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IMPROVING STUDENTS' SOCIAL SKILLS THROUGH *PROJECT-BASED LEARNING* CLASS V STUDENTS OF MUHAMMADIYAH 24 SURABAYA PRIMARY SCHOOL

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ABSTRACT

Project-based learning is learning with long-term activities that involve students in designing, creating, and displaying products to solve real-world problems. Project-based learning is based on previous theories and then referred to as a form of project-based learning construct. This research was conducted to improve students' social skills through project-based learning. This research, based on interviews and observations of class 5 at SD Muhammadiyah 24 Surabaya, found that students' social skills were still low. This research aimed to improve children's social skills by using models of *project-based learning*. The research method used is Kurt Lewin's Class Action Research (PTK) model. The research subjects were 24 fifth-grade students at SD Muhammadiyah 24 Surabaya. This research was carried out through pre-intervention stages, cycle I and cycle II. Data analysis techniques are qualitative and quantitative data analysis. The results of the research show that there is an increase in students' social skills, namely the ability to take turns or share, the ability to appreciate or respect, the ability to help or assist, the ability to follow instructions, the ability to control emotions, the ability to convey opinions, the ability to accept opinions obtained from data up to cycle II and obtain the increase in the average value was 45. Based on the research results, it can be concluded that the model *project based learning* can improve students' social skills.

Keywords: *Project Based Learning, Social Skills, Elementary School*

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INTRODUCTION

With the support of abundant natural resources, the success of a nation or state in achieving its goals is largely determined by its human potential (Utami, 2015). Minister of Education and Culture Regulation No. 22 of 2006 states that the educational unit learning process is carried out in an interactive, inspiring, fun, and challenging manner, motivating students to actively adapt and providing sufficient space for initiative, creativity, and independence by talents, interests and physical and psychological development. students. Changes and developments over time cannot be avoided, everyone needs to adapt to the changes and developments that occur. Including people involved in the world of education, especially teachers. The world of education is also changing; education is more than just conveying information from teachers to students (Pratiwi & Alimuddin, 2018). Every student needs to be given a sense of responsibility, courtesy, cooperation, empathy, and sympathy as part of their education. This is especially true at the elementary school level, where these qualities play an important role in instilling (Arifmunandar et al., 2018). Social skills are very important in the process of child development which is in line with the opinion of (Puspitasari & Baqi, 2022) who explains that one aspect of development that needs to be developed in early childhood is social skills and a child's success in starting and interacting with The surrounding environment is very important to develop. Social skills are the behaviors, attitudes, and actions that people exhibit when they interact with people in their immediate environment.

According to Seefeldt and Barbour (1994:57-59), social skills include: skills in communicating, sharing, working well, and participating in community groups (Bali, 2017). According to (Alwansyah, Edy Purnomo, and Pargito, 2015) indicators of students' social skills achievement are (1) ability to take turns or share, (2) ability to appreciate or respect, (3) ability to help or help, (4) ability to follow instructions, (5) ability to control emotions, (6) ability to express opinions, (7) ability to receive opinions. The importance of various social skills for students today still needs to be included in the learning process. Social skills are a means of building positive relationships through interaction. As a result, the development of students' social skills needs to be included in routine educational activities. to encourage students to work together to solve problems and produce solutions.

through preliminary research at SD Muhammadiyah 24 Surabaya by observing and collecting data. Based on perceptions and data from Class V educators, the problems that occur in the educational experience are still burdened by individual practice and highlights in presenting the material provided by the teacher. Therefore, students are less ready to train social skills in students. based on the class teacher's explanation which stated that because they did not understand these social skills, they had never implemented social skills-based learning. A lack of activities that teach students to take turns or share, respect each other, help or help each other,

follow instructions, control emotions, express and accept opinions, and take turns or share was found to be a problem for learning, according to researchers. Educators do not utilize learning-based models or *project-based learning*. This is why teachers only use lecture and question-and-answer models. The class teacher went on to say that due to the lack of social skills, students interacted less with each other because they were only interested in learning from books that were less interesting and interactive. Teachers rarely use skills such as problem-solving, oral and written communication, respect for others, working with a variety of people, and the ability to adapt to the environment to improve students' social skills. This is because students rarely take part in activities and *project-based learning* to improve social skills.

Learning activities that interest children can be presented with project-based learning strategies. The project-based learning method has the potential to apply the basic principles of education in a fun, interesting, and meaningful way while adding a new dimension to the teaching paradigm for elementary school students. Through interesting activities, it is hoped that children will learn about social skills in depth and clearly through activities that use a project-based learning approach.

The researcher is interested in conducting action research on project-based learning approaches for social skills development about these issues. Based on this phenomenon, creative, interesting, and active learning is needed to improve social skills. *project-based learning* is one way that students can learn. The presence of learning-based exercises for young children to foster an attitude of sharing, imagination and responsibility can grow ideally, whether developed independently or collectively. Based learning model *project-based learning* is learning with long-term practice that involves students in planning, making, and demonstrating objects to solve real problems. *project-based learning* is called a type of project-based learning construction because it is based on previous theories.

John Dewey said that schools are like small versions of society, while classrooms are like laboratories for children. It is hoped that children will be able to learn and apply the problems they face in real life as institutions turn into miniature societies. Dewey recommended that educators should be able to provide assistance to children in their environment in projects or assignments related to problems and assist children in taking tests on scientific and social problems.

RESEARCH METHODOLOGY

The method used in this research is Classroom Action Research (*Classroom Action Research*). The classroom action research model used is Kurt Lewin with stages of planning,

implementation, observation and reflection. The research instrument used as a data collection tool uses a non-test instrument, where this instrument contains a format for observing social skills.

