



Teachers' efforts to improve students' social skills in social studies learning

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Abstract

The current condition of students' social skills can be said to be quite apprehensive. Many behaviors reflect low social skills. This research article discusses students' social skills problems at the 7-9 grade junior high school level. Their social skills raise various problems during the learning process in class. Therefore, this article focuses on research with the objectives of 1) describing the condition of the social skills possessed by students in social studies learning and 2) describing the efforts made by social studies teachers to improve students' social skills. This is descriptive qualitative research with data collection techniques: observation, interviews, and documentation. Researchers used purposive and snowball techniques in selecting research subjects. Data analysis techniques use interactive models consisting of 1) data collection, 2) data condensation, 3) display data, and 4) conclusion drawing and verification. Researchers also used data triangulation techniques to check the validity of the data. The results showed that some students had low social skills. To overcome these problems, teachers make various efforts to improve social skills, which are divided into four indicators: 1) skills to comply with rules, 2) valuing skills, 2) communication skills, and 4) teamwork skills.

Keywords: *improvement of social skills; social skills; social studies learning.*

Received: 01-03-2024; Accepted: 01-04-2024; Published: 30-04-2024.

INTRODUCTION

A person's success is not determined solely by technical knowledge and skills (hard skills) but by skills in managing oneself and others (soft skills). Success is determined only by 20% by hard skills and the remaining 80% by soft skills. Social skills are among the most important soft skills (Utomo, 2012). Social skills are skills for interacting with others in a social context with a special version that can benefit someone, mutually benefit, or benefit other people

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simultaneously and is accepted by the public (Cartledge & Milburn, 1995). It can be interpreted that social skills are very important skills in social and state life. Social skills make living in society easier for humans (Yusuf, 2016). This statement is proven in the social life of American citizens, who have a high level of success in socializing because they have good social skills (Gainau, 2009). However, on the other hand, American citizens have high levels of social problems in the form of violence during adolescence and high crime rates (Rusyidi & Hidayat, 2020). Sederstrom and Wiggleton-Little (2021) added that white Americans still view black people as lower class. This statement proves that there are still problems related to racism in American society. Meanwhile, Demart et al. (2017), in their research survey of African descendants in Belgium, showed that as many as 80% of respondents stated that they had experienced discrimination based on skin color.

These social problems do not only occur abroad; various social problems are also found within the country. Netizens (internet users) from Indonesia were declared the most impolite netizens, according to a survey conducted by Microsoft (Microsoft, 2021). This indicates that Indonesian people do not have the social skills to communicate online on social media. Microsoft stated that Indonesia was ranked 29th out of 32 countries studied. The behavior carried out by Indonesian netizens, which is considered impolite in the eyes of the world, can be seen when viral news appears; they rush to comment by cornering, blaspheming, judging, and even racism (Prasetya et al., 2022). Usually, this becomes a trending topic discussed on social media, Twitter and Instagram. Trending topics can be created because many tweets appear quickly, and the location of the tweets comes from Indonesian territory (Mustika, 2019). Based on the results of a survey conducted by Microsoft, Indonesian netizens were furious and filled the comments column of Microsoft accounts with bad comments, so Microsoft had to close the comments column.

Social skills problems are also found in the educational environment, especially in the learning process in the classroom. Based on the results of researchers' observations on the social studies learning process for grades 7, 8, and 9 at SMP Negeri 5 Malang, it was found that 38 out of 879 students in 3 classes did not implement social skills. Researchers found five cases. The first case was in class 7 regarding cooperation or collaboration skills, where when the teacher divided small groups for discussion, there were students who did not want to work with their group friends. So, the students only do group assignments alone without allowing their group friends to help. The second case was in class 7 regarding the skill of obeying the rules; when the teacher opened the lesson, there were students sitting in the back row teasing other students in front of them. This makes teased students feel disturbed and unable to focus on learning. The third case was in class 8, which is still the same case regarding the skill of obeying the rules. When a friend was giving a presentation, a student grabbed a friend who had raised a finger to ask a question. Even though the teacher has given rules, if you want to ask a question, you have to raise your finger first, and you will be invited to ask. So, these students are considered disorderly when carrying out the discussion rules. The same students often repeat

this case. The fourth case was found in class 9, namely in communication and respect skills, where when advised by the teacher after making a mistake. The student responded using impolite sentences, and there were no manners in responding to the advice. Furthermore, the fifth case was found in class 7 regarding the skills of obeying rules and communicating, where a student arrived late and immediately entered the class without greeting and immediately sat in his seat. Even though there is already a teacher in the class or the learning process has begun. This proves that there are problems with students' social skills during the learning process in the classroom.

