IMPLEMENTATION OF ACADEMIC CULTURE FOR ELEMENTARY SCHOOL STUDENTS' SOCIAL SKILLS

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Abstract: This study aims to describe the implementation of academic culture for elementary school students' social skills. This type of research uses a descriptive-qualitative approach. The sampling technique used purposive sampling. The informants in this study were teachers and students of SDN Sen Asen 1. Data collection techniques used include observation and documentation. Data analysis using data reduction techniques, data presentation, and drawing conclusions. The results showed that the implementation of academic culture for students 'social skills at SDN Sen Asen 1 was through appreciating friends' achievements, caring about friends when they needed help, and giving and apologizing. Student learning in the classroom through academic culture has an impact on forming students' social habits to be skilled in dealing with their surrounding environment.

Keywords: academic culture, social skills, elementary school

IMPLEMENTASI BUDAYA AKADEMIK BAGI KETERAMPILAN SOSIAL SISWA SEKOLAH DASAR

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi budaya akademik bagi keterampilan sosial siswa Sekolah Dasar. Jenis penelitian menggunakan pendekatan deskriptif-kualitatif. Teknik pengambilan sampel menggunakan purposive sampling. Informan dalam penelitian ini adalah guru dan SDN Sen Asen 1. Teknik pengumpulan data yang digunakan meliputi observasi dan dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi budaya akademik bagi keterampilan sosial siswa di SDN Sen Asen 1 melalui menghargai prestasi teman, peduli teman ketika membutuhkan bantuan, serta memberi dan meminta maaf. Pembelajaran siswa di kelas melalui budaya akademik berdampak pada pembentukan kebiasaan siswa secara sosial untuk terampil menghadapi lingkungan sekitarnya.

Kata-kata Kunci: budaya akademik, keterampilan sosial, sekolah dasar

INTRODUCTION

Social skills are skills that arise as a result of relationships between humans and other humans who need each other. Mutual need between humans cannot be separated from the ability to develop social skills. Humans are required to have better social skills, the better social relations with the surrounding environment will be. It is the environment that shapes humans to always interact reciprocally with other humans. Because basically humans are also social beings who have a dependency on living with other humans, especially in creating social skills for themselves (Maharani et al., 2018).

Initial observations before the Corona pandemic were conducted at the Bekonang 1 State Elementary School, Sukoharjo, obtained data on students in mastering social skills in the class in the Less Good/Maximum category. This can be seen from the initial observation instrument on aspects of cooperation between students in groups (20%), helping other students (25%), and conveying and listening to opinions (20%). Several other attitudes that indicate low social skills include: there are still students who do

not know that there are students who do not attend school (35%) and do not lend rulers and erasers to other friends (25%). In addition, almost all students are good at choosing to work on questions independently when the teacher asks to discuss working on questions (80%) and academic competition is less than optimal at the time of learning (20%). The level of social skills is an integration adopted from Marzius that the criteria for interpreting social skills are classified into three percentage scores, namely (1) 0%-40% not good, (2) 41%-70% quite good, and (3) 71 %-100% good criteria (Marzius & Pargito, 2005).

The tendency of students who are low in social skills is difficult to control themselves well and difficult to empathize and difficult to interact with others. Meanwhile, the ability of children to interact with other people is very dependent on the parenting style of their parents. When a child is given the opportunity and encouraged to socialize with his environment, the child's social skills will form by itself. On the other hand, when a child does not have the opportunity to socialize with their environment, there is a tendency for the child to be afraid, embarrassed, and difficult to interact with their environment (Horstman, 2018).

The existence of social interaction with the surrounding environment, one's social skills can be improved in the life of the child/student. Social skills that can develop well then produce experience from various activities and conditions experienced. This is manifested in the form of students actively participating in learning in adjusting to their environment and confidence in their abilities and skills so that students do not remain silent and feel confident (Hammond et al., 2019).

