

Improving Students' Social Emotional Abilities Through PKN Subjects in Class X of SMAN 14 Medan

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Abstract

This research was written with the aim of finding out the influence of PKN learning on the development and character formation of students through improving social emotional abilities as outlined in the material on the Position of Pancasila as the Foundation of the State, View of Life and State Ideology. The background to this research is that there are learning problems caused by teachers' lack of attention to students' affective development, which hinders progress in other aspects, namely students' cognitive and psychomotor skills, the lack of students' social-emotional abilities in the classroom resulting in disharmony between students and other students. between students and teachers. These problems appear when learning is taking place, students show attitudes that are oriented towards the problem of low social emotional abilities, such as students not showing optimal self-confidence, when asked questions, students are just silent and sometimes answer with answers that are stuck to the book and lack confidence, then students do not dare to be themselves but are more fixated and less creatively active in carrying out learning activities, students are less independent in solving the problems they are given, when there are problems between fellow students the students tend to be apathetic and lack good social sense, and students lack of courage to take decisions and take responsibility. This was seen when given the order to choose a group leader, no one dared to volunteer and had to be appointed first by the teacher. The solution to these problems is provided in this research, namely by taking a social emotional learning approach to students through PKN subjects using a chain whisper game so that students can build character according to good social emotional skills. This research uses a quantitative approach with the type of research being Classroom Action Research which consists of two cycles, and each cycle has two meetings with a total of 2 cycles totaling 4 meetings, each cycle is arranged in stages namely Planning, Implementing Action, Observation and Reflection. The subjects in this research were class The results in this research were that there was a good and significant increase, where the results obtained were good with achievements passing the threshold category of 80%. Based on the data obtained above, it can be concluded that efforts to improve students' social emotional abilities have increased significantly, initially the total average at the first meeting of the first cycle was 54%, increasing to 77% and in the second cycle the initial value was 76% to 84%. The results obtained show that the research has passed the success category limit of 80% with the final result being 84% with Good status.

Keywords: Social Emotional Ability, PKN, Character



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INTRODUCTION

Forming the character of the younger generation is the main thing that must be done in creating advanced education, advanced and quality education which includes teaching not only about intelligence, knowledge but also the formation of nationalist character which is the country's ideals. Character education has been carried out since childhood through family education, then when one reaches the educational level, the most dominant thing in character education is Citizenship Education which is taught in schools, schools provide explanations about the elements of the state as well as the moral values contained in efforts to build and shape character. good to students. Citizenship education is a very crucial subject for character

formation for Indonesia's young generation, through PKN students can have their character formed by inserting values that symbolize Pancasila character, in Indonesia PKN learning aims to provide an overview of the country as well as forming national character which is the main focus country, this is in line with the opinion of (Subadi, 2007) which states that Citizenship Education automatically also develops (1) personality abilities and (2) intellectual abilities in the fields of politics, law, society, philosophy and culture. Meanwhile, the Citizenship material includes, among other things, discussions about democracy, human rights, the socio-cultural and economic environment, as well as defense and security, and others. In Citizenship Education the material is presented objectively and scientifically and without doctrinaire elements. Therefore, Citizenship Education material is not essentially militaristic in nature, but objective and scientific in nature.

Citizenship education provides opportunities and opportunities for character formation and in the cultivation process it can be carried out using a social-emotional approach with efforts to improve students' social-emotional abilities. Social-emotional abilities are abilities that students must have in carrying out learning and even in carrying out every activity in daily life. Social emotional learning provides students with an understanding of social attitudes related to emotions or internal control such as self-awareness, social awareness, social relationship skills, self-management skills, decision-making skills and the ability to be responsible. According to Khoiruddin, social development is the ability to behave in accordance with social demands. According to Hurlock, one of the important tasks of early childhood development is to obtain the initial training and experience needed to become a group member at the end of childhood. So, in childhood it is called the pre-group period. The basis for socialization is established by the increasing relationships between children and their friends over the years. Children not only play more with other children, but also talk more. If a child can create good relationships with other people, even if it is only occasionally, then the attitude towards social contact will be better than if social contact is frequent but the relationship is not good (Khoiruddin, 2018) .