These problems can be studied using the operant conditioning theory proposed by Burrhus Frederic Skinner. Skinner defined operant conditioning theory as a person's behavior that tends to be repeated, while behavior that is not reinforced tends to disappear or be eliminated. This theory focuses the teacher's attention on students (Asyari, 2020). Skinner (1974) divides the main concepts in operant conditioning into two, namely reinforcement and punishment. Reinforcement is a consequence that increases the likelihood of a behavior. Apart from that, there is also punishment, which is a consequence that reduces the possibility of behavior occurring or causes a reaction or behavior that is immediately reduced or even eliminated or abandoned. Based on this explanation, this theory is suitable for studying student behavior, especially during learning, which in this article has limitations in social studies learning in the classroom.

Social studies subjects have a big role in developing students' social skills. Social studies learning aims to produce a generation that can adjust their roles and positions in society and establish good relationships with people around them so that they have the potential to solve problems in the social environment (NCSS, 1994; Sapriya, 2017; Wiradimadja, 2021). Social studies learning aims to make students good (constructive and productive) citizens who can understand themselves and their environment (Nasution & Lubis, 2018).

Social studies subjects develop students' personal and social skills (Wiradimadja, 2021). Improving students' social skills not only has an impact in the classroom but also has an impact when they are in society. Someone who does not have social skills will lead that person to social deviation (Bali, 2015; Aufa, 2016). Social deviations that arise due to a lack of social skills students possess can take the form of behavior or actions that harm the learning process in the classroom. However, in the social studies learning process, maximizing the potential of social skills is still very much centered on the teacher who teaches. This was reinforced by Maryani and Syamsudin (2009), who revealed that efforts to develop students' social skills depend very much on the teacher. Teachers also have a modeling role in developing students' social skills. This is supported by Surahman & Mukminan (2017), who state that teachers have a role to model good behavior to students in developing social skills as stated by Ki Hajar Dewantara, namely "*ing ngarsa sung tulada*" which means "in front of be an example or role model" (Wiryopranoto et al., 2017). In this case, the social skills that need to be developed are communication and skills in building teams or groups (Umami & Musyarofah, 2020).

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Lisdiana (2019) divides social skills indicators into six, namely: 1) information sharing skills; 2) seriousness/following instructions skills; 3) appreciation skills; 4) cooperation skills; 5) skills in expressing opinions; and 6) skills in accepting opinions. Meanwhile, Dewi et al. (2016) divided students' social skills indicators into five, namely: 1) obeying the rules; 2) being able to control oneself; 3) understanding differences of opinion; 4) being able to communicate well; and 5) being able to apply togetherness values. These indicators are the measuring tools from previous research regarding students' social skills. Based on the indicators in previous research, it can be concluded that the social skills indicators are divided into 4, including 1) skills in obeying rules/instructions, 2) appreciation skills, 3) communication skills, and 4) collaboration skills.

Maryani & Syamsudin (2009) stated that in its development, social skills are very closely related to materials, media, methods, and also evaluations carried out in learning. Surahman and Mukminan (2017) added that the role of social studies teachers can improve students' skills by applying social skills to students. Teachers familiarize students with examples of good habits so that students get used to and imitate good habits in their social environment. However, teachers still pay attention to students' attitudes so that when they commit violations, the teacher reprimands them and provides advice. Students' social skills can also be developed using the discussion method. Students are guided to be able to solve problems by forming discussion groups and presenting the results. Students are encouraged to learn to solve problems independently and be responsible (Umami & Musyarofah, 2020). Social skills such as respecting others and cooperation can contribute well to a person's adaptation.

Based on the literature reviewed by researchers, it was found that the study focused more on measuring students' social skills. Quantitative research also measures teachers' success in improving students' social skills through certain learning models. There is also research that discusses the efforts of social studies teachers in developing social skills. However, it only examines three indicators, and according to researchers, it is still deemed insufficient, and there is a research gap.

