

The Impact of Sociable Learning Model to the Children's Social Citizenship Competencies

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Abstract—After a series of developmental studies, the sociable learning model was measured in the implementations processes that collaboratively conducted with several participants from purposely selected kindergarten teachers in Indonesia. The main research aim that is being carried out is disseminating the constructed model in the field operations. The research had been conducted using a mixed-method to gather the possible evidence of the effectiveness of the implementation of the constructed sociable learning model in various purposely chosen samples from several kindergartens in Indonesia, such as Padang, Jakarta, Bandung, and Jogjakarta. The Concurrent Embedded Design was chosen to facilitate more portions of quantitative data analysis than the qualitative counterpart. The research findings indicate the model's effectiveness with only one out of nine samples that repeatedly only reaches below the fair and reasonable rate on developing the children's making friends and sharing skills. Meanwhile, seven out of nine teachers' performance in using the sociable learning model marked at an excellent rate. In conclusion, the study is considered useful in developing children's making friends and sharing skills and giving the teacher some convenience in their teaching practice.

Keywords—early children's making friends skills, early children's sharing skills, sociable learning model

I. INTRODUCTION

Early childhood education's most common goals today, like that of in Montessori concept, aimed to facilitate children's freedom of learning so the children will have equal opportunity to reach their maximum potential with their various characteristics. Meanwhile, most people in Indonesia today have certain typicality of trends to overdrive their children to attain some higher competencies than what most children naturally do. The kindergartens philosophically known as a garden in which the children concurrently attained beauties, games, experience, and happiness must reshape their educational programs to meet most parents' expectations for their children. In addition to that matter, within operational and imperative states, developing social and citizenship conception has not yet been considered an essential part of early childhood

studies. Even though the Social Citizenship Competencies usually take the most of early children's preparations to enter their actual development within real live society, either it related to their social competencies on the particular community or their citizenship competencies in the children's later life. As it is commonly known that the development of children's social behavior is mostly shaped by their interactions in their families, schools, and societies [1]. On the contrary, the lack of effort in building children's competencies in the social and citizenship domain harms their social behavior that is usually reflected by their certain drive of aggression and unsympathetic expressions.

Education practice with the constructivist approach that was having an orientation in developing a socio-moral environment based on a respectful attitude to each other seemingly became one of the possible solutions to the need to fulfill children's learning experiences in school endorses children moral development. Furthermore, the substantial aspect of Pancasila and Citizenship education, giving clarity on how children's behavior is allowed or restricted. The constructed model of social and citizenship education can have an essential role in integrating various children developmental aspect that includes the aims in developing children's social-emotional aspect, value, mores, and religion, and also children an awareness of law and politics within the early childhood learning setting that also correspond to various early children characteristics.

In this paper, several findings will be discussed: how the designed learning model facilitates the children in attaining the learning experiences contextually that lead to some meaningful learning, integrated, based on values, challenging and activating through a game of learning that is implemented within an educational setting. It is considered essential to find out the possible potential of the game of learning within the early childhood educational setting and how much it will help the children attain their development in Social Citizenship Competencies. Those were started based on some consideration of the promising potential of the game of learning concept that was not much being explored in the early childhood education system besides the lack of endorsement in children's Social

Citizenship Competencies. Meanwhile, on the theoretical aspect other than the social and citizenship education for early childhood, the research findings can make substantial significance on how the children developmental psychology perceive the differentiation of children social behavior during their early learning as the process of adaptation to the broader group norms, mores, and traditions, so that the children can earn some better interactions, communications, and cooperation is within their social environment and having better readiness to interact and taking roles in their community.

II. LITERATURE REVIEW

The aim to investigate and develop children's Social Citizenship Competencies was done before within much educational research in the relevant contexts. However, most of those research that focuses their studies on encouraging children's social competencies is usually concerning a partial part of social and citizenship learning competencies. The research on moral education, for instance, is usually concerning how it is delivered through storytelling and popularly dominated by a problem-based approach. The same thing can also be found in the research field of character education that mainly focuses on how character education can influence student behavior. Meanwhile, the research study on social and citizenship education, especially on the scope of early childhood education, has not taken main interest and has not been explored in particular ways with consideration of various student developmental aspects. At the Early Childhood Education level, the social area of citizenship needs to be supported by student awareness and harmonious social interaction in their learning process [2,3].

Another consideration in this study is the realization of the complexity of education efforts in developing children. Social Citizenship Competencies were considered as the responsibility that should be carried out by everyone in which Schuitema et al. [4] recommend that in order to organize it appropriately, one must make consideration that taking some ground base on the findings of further explorations on the moral issues and the student's social plurality. Meanwhile, on the practical aspect of developing children's competencies, according to what was stated by Lee & Lai [5-7], Having a paradigm that learning must be student-centered is not enough. The current urgency lies in how to develop higher-order thinking skills from the students' perspectives. Concerning the fact of human existence as a social being, it is crucial to encourage the children to experience the various pattern of social life as early as possible. Elizabeth B. Hurlock [8] considers that either the social or asocial behavioral pattern undeveloped during children's early years, that social experiences will have a lasting effect that can influence children's personality in their later life. To support the children's needs of social experiences, children must be given some social learning experiences that emphasize the real-life activity that activates various children's natural behavior patterns within the real-life simulation with some designed social problems for the children's to solve or to settle. The game of learning on the specific case, having a strategic role in

developing children's competencies as what was stated previously than any other strategy.