The emergence of social skills in the form of cooperation in the classroom requires students to socialize effectively. Students with limited social skills and abilities will find it difficult to establish social relationships. Students who have high social skills can foster a greater interest in school so that it can have a good impact on children's academics. However, children's social skills that are not good can cause children to be less able to establish good relationships with the environment at school. Therefore, a conducive learning atmosphere is needed in the form of a fun and interactive learning system and

process. This is formulated in the context of creating an academic culture in the classroom/school.

Academic culture is academic culture is "a way of life of a pluralistic, multicultural scientific society that is sheltered in an institution that is based on the values of scientific truth and objectivity". This means that the value of truth that has been mutually agreed upon and objectively in society becomes a guide for coexistence so that it is entrenched from generation to generation to create an atmosphere of a scientific community that coexists with each other.

Academic culture emerges from a long process that includes a variety of academic activities that are systematically planned. Academic culture grows and develops through continuous interaction between the academic community. The interactions that arise in the form of behavior, traditions, and scientific culture in society. The atmosphere of academic culture cannot be implemented and realized by itself, but must go through planning, organizing, operating and managing it properly. Academic culture is a set of values, rules, knowledge, experience, attitudes, time, and roles that are obtained in the process of educational interaction at the higher education level. In other words, academic culture is a way of life in a scientific society with its multiculturalism and pluralism that is based on the values of scientific truth and objectivity (Santana, 2009); (Satriami et al., 2021).

The concept of academic culture above has an impact on the learning process used by teachers in creating conducive, effective and fun learning. As in the research conducted by Arif in his research which aims to find out and test empirical data related to the relationship between academic culture and the emergence of organizational culture on teacher performance. His research used a survey method with a correlational and regression approach to quantitative data obtained from the teachers of the Al-Azhar Islamic Elementary School BSD. The research sample was obtained from a number of 93 respondents who were teachers of the Al-Azhar Islamic School BSD in the 2016-2017 school year. Data was collected using a questionnaire/questionnaire, observation, and documentation technique. The type of

analysis used is correlation and regression analysis which is described descriptively. The results of the study are 3, namely First, there is a positive and significant relationship between academic culture and teacher performance with the results of the coefficient of determination (R2) of 64.6% and the correlation coefficient (r) of 0.804. Second, there is a positive and significant relationship between organizational culture and teacher performance with a coefficient of determination (R2) of 53.7% and a correlation coefficient (r) of 0.736. Third, there is a positive and significant relationship between academic culture and organizational culture simultaneously on teacher performance. The correlation coefficient is 0.813 while the determination coefficient is 66.1%. Thus, teacher performance that is influenced by academic culture can improve the quality of learning in the classroom (Arif, 2019).

Academic culture which can also affect teacher performance from Arif's research above, is also deepened by Patonah in a study entitled "The influence of school academic culture on student motivation and its implications for student learning outcomes (survey on students of Private Islamic Madrasah in Banjar City)" . Based on statistical analysis shows that academic culture affects students' learning motivation by 20.79%. Academic culture can affect students' learning motivation by 3.03%. Artifacts affect students' learning motivation about 0.98%. Meanwhile, the simultaneous influence of social culture, academic culture, cultural quality, and artifacts on students' learning motivation is around 61.9%. Social culture affects student achievement about 0.03%. Academic culture affects student achievement about 1.96%. Quality culture affects student achievement about 2.10%. Artifacts affect student achievement about 6.50%. Student learning motivation affects student achievement about 60.53%. Meanwhile, the simultaneous influence of social culture, academic culture, quality culture, artifacts and student learning motivation on student achievement is around 77.6% (Patonah, 2016).

This simultaneous influence has inspired the implementation of academic culture at SDN Sen Asen 1 in an effort to create better social skills for students. Therefore, in order to take a closer look at social skills at

SDN Sen Asen 1, this study took the theme of implementing academic culture for the social skills of elementary school students.

RESEARCH METHOD

This research use desciptive qualitative approach. A qualitative approach is used in this study to describe the implementation of thematic learning at SDN Sen Asen 1, Bangkalan Regency, East Java. In addition, a descriptive qualitative approach is more effectively used in this study because it can explore research data in depth. Informants were selected using purposive sampling. While the informants in this study were teachers and students at SDN Sen Asen 1.