This research is very important in studying students' social skills. So, this research article can help teachers develop plans to overcome students' social skills problems. Therefore, the researcher attempted to fill the gaps in the findings by completing and focusing the research as a novelty form of research with the aims of 1) describing the condition of the social skills of students at SMP Negeri 5 Malang in social studies learning and 2) describing the efforts made by the social studies teacher at SMP Negeri 5 Malang to improve students' social skills. Researchers try to comprehensively examine teachers' efforts to improve students' social skills in social studies learning using operant conditioning theory by Burrhus Frederic Skinner. The practical benefits are expected to provide more insight regarding teachers' efforts to improve students' social skills and be used as evaluation material in efforts to improve social skills that have been carried out. This research can also help teachers develop plans to overcome students'

social skills problems. Besides that, theoretical benefits are also offered, namely being a benchmark and reference for future researchers related to the same or similar topics.

METHOD

This research was conducted at SMP Negeri 5 Malang and used a qualitative approach with descriptive research to obtain in-depth results. The qualitative approach aims to explain symptoms in a comprehensive context with the naturalness of the data, where the key instrument is the researcher himself (Abdussamad, 2021). This research's limitations were examined by examining social skills in the social studies learning process in grades 7, 8, and 9. The data collection techniques used were observation, interviews, and documentation.

Observations regarding the social studies learning process are carried out periodically in the classroom. Meanwhile, interviews were conducted using semi-structured interview instruments from the initial data source, namely the curriculum section, to the students. Various observation and interview activities are reinforced with documentary evidence in the form of photos and recaps of interview results.

The research data sources comprised 1 Curriculum Section person, 1 Guidance Counseling Coordinator (BK), 4 Social Studies teachers, and 12 students. Meanwhile, secondary data sources come from literature review and documentation. The informants in this study were divided into key informants, namely social studies teachers, while the supporting informants were the Curriculum Section, Guidance and Guidance Coordinator, and students. Researchers collected the first data from the Curriculum Section and then directed it to the BK Coordinator. Then, the Guidance Coordinator validates the social studies teacher's implementation of social skills to determine whether the social studies teacher has implemented his social skills before giving examples to his students in class.

Teacher research subjects are determined based on purposive techniques by selecting and determining informants based on special provisions (Sugiyono, 2019). Meanwhile, students are determined based on the snowball technique by being given the name of the informant by someone else (Sugiyono, 2019). In this case, 12 students were determined based on certain criteria with a composition (3 students for one social studies teacher) that the BK Coordinator had recommended. This research positions teachers' efforts to improve students' social skills in conjunction with Skinner's Operant Conditioning theory as an analytical tool to answer research gaps. The data analysis technique uses the interactive model of Miles et al. (2014) with stages, namely: 1) data collection, 2) data condensation, 3) data display, and 4) conclusion drawing and verification. Data condensation consists of 1) selecting, 2) focusing, 3) simplifying, 4) abstracting, and 5) transforming. Apart from that, researchers also checked the validity of the data obtained using data triangulation techniques. Data triangulation aims to determine the validity of the data precisely according to the existing phenomenon (Bachri, 2010). The research stages used in this research are 1) pre-field stage, 2) field, and 3) post-field.

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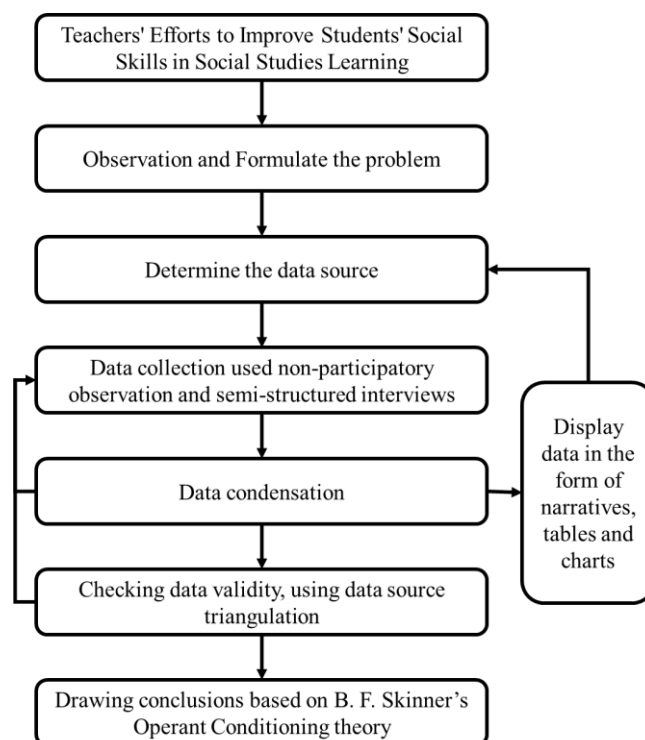