According to (Alwansyah, Edy Purnomo, and Pargito, 2015) indicators of students' social skills achievement are (1) ability to take turns or share, (2) ability to appreciate or respect, (3) ability to help or help, (4) ability to follow instructions, (5) ability to control emotions, (6) ability to express opinions, (7) ability to receive opinions.

Table 1. Social Skills Instrument

No.	Indicator
1	Students can take turns with their group friends in carrying out learning activities
2	Students can share with their group friends in carrying out learning activities
3	Students can appreciate the work of friends in learning activities
4	Students can respect elders/teachers
5	Students can help friends if they experience difficulties
6	Students cannot depend on others
7	Students can follow instructions in carrying out learning activities
8	Students can control emotions in carrying out learning activities
9	Students can express opinions well in carrying out learning activities
10	Students can respect friends' opinions in carrying out learning activities

The data analysis carried out was quantitative and qualitative. Quantitatively by knowing the percentage of social skills starting from pre-intervention, cycle I to cycle II using graphs.

Meanwhile, according to Miles and Huberman, qualitative analysis is carried out in several stages.

The stages carried out consist of data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

The research process begins with observation. Observations are carried out before administering the action. During the initial observation, a pre-cycle assessment is carried out first to determine the child's social abilities. After the pre-cycle assessment is carried out, the value is known and continued in cycle I and cycle II. Based on this assessment, the results of the assessment show that the teacher has carried out all activities and activities children's assessment results when the project based learning approach is carried out.

Results

Pre-intervention

Based on the pre-intervention assessment carried out at SD Muhammadiyah 24 Surabaya, the problem was that the skills of grade 5 students were still low. Class 5 with a total of 24 students consisting of 13 boys and 11 girls. Of the 24 students, most of their social skills were not optimal. This can be seen from the pre-intervention data, the social skills scores of grade 5 students have not yet reached the minimum score for the social skills achievement level, namely 75. The results of these

observations are that there are still many assessment indicators that have not been achieved by grade 5 elementary school students. From the results of initial observations, it can be concluded that the social skills of grade 5 elementary school students are still low.

Figure 2. Pre-Intervention Data Graph

The graph of the social skills of grade 5 students at SD Muhammadiyah 24 Surabaya before the action intervention is the average score of the student's social skills. In this assessment, the average was 43.75, the lowest score was 30, and the highest score was 60. The scores obtained have not yet reached the achievement level. specified skills.

Cycle I

In the activities in cycle I, 10 students had a percentage above the class average, and the remaining 14 students were not optimal in terms of achievement level. Thus, the percentage increase has not yet reached 71% of the total number of students. Based on the pre-intervention score data, it can be concluded that the percentage from pre-cycle to cycle I of students' social skills has not reached the success standard of 71% of the total number of children so action in cycle II is needed. Because this research refers to standards of success, this research can be said to be successful if 71% of the total students at SD Muhammadiyah 24 Surabaya have reached the standards of success agreed upon by the school and collaborators.

Figure 3. Cycle I Data Graph

The graph above shows that the average value of improving the social skills of grade 5 students at SD Muhammadiyah 24 Surabaya with the application of the model *project-based learning* made a huge contribution to the social skills of 5th-grade elementary school students at SD Muhammadiyah 24 Surabaya, as seen from the students who were previously hesitant when interacting, no longer doubtful about being able to make eye contact and responding to conversations, participating in group activities. The number of students was 24 students showing that the highest score was 75, the lowest score was 45 and the average score was 55.21.

CYCLE II

Students' social skills in cycle II were by the agreed limit value, namely 75. From the pre-intervention score to cycle II, it was found that there was an increase of 23 points. Based on the data showing an increase in students' social skills, it can be concluded that the scores obtained are by the agreed limits that have been determined and those expected by researchers and collaborators.

Figure 3. Graph of the Value of Increasing Social Abilities

The graph above shows the average value of improving the social skills of grade 5 students at SD Muhammadiyah 24 Surabaya with the application of model-based *learning*. The number of

students was 24 students showing that the highest score was 100, the lowest score was 75 and the average score was 88.75.

Discussion

Based on data in the model field *field-based learning* can improve students' social skills. This is supported by two quantitative data obtained in the field from value data starting from pre-intervention to cycle II value data. At pre-intervention, it was 43.75 and after the action in cycle I there was an increase of 11.46 points in social skills with a class average of 55.21. Then continued to cycle II and experienced an increase of 33.5 points in social skills with a class average of 88.75. The increase in each indicator has increased from the category of increasing as expected to increasing very well, this is shown by the indicators of taking turns or sharing, appreciating or respecting, helping or helping, following instructions, controlling emotions, expressing opinions, and accepting opinions.

The didactic steps in improving children's social skills through a project-based learning approach include the teacher preparing the equipment used, the teacher becoming a facilitator and motivator for the children, the teacher explaining the activities and rules in the activities, and providing feedback after the activities are completed. This is by the phases contained in the project, namely according to (L. Roopharine & Johnson, 2011) these phases include: starting the project, developing the project, and completing the project.

CONCLUSION

Based on data analysis and discussion, the following conclusions can be drawn: Children's social abilities can be increased with a project-based learning approach. Social skills here include children being able to cooperate, be responsible, be independent, and share. In cycle I, children's understanding of the indicators of children being able to work together and be independent was still rather low, sharing had increased, but there were still some children who had not reached the predetermined level of child development achievement, so it was continued in cycle II. After carrying out cycle II, the social abilities of all children have improved, this can be seen from all indicators that they have reached the predetermined level of improvement. *Project based learning* can improve the social skills of SD Muhammadiyah 24 Surabaya. This increase can be seen from the scores before the pre-intervention action, cycle I and cycle II, namely an average of 43.75, then 55.21, and an average of 88.75.

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