The observational theory of learning in the children's learning process usually correlates with social, behavioral skills. Within this theory, children can attain learning experiences by observing other people's behavior that can be rewarded or punished. Those learning process that had been analyzed by Bandura [9] involving some activities like the attention phase, memorizing phase, reproduction phase, and motivational phase. Meanwhile, those observational phases are correlated with the acquisition of social, citizenship, and political skills that cover children's skills in discussion, communication, persuasions, understanding others' perspectives, understanding and evaluating other arguments, compromising, and reaching consensus.

Within the context of early childhood learning, various social citizenship behavior that expected to grow are some attitudes and actions that can be identified by several indicators like children's peer social behavior, that indicated by openness, being amicable like to be with other friends and having a preference to share and to cooperate. Besides social skills, the children are also expected to develop their citizenship competencies that contain several behaviors like respecting the institution and their society's laws, starting from family and their parents, the school with their teachers.

The constructed sociable learning model considered having the capability in encouraging the children to attain learning experiences contextually through the game of learning that indicated by the perceivable result of meaningful learning, integrated, based on values, challenging, and activating. The sociable learning model construction conceptually adopted from the conception of organizational citizenship behavior (OCB) that had been brought by Esnard & Joufree [10] within the preschool educational setting. The main OCB conceptions are containing some of the principles such as a) Altruism, b) Sportsmanship, c) Organizational Loyalty, d) Organizational Compliance, e) Individual Initiative, f) Citizenship Virtue, and g) Self Development. The children can sometimes obtain those principles through the observation process described by Bandura's observational learning theory. However, regarding the importance of self-initiated children's activities within the real-life social environment, learning can provide the children with some direct learning experiences acquired during their social interactions.

III. METHODS

The research had been conducted using a mixed-method to gather the possible evidence of the effectiveness of the implementation of the constructed sociable learning model in various purposely chosen samples from several kindergartens in Indonesia, such as Padang, Jakarta, Bandung, and Yogyakarta. The Concurrent Embedded Design was chosen to facilitate more quantitative data analysis portions than the qualitative counterpart. In order to gather the required data, this research using an observational checklist that is used by the

teacher to observe children's Social Citizenship Competencies, a teacher observational checklist to observe teacher's performance in implementing the sociable learning model, video recording to report the concurrent event during the learning process, and teacher and observer comment form to report the actual teacher experiences and observed teacher performance in implemented the constructed model. However, this paper will only discuss various collected data from the children and the teacher performance observation form.

IV. FINDINGS AND DISCUSSION

A. Findings

Based on various gathered data, as shown on the table, the sociable learning model somehow can be perceived as a capable model in encouraging children's skills in making friends. The only kindergarten that cannot achieve the fair and reasonable rate of children development only experienced by Kindergarten sample 6 can only achieve adequate children's performance with 50% points of success. Another kindergarten like sample 1, even though they can reach a fair rate of developmental success, did not perform developmental endorsement for children's making friend skill in their learning program for the second and the third test (see table 1).

TABLE I. CHILDREN'S MAKING FRIEND SKILL DEVELOPMENT

Samples	Test 1	Test 2	Test 3	Performance 1	Performance 2	Performance 3
Sample 1	87%	0%	0%	92%	92%	92%
Sample 2	100%	100%	100%	87%	87%	87%
Sample 3	87%	87%	100%	100%	100%	100%
Sample 4	100%	88%	95%	99%	88%	99%
Sample 5	100%	100%	100%	86%	87%	90%
Sample 6	50%	50%	50%	100%	100%	100%
Sample 7	68%	100%	100%	59%	59%	59%
Sample 8	100%	100%	100%	94%	94%	94%
Sample 9	70%	83%	75%	62%	61%	62%
Average	85%	79%	80%	87%	85%	87%

Note: Fail; 0-37%, Adequate; 38-62%, Fair; 63-87%, Good; 88-100%.

Other than previous data about children's development during the implementation of the sociable learning model, data sets about observed teacher's performance are also taking a significant part in the research to find the converging patterns between children's development and teacher's performances. According to the data, most teachers had shown good performance during the model's implementation except for the teacher in the kindergarten sample 7 and 9 that could only reach the performance rate at an adequate level. The research results show some anomalies that underperform teachers in their teaching practice, not resulting in low-level children's skill rates of making friends in their learning sessions 2 and 3. On the contrary, the excellent teacher's performance from kindergarten sample 6 not resulting in average children's development (see figure 1 and table 2).