Figure 1. Research Flow

RESULTS AND DISCUSSION

Conditions of Students' Social Skills in Social Studies Learning

This research discusses students' social skills. Researchers focus on the social skills indicators mentioned by Lisdiana (2019) and Dewi et al. (2016), namely: 1) skills in obeying rules, 2) appreciation skills, 3) communication skills, and 4) collaboration skills. In these results and discussions, the researcher tries to comprehensively discuss the data related to students' social skills obtained during the research.

Based on the results of interviews with social studies teachers who teach at SMP Negeri 5 Malang, it was stated that approximately 9-10 students in each class were stated to follow still not the rules or instructions given by the teacher during learning. This is evidenced by the statements of teachers who say that students tend to ask the teacher directly before reading the instructions in the LKPD (Students' Work Sheet). The teacher had previously conveyed that he should read the LKPD instructions before working on them. The teachers also added that some students tend to be unable to follow the rules or instructions given by the teacher. However, social studies teachers at the school state that, on average, the students in their class can follow the rules or instructions given, while 4 to 5 students do not follow the rules or instructions in each class. Here, there are differences of opinion regarding the number of students who can and cannot follow the rules or instructions given by the teacher. Based on the results of interviews with students, teachers stated that, on average, their students could follow the rules/instructions given because the teacher always set a good example when reprimanding

students who made mistakes with gentle sentences. Some students felt that this gentle reprimand made students appreciate them and hesitate to make mistakes again. Good speech is an example of behavior that a teacher must have based on Ki Hajar Dewantara's motto, namely "*ing ngarsa sung today*", which means that a teacher must set a good example for his students (Prasetya et al., 2022). Students and other people will imitate a teacher's mindset and lifestyle because everything the teacher does will be considered trustworthy and a good example (Maemunawati & Alif, 2020).

Apart from not following the teacher's rules, some students show disrespectful behavior towards others, both the teacher and their friends. Based on the results of interviews with social studies teachers show that as many as 14-15 students in each class do not listen when the teacher is giving a good explanation. Students are considered not to have social skills if they do not appreciate listening to what other people say during class (Lisdiana, 2019). This problem is proven by the teachers' statements and researchers' observations during the learning process, which show that many students are busy themselves (not paying attention to the teacher's explanation). For example, they play with a duster beside the table, play with smartphones, and chat with their closest friends.



Figure 2. Students are playing with feather dusters in the back row (Source: research data)

The teachers also stated that students who did not listen well generally had their seats in the middle to back rows. This was also observed by researchers directly. The teachers also stated that as many as 9-10 students in each class did not listen to their friends presenting during the learning process. Students who ignore their friends appear to be discussing their work with group members when presenting. The teachers also stated that students were still chatting, so they ignored their friends who were presenting. Even though the teacher explained that when presenting, the audience must pay attention and respond to the presenter, some teachers in grade 8 state that students at that level (several classes) can listen well when their friends are making presentations. This is because students are interested in the power point (PPT) made by their friends who are presenting. The PPT his friend made was considered interesting because it contained animations and pictures or photos. Learning media in the form of PPT that is made attractive will provide a pleasant learning atmosphere and make students listen so they

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can understand what is being conveyed (Candra et al., 2020). Also, around 3-4, students delivered presentations uniquely, using rhymes when opening and closing the presentation.

Regarding students' social skills in communicating with their friends, data was obtained that many of them could not communicate well. One of the reasons that students do not have social skills is that they cannot communicate well with teachers and their peers (Lisdiana, 2019). Based on the results of interviews with social studies teachers, they said that as many as 16 students in each class could not communicate well with their peers during learning. Teachers stated that many students still communicate with their peers using inappropriate words and harsh language, which leads to insults, such as calling animals by their names. The teacher stated that students often used the word "*anjir/njir*" to communicate with their peers during learning, even though the teacher was in the classroom. The word "*anjir/njir*" in question is a play on the animal "dog". In conversation, the "dog" is labeled with a negative connotation because of the general public's view that dogs are unclean and haram for consumption (Amali, 2020). This statement is also strengthened by the results of observations by researchers who found students who used words or names of animals as insults and taunts towards their peers during the learning process, namely the use of the words "dog" and "pig."