Data collection techniques used by researchers are observation and documentation. Observation is an observation activity to obtain data depth through phenomena that appear during research, especially regarding the implementation of academic culture for students' social skills at SDN Sen Asen 1. Documentation is searching for data through archives, documents, photos related to the implementation of academic culture at SDN Sen Asen 1.

Furthermore, the overall data collected through observation and documentation is then processed using interactive data analysis. The interactive analysis includes the stages of data reduction, data presentation, and drawing conclusions.
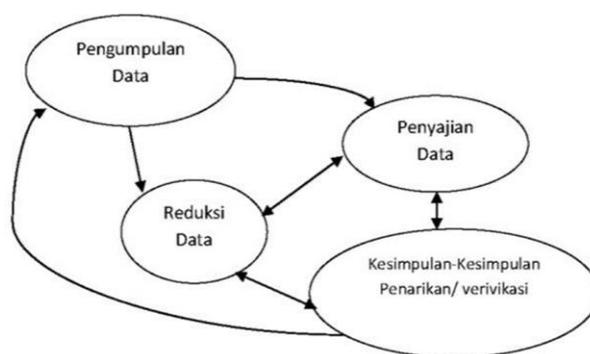

Figure 1. Milles & Huberman Interactive Analysis

RESULT AND DISCUSSION

The implementation of academic culture at SDN Sen Asen 1 is especially carried out when teaching in class. The teaching strategies are carried out in the form of appreciating the achievements of friends, caring for friends when they need help, and giving and

apologizing. This form of academic culture was created by the teacher in order to build better students' social skills.

The form of academic culture through appreciating the achievements of friends is seen when students appear in front of the class, the teacher provides reinforcement such as clapping and giving thumbs up. Besides that, there is also no jealousy between students in appearing in front of the class. In the ongoing learning, students' social skills make students more skilled in positioning themselves and their friends about the results of their learning work.

This agrees with Cartledge & Milburn saying that social skills are also related to the ability to interact with other people in social contexts with specific goals for social acceptance. Social skills are complex abilities to obtain positive or negative reinforcement and not display behaviors that cause punishment from others (Cartledge & Milburn, 1978).

These skills can also be seen as a result of positive consequences for the individual, but are acceptable in social norms and responses to others. Social skills are also used as a very complex way of interpersonal relationships. Social skills are part of social competence. Cartledge & Milburn state that social competence consists of three constructs, namely social adjustment, social performance, and social skills. Meanwhile, social competence is a relationship between people with each other, both friends and strangers. Social adjustment as one of the success factors of a person in adapting to others individually and in groups. Social performance is a form of a person's behavior in interacting with others, which produces a good result, such as a willingness to help others, even though they themselves have difficulties and are not attached to themselves. For a child social skills and competencies are important factors for starting and having positive social relationships. Children who do not have social skills will have difficulty establishing positive social relationships with their environment, and will even be rejected and ignored by their environment (Cartledge & Milburn, 1978).

The next academic culture is caring for friends when they need help. Formation of academic culture in students in terms of lending pencils when friends forget not to bring pencils. In addition, it can also occur when students ask each other about friends who do not enter. These are social skills that are formed in students to have sensitivity to the surrounding environment and are socially skilled without having to be ordered by the teacher.

Furthermore, academic culture is in the form of giving and apologizing to friends. Problems that arise in class are due to heterogeneous students, both the background of students from social, economic, and educational conditions of parents will also affect the attitude of tolerance between others when they make mistakes. Likewise, students with different characteristics and personalities need to understand what students want and don't want. The academic culture of forgiving and apologizing is reflected in habits. This is expected to be able to cultivate students' social skills, without being ordered by the teacher to apologize when they are wrong or to forgive friends who have made mistakes.

The social skills of forgiving and forgiving each other are from the scope of social skills. Whereas social skills can be grouped into 4 types of skills, namely survival skills, interpersonal skills, problem solving and conflict resolution. Survival skills can be defined as skills that include obeying rules and following directions. In addition, listening commands and suggestions are also included in this skill. Interpersonal skills on the other hand include skills like empathy, collaborative learning, sharing and relationships. Problem solving skills, differently, include skills such as taking responsibility, requesting help, decision making and seeking independence. Finally, conflict resolution skills include skills such as overcoming difficulties and apologizing. This skill also includes the internal peace of the people where the most conflict occurs (Gokel, 2017).

