



## Description of Social Emotional Skills as a Precondition for building Elementary School Students' Social Awareness Characters

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**Abstract.** This research is motivated by the desire to see the extent of social emotional skills in elementary school students, given that one of the programs introduced by the ministry of education regarding freedom of learning. One important point in the program is that the assessment is carried out not only on cognitive aspects but also on students character, where it is an output from having good social emotional skills. This is in line with the competencies that should be possessed in the 21<sup>st</sup> century. Social emotional skills themselves refer to the ability to regulate one's thoughts, emotions, and behavior so that these skills are a precondition for having good characters, especially social awareness in elementary school. This research uses descriptive analysis method. Data were collected through student observation, interviews with teachers and analysis of teacher's learning journals. The results of the analysis show that the social skills possessed by students are: (1) the ability to think applicatively in terms of regulating the thoughts and emotions of students has not been running together (2) students tend not to be able to control their emotions when interacting with peers (3) the character of social awareness still has not reflected in students' daily lives. The results of this study are expected to be used as a consideration in developing learning that teaches about social emotional skills.

**Keywords:** Social Emotional Skills, 21<sup>st</sup> Century Skills, Social Awareness Characters, Elementary School.

**INTRODUCTION** ~ Freedom of learning is one program that wants teachers and students to learn and assess not only from the cognitive aspect but also the character of students, that character is the output of having social emotional skills. This is in line with how how moral it can be formed continuously (Hakam, 2000), especially now we are entering the era of the industrial revolution 4.0, of course the challenges faced by the younger generation are even heavier because the rate of change is happening so rapidly in the economic field that also affects the fulfillment of the workforce (Hassim, 2016) who are required to have competent problem solvers who are skilled, and

responsible to manage highly complex automation processes (Spectra, 2017). In dealing with this, it will certainly involve many aspects covered by 21<sup>st</sup> century competence.

The 21<sup>st</sup> century that we are dealing with today is developing so fast. Various aspects of life continue to develop rapidly, the most obvious development is science and technology. This rapid development certainly affects the competency demands needed in the future. In line with this comes 21<sup>st</sup> century competencies that include the ability to learn (learning and innovation skills), literacy (information, media and technology skills) and life skills (P21, 2015).



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The ability to learn (learning and innovation skills) includes creativity and innovation, critical thinking and being able to solve problems, communication and collaboration. Developing critical thinking skills is one of the 21<sup>st</sup> century competencies (Nirmala, Rahman, & Mustafa, 2018) and is the most important thing in developing other skills.

Literacy (information, media and technology skills). Literacy is a language skill that can continue to develop creatively and critically based on science and environmental development (Rahman, Wibawa, Nirmala, & Sakti, 2018). Basically literacy is the ability to write and read (Nastitie, Utami, & Rahman, 2018) which is the beginning of the development of other language skills including speaking, listening, reading, and writing (Rahman, Sopandi, Widya, & Yugafiati, 2018). And certainly abilities that cannot be separated from students (Rahman, et al., 2018). Technology that is increasingly evolving demands competence in terms of literacy in terms of information, communication and technology literacy or what is commonly referred to as digital literacy. Digital literacy is needed to face the current digital era (Rahman, Sopandi, Widya, & Yugafiati, 2018). Someone can be said to have digital literacy skills if they understand the concept of how to utilize digital media (Rahman, *Multiliterasi dalam Life Skills Pendidikan Dasar*, 2018).

Life skills (life and career skills) that are needed by students in preparing their lives

and careers in the future. Develop thinking skills, emotional knowledge and social content. Flexibility and adaptability, initiative and self-direction, skills and cross-culture, productivity and accountability, leadership and responsibility (P21, 2015). These competencies are competencies that must be possessed by students in order to prepare a generation that is able to compete to face the demands of the 21<sup>st</sup> century (Rahman, *Keterampilan Guru Abad 21 dalam Variabel Keprofesionalan Guru*, 2018).

Social emotional skills are included in the life and career skills of one of the 21<sup>st</sup> century competencies. Literally social emotional skills refer to the ability to regulate one's thoughts, emotions and behavior. These skills are certainly different from cognitive abilities such as literacy or arithmetic because in these skills children can be expected to manage emotions, and how to interact with others and are highly dependent on situational factors and tend to be responsive (Social-Emotional Development Domain, 2018 )

Social emotional development will be influenced by the context of learning in families, schools and communities, but in developing social emotional skills the role of family and community environment cannot provide experience that can develop these skills. Schools can be used as a means that can facilitate students in developing their social emotional skills (Whitted, 2011). Often several problems that can occur in the school environment



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such as students had a fight each other, cheating and bullying occur due to lack of character formation (Rahman, Multiliteration and Character Education, 2018). Or it could also be due to lack of experience that involves social and emotional activities.

One of the many social emotional skills is social awareness. which is an attitude of connectedness with humanity in general, an empathy for every member of the human community. Social awareness is the natural condition of the human species and the devices that bind society together. Therefore, social awareness is our interest or interest in helping others.

Social awareness actually trains us to be sensitive to the environment around us. Social care is a sense of wanting to help fellow human beings both in the form of material and energy assistance. The purpose of caring for others is to ease the distress or difficulty of others so that the person is facilitated in all his difficulties.