There are still communication skills, and as many as 3-4 students in each class cannot communicate with the teacher well. They stated that some students used the word "*aku*" instead of "*saya*" when talking to the teacher. However, some teachers feel that students do not use the word "*aku*" when talking to the teacher. Even though it has the same meaning, it should be noted that the use of the word "*aku*" in traditional Javanese communication is called the *ngoko* language variety, where *ngoko* language is used by people who are already familiar and people whose social status is felt to be higher than the person they are talking to (Indrayanto & Yuliastuti, 2015). This means that students are less careful in choosing words when communicating with teachers based on Javanese customs.

One of the social communication skills is the skill of conveying information or opinions in public (Lisdiana, 2019). Students at this school have problems with the skill of conveying information in front of the class (public speaking). A total of 26 students in each class could not convey information well to the general public. Many students still do not dare to convey information in front of the class. This was proven by teacher interviews, which stated that students were still reading the text and did not look at the audience when conveying information. The teachers also stated that students felt embarrassed, lacked self-confidence, and feared being laughed at by their friends when providing information. This is in line with the opinion of Mashudi et al. (2020) that students cannot speak publicly because they feel embarrassed, nervous, and not confident.

Apart from the problems of being unable to follow the rules, respect other people, and communicate, students also appear to have social skills problems in collaborating in the learning process. Teachers often accommodate learning activities in social studies learning with a cooperative learning model. Cooperative learning is a type of learning model that

focuses students on group activities, such as discussing and respecting the opinions of their group friends (Laila et al., 2016). Collaboration skills are part of social skills, supporting students' learning success (Dewi et al., 2016). The results of interviews with teachers and researcher observations showed that 9-10 students in each class did not contribute well to group work. The teachers stated that there were still students who were lazy in group work. The teacher divides the conditions of students who are not able to contribute in their groups into three, including 1) students who are too lazy to work together due to certain conditions; 2) students who are considered "high" underestimate those who are considered "low"; and 3) students who are lazy in every group work. It can be said that the collaboration skills possessed by participants in the learning process are still not optimal because not all students contribute to group work. Apart from that, there is still an attitude of intolerance towards friends, for example, by refusing to give work opportunities to students considered "low"; in other words, students who feel they are "high" do not listen to their friends' opinions. This condition is also supported by Mulyani (2022), who stated that the low level of student cooperation can be seen in students considered "high" and do not want to give opportunities to other students.

Social Studies Teacher's Effort to Improve Student's Social Skills at SMP Negeri 5 Malang

The previous discussion revealed that the social skills problems of some students at SMP Negeri 5 Malang were 1) not being able to follow the rules/instructions from the teacher, 2) inability to respect other people, 3) being unable to communicate well, and 4) unable to work together with friends. The condition of students' minimal skills in social studies learning can be overcome by teachers' efforts to improve social skills so that students can adapt and be accepted by their social environment. Each teacher has different efforts to improve students' social skills. First, to improve skills in obeying rules/instructions, the teacher provides clear learning instructions in the LKPD and reiterates that you must read the instructions first. According to (Pratiwi et al., (2021), giving clear instructions to LKPD is a form of training in the ability to observe and follow instructions well. This is also supported by Safitri et al. (2022), who stated that LKPD prepared by teachers must have clear work instructions to support students' understanding. Second, a teacher explains the learning instructions to all students. This repetition is a form of reinforcement that will eliminate students' lazy behavior in reading the instructions given by the teacher (Skinner, 1974). Third, the teacher warns students they are welcome to leave the class if they do not follow the learning rules/ instructions. However, none of the students dared to leave the classroom. This is in the form of negative reinforcement, according to Skinner (1974), namely, getting rid of students who can cause negative behavior. Fourth, some teachers bluff, reducing grades, and this is felt to be effective because students feel afraid if their grades are low. According to Darsono (2022), teacher bullying towards students can pressure or direct them to follow the instructions given in the learning process. Maulani (2022) also supports this statement by explaining that teacher bluffing can make

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students aware and follow instructions in the learning process. Fifth, the teacher provides punishment by taking students who do not obey the rules to the Rules Room to write down their violations, for example, being late to the classroom during social studies lessons. The BK Coordinator also confirmed this effort, stating that some students did not obey the rules during social studies lessons and were taken to the Code of Conduct Room. The punishment is intended to deter students who break the rules and make other students afraid, so they do not commit similar cases. According to Ratulangi et al. (2023), fear arises because students feel uncomfortable due to the imposition of punishment. This received support from Khumaidi (2020), who stated that the function of punishment given by teachers during the learning process is to educate, limit inappropriate behavior, and strengthen motivation to avoid unexpected actions.