In the school environment, social-emotional abilities should be able to shape students' character, but in reality there are problems regarding the crisis in children's character due to the lack of social-emotional abilities possessed by students. This was seen when researchers carried out an introduction to the school field at SMAN 14 Medan, especially class X IKM. 4 which shows the lack of social emotional skills they have, this is shown by attitudes that are oriented towards the problem of low social emotional skills such as students not showing optimal self-confidence, when asked questions students are just silent and sometimes answer with answers that are focused on books and lack self-confidence, then students do not dare to be themselves but are more fixated and less creatively active in carrying out learning activities, students are less independent in solving the problems they are given, when there are problems between fellow students students tend to be apathetic and lack self-confidence. good social sense, and students lack the courage to take decisions and take responsibility. This was seen when they were given the order to choose a group leader, no one dared to volunteer, they had to be appointed first by the teacher. The learning process will not be effective if these problems are left alone. So the above problem must be immediately given a solution, so in this research the researcher as a PKN teacher provides the best solution in the form of implementing social emotional learning to improve the social emotional abilities of class.

RESEARCH METHODS

Researchers in this research use research with a type of approach, namely a quantitative approach, where quantitative research provides a systematic and objective presentation of data so that the results of the data obtained can be more accountable, qualitative research explains

the phenomena that occur as a systematic and statistical form of research. The quantitative approach is based on four assumptions, namely ontology (the basic nature of social phenomena), epistemology (the basic nature of science), the basic nature of humans, and axiology (the purpose of conducting research) (Jannah & Prasetyo, 2012). In this research, the researcher used a type of research that is often used in the world of education, namely Classroom Action Research. The research method taken by the researcher was to use the John Elliot model design, namely a PTK classroom action research which was carried out directly by the researcher at the same time. became a teacher while the research was taking place. This research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers in carrying out these actions (Jannah & Prasetyo, 2012). This research is a method and process that can bridge theory and practice. In this classroom action research, there were students in class This Classroom Action Research was proposed by planning 1 cycle in advance, with one meeting each week. In this research, a second cycle was carried out with the aim of correcting problems that were unresolved or unanswered in the first cycle, so that it could resolve the problems that were the background to this research.

In the first cycle, research was conducted with two meetings and each meeting was held in a time allocation of 2x40 minutes, which took place from March to May 2024. Observation data analysis techniques were obtained from observations of teacher activities and children's activities during conversations to improve speaking skills. carried out by the class teacher. To analyze data obtained from observations of teacher activities and children's activities, researchers used a percentage formula. The data collection technique used is observation. Data analysis in this research uses qualitative descriptive data analysis to describe the reality or facts according to the data obtained with the aim of finding improvements in children's character in the learning obtained in the field, then reflecting on and analyzing, then taking action in the field. The data obtained through observation is then rewritten, presented as it is, then selected and sorted according to the focus of the research, after going through the analysis process in the framework it is then concluded and interpreted in the form of an assessment.

RESEARCH RESULTS AND DISCUSSION

Increasing students' social emotional abilities can be done through PKN learning in class using fun and enjoyable game methods. The findings from this research show positive changes in the form of increasing students' social emotional abilities in implementing learning material on Pancasila as the basis of the country through the chain whisper game. Where in the final results the percentage value shows an increase in responses given positively through filling in the observation sheet that has been prepared.