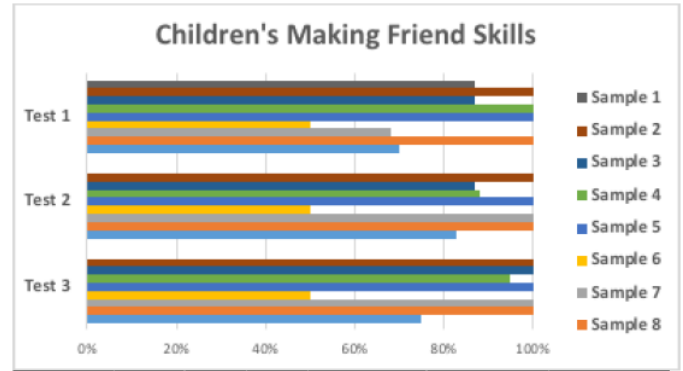


Fig. 1. Children's making friends skills.

TABLE II. CHILDREN'S SHARING SKILL DEVELOPMENT

Samples	Test 1	Test 2	Test 3	Performance 1	Performance 2	Performance 3
Sample 1	0%	90%	81%	92%	92%	92%
Sample 2	100%	90%	100%	87%	87%	87%
Sample 3	0%	100%	100%	100%	100%	100%
Sample 4	100%	90%	72%	99%	88%	99%
Sample 5	100%	100%	100%	86%	87%	90%
Sample 6	43%	45%	46%	100%	100%	100%
Sample 7	60%	35%	100%	59%	59%	59%
Sample 8	100%	100%	100%	94%	94%	94%
Sample 9	68%	82%	78%	62%	61%	62%
Average	63%	81%	86%	87%	85%	87%

However, the overall outlook of the implementation of the model can be perceived as successful.

Similar to the effort in developing children's making friend skills, developing the children's sharing skills was not running well with kindergartens subject 1 and 3 were not preparing the endorsement efforts in developing children's sharing skills. Other than that, most of the kindergartens sample successfully implemented the sociable learning model with an average rate ranging from fair to right except for kindergarten sample 6 that can only achieve adequate rate in every test and kindergarten sample 7 that fail the second test (see figure 2).

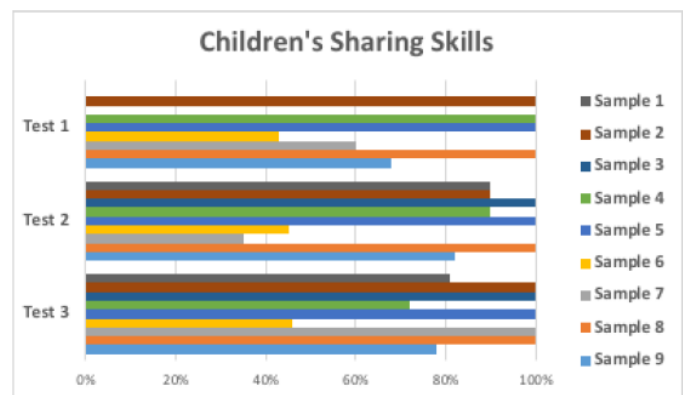


Fig. 2. Children's sharing skills.

On the other hand, if it is compared with the teacher performance in each of the learning sessions, some anomalies can also be found in the kindergarten's samples 6, 7, and 9.

Similar to what was described as the research result on children's making friend skill, the overall result on developing children's sharing skills can also be said successful.

B. Discussion

Various gathered data about children's development in the social citizenship domain led to a conclusion of the success of implementing the sociable learning model in the early childhood education setting. Those conclusions are also supported by the high rates of teacher's performance during the model's implementations. However, some anomalies are shown by several samples, either for not being able to make some good impacts on children's skills on making friends and sharing or the teacher's performance during the implementations of the model. The recent COVID-19 global outbreak has to take a significant obstacle in every aspect of today's people living, including the research that has been undertaken. Those findings somehow correlate with Brown, Riele, Shelley, Woodfoffe [11] that were reporting about some degradations in children learning value in Australia when they were forced to learn from home and using distance learning systems. Teacher's unfamiliarity with the use of digital media devices to facilitate distance learning practices gave them unexplainable obstacles to make some innovations and further interventions to organize the learning activity. On the further statement of Brown, N., Riele, K., Shelley, B., Woodfoffe, J., [11] writing, they conclude that ICT literacy is undoubtedly essential to the children and the parents more than the device itself because the computer and the internet alone will not be enough to support children learning. Referring to the research results, those urgencies become the responsibility for the parents and their children and the primary task for the teachers so that they can make various explorations on the possibility of their learning program be delivered to the children. However, those obstacles did not apply to the other majority samples that seemingly had been able to find alternate solutions by making some partnership relations with the parents and making most of their time during the home visit program.

V. CONCLUSION

The research that had been conducted using a mixed-method to gather the possible evidence of the effectiveness of the implementation of the constructed sociable learning model in various purposely chosen sample form several kindergartens in Indonesia such as Padang, Jakarta, Bandung, and Jogjakarta considered as being useful in developing children's making friends and sharing skills and giving the teacher some convenience in their teaching practice. The research findings indicate the model's effectiveness with only one out of nine

samples that repeatedly only reaches below the fair and reasonable rate on developing The children's making friends and sharing skills. Meanwhile, seven out of nine teacher's performance in using the sociable learning model marked at an excellent rate.

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