Teachers also make various efforts to improve students' social skills regarding respecting others. First, directly reprimand students for not listening to their friend's providing information. This activity is a warning when the teacher finds students not paying attention to the presenter group's presentation. This method is supported by Sinatra (2014), who states that warning a teacher not to pay attention to learning is useful for returning students' focus. The warning given by the teacher can form a respectful character for students (Monica et al., 2022). Second, teachers make preventive efforts by developing peer assessment and self-assessment activities, which require each audience group to assess the presenter group in turn and, simultaneously, their performance. Then, the assessment results are announced when the presentation activity is finished. Peer-assessment and self-assessment activities can make students aware of their weaknesses and strengths so they can introspect and foster a sense of mutual respect (Yunianta et al., 2012). Peer assessment and self-assessment also could ensure mutual respect and respect (Fauzan et al., 2022). Third, the teacher stops the presentation momentarily when the class feels crowded or noisy. This is done so that students appreciate and pay attention to the presenter. This method is considered quite effective. Skinner (1974) supports this view as a form of negative punishment, where the teacher tries to offend students who do not respect the presenter by stopping the presentation so that the students are deterred. Fourth, the teacher asks questions to students who do not listen to the teacher's explanation. This method is effective and is supported by statements from several students who think this method deters students from ignoring the presentation from the presenter group. This effort is also included in the form of positive punishment, according to Skinner (1974), where the teacher will reduce the behavior of students who do not listen by asking questions. Fifth, the teacher motivates students by giving prizes in the form of added value to students who ask questions so that students are enthusiastic about listening to the presentation to prepare questions. According to Handholiza et al. (2021), added value for students who actively ask questions can build a sense of respect for other people. This is because students will try to listen to the presenter to formulate questions at the end of the presentation. Providing prizes in the form of added value can increase students' enthusiasm for listening to the presentation (Prasetya

et al., 2022). Giving gifts is a form of teaching students to be disciplined and able to respect other people (Darmayanti et al., 2020). This statement is also supported by Marliza et al., (2023), who states that the skill of respecting other people can be built by implementing rewards in the learning process. Sixth, some teachers reinforce motivation and advice during class hours. The teacher does not mind if his class time is used to provide motivation sessions and advise students about the importance of respect skills. Providing motivation can build students' sensitivity toward other people (Nurbudiyanti et al., 2022). Providing advice sessions can raise students' awareness and help them appreciate the surrounding environment (Sari et al., 2022).

Apart from improving students' skills in respecting others, teachers also strive to improve their communication skills, especially with teachers and their peers. Teachers give direct warnings and advice on politeness or etiquette in communicating the values and norms in society. Teachers provide examples of communication ethics to teachers or older people. In the first example, the teacher calls the students to the front of the class, and then the teacher gives a warning and advice if they talk to the teacher using good manners. Providing warnings and advice allows students to choose words and consider their actions when communicating with others (Zakaria, 2016).



Figure 3. Students are given warnings and advice in front of the class because they often interrupt when the teacher explains the lesson material. (Source: Research Data)

In the second example, the teacher repeatedly reminds students to use the word "me" when communicating with older people. This action is carried out repeatedly so that students get used to using the word "me" when communicating with teachers or older people. This is in line with the operant conditioning theory put forward by Skinner (1974), namely a condition created by providing reinforcement whose aim is to change the subject's behavior so that it gets used to it and becomes part of everyday life. The social studies teacher's actions were confirmed by the guidance and counseling coordinator, who saw the social studies teacher directly and gave an example of this action. Students will record an event repeating in memory to become a habit (Lajim, 2022).