Seeing that fact, school especially teachers are important to assist students in developing students' social emotional skills. Although in practice social emotional skills tend to be considered not important to develop, because (1) the perception that social emotional skills are difficult to improve through formal schooling (2) schools tend to think increasing these social emotional skills requires considerable costs (3) the perception that social emotional skills are difficult to measure (Miyamoto, Huerta, & Kubacka, 2015). But

with this much information about social emotional skills teachers should not need to be afraid to develop social emotional skills because these skills are like characters that have been echoed by the government to be applied and developed in schools. Because it involves broader educational goals, especially with the confrontation of Indonesia to face the industrial revolution 4.0.

So this study aim to know the social emotional skills of students in the age range of 10-11 years who are in grade IV grade school. Analysis will be carried out in journals / daily diaries of learning in class that have been made by grade IV teacher and analyze student questionnaires that contain some of the daily problems of social emotional skills. It is hoped that this research will add to the scientific repertoire of social emotional skills.

## METHOD

This research uses a qualitative approach with the method of description analysis. This method was chosen because the researcher wanted to analyze more deeply about these social emotional skills. The subjects used in this study were students and teacher of grade IV SDN 202 Suryalaya Bandung. The data collection technique used was through the distribution of questionnaires to students as well as interviews with teachers and analysis of learning journals that the teacher had made previously.

## RESULT AND DISCUSSION



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From the analysis conducted through the learning journal that has been made by the teacher and the questionnaire that has been distributed to students, the problems that usually occur every day are the same, namely (1) quarrels occur because students cannot regulate emotions, do not have further knowledge about emotions that are possessed other than happy or sad. (2) The pattern of contention or how one taunts occurs because students are not able to express their emotions clearly, they can only complain being disturbed to the teacher. (3) have not been able to take the perspective of others, students have a high enough ego, when ridiculed will again mock or even ridicule someone who is "suffering more" than himself. (4) have not been able to foster good relationships with peers, the tendency to be spoiled or even spoiled by parents at home makes students less likely to socialize properly. (5) smart people don't necessarily have good social emotional skills.

Through this analysis it can be seen that there are still many things that we must pay attention to regarding social skills. Because it is related to the social life of students in the future. So it is appropriate for schools as formal institutions to start providing experiences related to the development of social emotional skills. The results of the analysis recall memories of the five core skills (Magliano, 2017), namely as follows:

- a. Self-awareness (self awareness) the ability to recognize emotions and understand the relationship between emotions, thoughts, and behavior.
- b. Self management (self management) is the ability to regulate emotions, thoughts, and behavior.
- c. Social awareness (social awareness) is the ability to take the perspective of others and show empathy.
- d. Relationship skills are the ability to build and maintain healthy relationships.
- e. Responsible decision making is the ability to make good choices about the behavior and interactions of individuals with others.

Furthermore, through additional interviews conducted to guardians of class IV. Usually these social emotional skills tend to be underestimated because they feel they will develop by themselves. Teachers also tend to be confused to measure the increase in social skills. This is in line with the perception that (1) social emotional skills are difficult to improve through formal schooling (2) schools tend to think increasing these social emotional skills requires considerable costs (3) perception that social emotional skills are difficult to measure (Miyamoto, Huerta, & Kubacka, 2015). But this cannot be used as an excuse, because there are still many ways to develop these skills. Because it concerns other skills regarding life skills that students will have in the future if they are not developed, the consequences



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experienced by an individual especially in a stressful urban environment (OECD, 2015), among others, will inhibit:

- a. Educational attainment
- b. Transition from schools to the labor market
- c. Job satisfaction
- d. Mental and physical health
- e. Level of civic engagement, volunteering, and social integration
- f. Prevalence of crime and other anti-social behavior, as well
- g. General welfare

So if we seen from the influence caused when the development of social emotional skills is hampered, this can be used as a reason why teachers must immediately start developing social emotional skills in addition to developing skills in cognitive aspects. In addition, the school environment is the most appropriate place because social emotional skills develop and change with age, and are influenced by the combined influence of biological and environmental factors, events experienced, and changes in self-perception (OECD, 2018). The teacher's role as a facilitator in developing social emotional skills is to create a school environment that can develop social emotional skills in order to provide experiences that can change students' self-perceptions in a more positive direction.

## CONCLUSION

21st Century competencies that students should possess include the ability to learn (learning and innovation skills), literacy (information, media and technology skills) and life skills. Social emotional skills are skills that are as important as critical thinking skills, creative thinking and higher order thinking skills. Especially when seen from the influence caused when the development of social emotional skills is hampered, this can be used as a reason why teachers must immediately start developing social emotional skills in addition to developing skills in cognitive aspects.

The school is a place for students to develop a variety of skills, because today's children will need a balanced set of cognitive, social and emotional skills to succeed in modern life (OECD, 2015). The importance of social emotional skills is not fully known by teachers who carry out the learning process to students daily. Especially social awareness, sometimes we found that Ignorance is what drives the underdevelopment of students' social emotional skills, because teachers tend to consider these social emotional skills to be taught more in the family and community. The learning model chosen for use by the teacher in the learning process is at least able to develop the social emotional skills that students have.

In order to develop this it should be appropriate in the day to do research on learning models that can help improve



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social emotional skills so that they can be used as alternative ideas for teachers to apply learning that not only improves cognitive aspects but also improves social emotional skills.

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