The existence of an academic culture at SDN Sen Asen 1 has also been discussed at the Laboratory Elementary School, State University of Malang. The application of academic culture aims to increase the ability and quality of students' social skills. The form of academic culture that is applied is a culture of silent reading or also called DEAR (Drop Everything and Read), and a culture of appreciating achievement. In addition, there

is also a democratic culture that is applied in SD Laboratorium UM, so that students can apply an attitude of tolerance, the spirit of nationalism and an attitude of love for the homeland. The forms of democratic culture that are applied include the culture of singing the Indonesian Raya anthem every morning, singing regional and national anthems. As well as forming a social culture that aims to enable students to have peace-loving, social and environmental care and religious attitudes. The forms of social culture that are applied include the culture of praying before eating, the culture of respecting others, the culture of greeting each other, the culture of discipline, the culture of dhuha prayer and midday prayer at school, the culture of charity every Friday and the culture of sharing with others (Kusumawardani et al., 2013).

In addition, Laurence's research describes examples of social skills including (Laurence, 1991):

1) Dispose of garbage in its place.
2) Eat on time.
3) Dress neatly.
4) Enter and exit the class politely.
5) Refuse other people's requests in a polite way or say thank you.
6) Accept criticism and suggestions from others.
7) Using polite words, such as saying help to others.
8) Ask for help from others.
9) Say hello and introduce yourself to adults and peers.
10) Accept failure in a competitive match and congratulate the winner.
11) Apologies in important situations.
12) Cooperate with friends in doing assignments.

Meanwhile, according to Suswandari, several indicators or characteristics of social skills are developed in the table below (Suwandari, 2017):

Tabel 1. Social Skills Indicators

No	Aspects of Social Skills	Indicators of Social Skills
1	Interpersonal Behavior	Respond quickly when a friend is sick. Helping friends when they don't bring stationery.
2	Self-Related Behavior	Collaborate in groups during class discussions. Giving and asking for forgiveness when wrong to a friend.
3	Academic Success	Complete assignments from the teacher. Do daily tests according to your own ability. Be on time for class.
4	Peer Acceptance	Dare to express your own opinion in front of classmates. Appreciate the opinion of friends who give suggestions and criticism. Appreciate the opinion of friends during group discussions in class.
5	Communication Behavior	Appear in front of the class to present their group discussion. Responsible for the tasks assigned by the teacher.

In relation to the implementation of academic culture at SDN Sen Asen 1, the research study at SD Lab. Universitas Negeri Malang and Laurence indicates that inculcating an academic culture in student learning in the classroom can have an impact on the formation of social habits of students to be skilled in dealing with and sensitive to the surrounding environment (Suswandari, 2018); (Suswandari, 2019). This is what started to form in the academic culture in the classroom at SD N Bekonang 1, Sukoharjo so that students' social skills are formed through the habits of the academic culture.

As expressed by Fatimah that skills as a psychomotor domain of a social nature. This means that students have the ability to interact, communicate and participate in groups (Fatimah et al., 2013). Social skills as communication skills with empathy and cooperation skills. This is interpreted that through the delivery of

messages/communication, not only messages are sent but also there is an impression that is raised in the continuity of the communication in a harmonious and continuous manner (Anggriana et al., 2018).

Continuity in the formation of social skills is also inseparable from several factors. The social skill factor of this child is motivated by several factors such as the condition of the child himself and his experience of interaction with the environment as a means and medium of learning. Social skills are motivated by the following factors:

a. *Child Condition*

Research shows that children who have a difficult temperament and quickly become emotionally offended. This condition causes their opportunity to interact with their peers is reduced, even though interaction is an important medium in the process of learning social skills. Conversely, if children have openness, they will be able to adapt to the social environment.