Teachers also try to improve students' communication skills in conveying information in front of the class (public speaking) in various ways. First, the teacher builds self-confidence by

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motivating learning; for example, before the presentation begins, the teacher motivates the teacher to be brave in conveying information and not textbooks to the presenter group. According to Khoriroh and Muhyadi (2018), self-confidence will make students dare to appear and convey information in front of the class. This motivational activity is always carried out before each group of presenters makes a presentation so that students gradually dare to convey information and do not use textbooks continuously when making a presentation. This aligns with operant conditioning theory, which creates change if carried out continuously (Skinner, 1974). Second, the teacher gives rewards in the form of appreciation in the form of praise and applause to students who can convey information in front of the class (public speaking) well, thus creating standardization for future students who will convey information. Giving appreciation to students appropriately will build a pleasant atmosphere, stimulate enthusiasm for learning, and strengthen self-esteem (Muhammad, 2017; Rumhadi, 2017). Students will be more enthusiastic when given appreciation from the teacher (Agistiningsih et al., 2023).

Apart from that, teachers also improve students' collaboration skills through various efforts. First, the teacher gives rules. If someone does not contribute, report it to the teacher and inform them that the value of students' knowledge and skills will differ in each group according to their respective efforts. This method is considered fair according to the results of student interviews, which say that active group members will receive prizes in the form of more points, while passive ones will receive punishment in the form of reduced grades. Rewards and punishments can encourage and motivate students to learn (Muhammad, 2017; Rumhadi, 2017). Second, the teacher provides rules for mixing the genders of male and female students in-group members. The teacher carried out this method because groups containing all male students tended to complete assignments quickly. Teachers get used to dividing groups heterogeneously; teachers do this before group work is carried out with the aim of each group being able to complete their assignments on time. This method is supported by operant conditioning theory, which is to get used to an activity that is considered good so that it will become part of the activities before group work in classroom learning (Skinner, 1974). Third, the teacher goes around to observe each group, and if passive students are found, they are immediately given spontaneous warnings and motivation. The teacher is a supervisor in learning activities where the teacher monitors behavior, provides warnings, and motivates students who make mistakes (Hidayat et al., 2018). Warnings given by teachers to students who are passive in group work can create a sense of responsibility and order (Maira et al., 2022). Fourth, the teacher advises students not to underestimate those considered "low" by other students. The teacher's various efforts in providing advice aim to eliminate the stigma that students consider "low" and can also contribute to the group so that the learning process will run well. Students who respect each other and do not look down on the academic skills of other students tend to be motivated to participate in the learning process (Lestari, 2020).



Figure 4. Teachers provide spontaneous motivation to students who are passive in group work (Source: Research Data)

CONCLUSION

Based on the results of the discussion, it can be concluded that there are problems in the condition of students' social skills at SMP Negeri 5 Malang, including indicators including 1) following the rules/instructions from the teacher; 2) respecting other people; 3) communication skills; and 4) cooperation. To overcome this problem, teachers made various efforts.

Efforts by teachers to improve social skills in obeying rules/instructions are carried out by: 1) providing clear learning instructions and asking students to read the existing rules first; 2) re-explain learning instructions; 3) warn students to leave the class if they do not obey the rules; 4) give a value reduction bluff; 5) give punishment. Then, in improving the skills to respect other people, namely: 1) reprimanding directly; 2) developing peer-assessment and self-assessment activities; 3) stopping the presentation for a moment when the class feels crowded or noisy; 4) asking questions to students who are not listening; 5) provide rewards in the form of grades for students who respect other people; and 6) providing motivation and advice. There are several similarities in the efforts made by teachers to improve social skills and respect others with communication skills, namely by providing warnings and advice. Apart from that, teachers also try to improve communication skills in conveying information in front of the class (public speaking) by providing motivation and rewards. Meanwhile, in improving collaboration skills, teachers make various efforts, including: 1) providing rules; if someone does not contribute, report it to the teacher and inform them that the student's knowledge and skill scores will be different; 2) form groups of students consisting of men and women; 3) go around to observe and reprimand/motivate students who are passive in learning; and 4) provide advice on respecting other students. The BK Coordinator and students in the implementation process have confirmed the various efforts made by social studies teachers. The theory of operant conditioning by B. F. Skinner is related to this research because reinforcement and punishment are used in the efforts made by teachers to improve students' social skills in social studies learning.

This research is limited to one scope (school) and the efforts made by teachers to overcome students' social skills problems. So, based on the results and discussions that have been carried out, the researcher recommends that further research be conducted to study students' skills in comparison with the Social Sciences Learning Implementation Plan document. These

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recommendations are made to find out whether or not students' social skills have been achieved based on the objectives stated in the plan and to complete this research.

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