to the last cycle is the third cycle. Based on the observation we can see that from one cycle to the next cycle increased. The first percentage gain is 41.40%, then the second cycle is 67.08%, and the third cycle is 81.37%. Significant increase occurred in the second cycle where the difference in percentage compared with the first cycle that is equal to 25.68%. While the increase from second cycle to third cycle that is equal to 14,29%.

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