Discussion

Cycle I Research

In cycle I, two meetings were held in class, each meeting was held with a focus on improving children's social emotional abilities with character values at the same time. At the first meeting, students did not show any significant improvement, the average results still did not reach the good category that had been determined, likewise at the second meeting, there were several scores that experienced an increase in the average but were still not included in the category of increasing social emotional skills. good with the decision making provisions, the average percentage value is still below 80% which is the sufficient category. The following is the data obtained from observations regarding the social emotional abilities of class

Table 1. Results of Obtaining Observation Data for Cycle I Meetings 1 and 2

No	Indicator	Average	Category	Average	Category
		Meeting 1		Meeting 2	
1	Students have self-awareness in carrying out learning	62%	Currently	65%	Currently
2	Students are sensitive to the classroom environment and friends' environment	45%	Not enough	60%	Currently
3	Shiva is able to make decisions independently	60%	Currently	70%	Pretty good
4	Students are able to take responsibility for the problems given	46%	Not enough	65%	Currently
5	Students show good self-confidence	50%	Not enough	55%	Currently
6	Students carry out learning actively and creatively	55%	Currently	68%	Currently
Average Success Indicator		53%	Not enough	76%	Enough

Based on the results of the calculations and processing of the observation data above, it can be seen that the level of social emotional abilities of students according to the indicators still has a low average, namely at 53% at the first meeting, while at the second meeting there was some increase in the average which changed status becomes Fair with a total average of 76%. However, research implementation cannot be said to be successful if it does not meet the success category of 80%. So the next cycle must be carried out to correct the errors in the first cycle. The obstacles and problems in the first cycle are that the teacher does not pay attention to students' learning readiness at the beginning of learning, the teacher forgets the stage of providing motivation at the beginning of learning so that students do not show good learning motivation, the teacher does not emphasize the instillation of character values and attitudes in accordance with social emotional abilities due to time which is not managed well.

Cycle II Research

Based on the results of the first cycle which still did not meet the category of completeness in carrying out efforts to improve students' social emotional abilities through PKN subjects, the researcher conducted research in the second cycle with the same number of meetings as the first cycle, namely two meetings. with this second cycle there is improvement in the teaching module by perfecting deficiencies in previous meetings, then more mature mastery of the class and material. The results of observations in the second cycle of research experienced a good and significant increase, where the results obtained were good with achievements passing the threshold category of 80%. The following is a table of calculation results for cycle II observation sheets for meetings 1 and 2

Table 2. Results of Observation Calculations for Cycle II Meetings 1 and 2

No	Indicator	Average	Category	Average	Category
		Meeting 1		Meeting 2	
1	Students have self-awareness in carrying out learning	82%	Good	85%	Good
2	Students are sensitive to the classroom environment and friends' environment	75%	Good	80%	Good
3	Shiva is able to make decisions independently	80%	Good	80%	Good
4	Students are able to take responsibility for the problems given	76%	Good	85%	Good
5	Students show good self-confidence	70%	Currently	85%	Good
6	Students carry out learning actively and creatively	75%	Good	88%	Good
Average Success Indicator		77%	Good	84%	Good

Based on the data obtained above, it can be concluded that efforts to improve students' social emotional abilities have increased significantly, initially the total average at the first

meeting of the first cycle was 54%, increasing to 77% and in the second cycle the initial value was 76% to 84%. The results obtained show that the research has passed the success category limit of 80% with the final result being 84% with Good status.

CONCLUSION

Based on the results of calculations and data processing, it can be concluded that the implementation of PKN learning has been successful and influential in efforts to improve the social emotional abilities of class category of completeness in carrying out efforts to improve students' social emotional abilities through PKN subjects, the researcher conducted research in the second cycle with the same number of meetings as the first cycle, namely two meetings. Meanwhile, the preparation that differentiates the first cycle from the second cycle is the improvement of the module. teach by perfecting deficiencies in previous meetings, then mastering the class and material more maturely. The results of observations in the second cycle of research experienced a good and significant increase, where the results obtained were good with achievements passing the threshold category of 80%. Based on the data obtained above, it can be concluded that efforts to improve students' social emotional abilities have increased significantly, initially the total average at the first meeting of the first cycle was 54%, increasing to 77% and in the second cycle the initial value was 76% to 84%. The results obtained show that the research has passed the success category limit of 80% with the final result being 84% with Good status.

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