The development of social skills is also caused by cognitive social abilities, namely the ability to process all information in social processes. These abilities include the ability to recognize social cues, interpret social cues in an appropriate and meaningful way. The better the child's social information processing skills, the easier it will be for him to build sporty relationships with others and have good social skills.

b. *Children's Interaction with Their Environment*

Parents want their children to feel happy and successful in their children's lifetime and for the next life. To ensure that their children will be able to make good social adjustments, they provide opportunities for their children to establish contact or interact with other children, and try to motivate them to be socially active, in the hope that this action will lead to good social adjustment. good. Not only with other children, but also with the parents themselves and the environment around them.

Parents can also be called modeling in instilling social skills in children. The interaction between parents and children determines the quality of a relationship. The quality of these relationships such as friendship and acceptance of children in the group (Bukowski et al., 2008); (Nyoman et al.,

2021). The learning process of children in developing social skills is carried out in the form of imitation or modeling the behavior of others, such as parents and peers. This is like what Megawardani & Suarni did for group B at Saiwa Dharma Kindergarten Banyuning Singaraja through classroom action research. The results showed that an increase in social skills was due to carrying out learning activities by imitating what was in their environment, such as the behavior of the model in the video. Based on the observations, the children in group B3 showed changes in behavior by observing the model's behavior. Previously, children were not able to patiently wait their turn, share, cooperate and play with friends after seeing, observing the behavior of the model, children were willing to wait their turn, share, cooperate, and play with their friends. Changes in behavior displayed by children are the result of imitation of the observed model behavior (Megawardani & Suarni, 2016).

In addition, social skills in children can also be caused by the process of socialization/learning process with parents since the child was born. Parents provide a socialization process that aims to make children have the behaviors, attitudes, skills, and motives as provisions for what is desired or appropriate to their role in society. Developing social skills is done through establishing relationships with peers as a medium for children to try to learn to interact. In addition, it is also important to have parental supervision in the child's learning process in internalizing the values that are socialized.

Meanwhile, in a formal education environment, children must interact and negotiate with their friends who have different social competencies, interests, abilities, and interaction styles. Many children ask their teachers to help them face these new challenges. If children are not taught to interact properly, it is certain that the classroom atmosphere will not be conducive and consequently will disrupt their learning concentration. The ability to interact positively, as well as other academic skills and knowledge, also influences their success in living a real life.

Based on the description above, it is concluded that the factors that influence social

skills include two things, namely the condition of the child and the interaction of the child with the environment. The condition of the child is seen from how the child can recognize social cues and interpret these social cues in an appropriate and meaningful way. This social skill is also seen from the quality of children in processing information. The more children have the skills to process social information, the easier it will be to build good relationships with other people. In addition, it can add social relations as a medium for developing social skills. The factor of the interaction of children with the environment means that factors outside the child/student as a place of modeling are parents, teachers, peers and people around the child. All three are media for children to try and develop social skills from those closest to the child/student.

Ananda and Fadhilaturrahmi and Hadi also provide an understanding of social skills, namely specific behavior as a form of one's behavior. Based on some of these definitions, it can be interpreted that social skills are skills possessed by someone which include interaction, communication, expressing opinions, self-confidence, discipline, being able to work together and being responsible and foster harmony, which is ultimately useful as a provision for social life. If this social skill is not possessed by someone, then there will be less self-confidence, inability to cooperate, lack of responsibility and lack of harmony in the classroom (Ananda & Fadhilaturrahm, 2018).

Similarly, the research conducted by Sriyanto that subsequently was also carried out in elementary schools in Baturaden District, Banyumas Regency based on observations in class that the emergence of social skills is part of the ability to work together in large and small groups, contribute and receive opinions in assignments and discussions. , as well as through leadership development (Sriyanto et al., 2019).

CONCLUSION

The results of the study concluded that the implementation of academic culture for students' social skills at SDN Sen Asen 1 was through student learning in the classroom. Learning will have an impact on the formation of social habits of students to be skilled in

dealing with and sensitive to the surrounding environment. This is what began to be formed in the academic culture in the classroom at SDN Sen Asen 1 so that students' social skills are formed through habits from academic culture which include appreciating the achievements of friends, caring for friends when they need help, and giving and apologizing.

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