Development of Social Literacy Program to Enhance the Understanding of Social Study Concept Theme My Goals in Students of Grade 4 Elementary School

Risdiana Andika Fatmawati, Wahyu Sukartiningsih and Suhanadji
State University of Surabaya, Surabaya, Indonesia

Abstract: This study aims to produce a viable social literacy program, practically and effectively used to enhance student's understanding of the concept of fourth grade social studies. This research uses the type of research development (research and development) with Dick and Carey development model. The data types of a series of trials are quantitative and qualitative data. The average score of product feasibility reached 4.4 in very good category. The average score of achievement of practicality of social literacy program reached 4.5 categories very well. Criteria for achieving the effectiveness of social literacy programs with good achievement. For student responses have been met with >85% of students responded positively and the average student learning outcomes reached 85.55 with 85% of students who scored in the category completed. Based on the results of a test of hypothesis testing independent t test showed there are differences between the results of the posttest control group (with conventional learning program) with the experimental group (social literacy program) in order to improve the understanding of the students concept of so, it can be concluded that social literacy program feasible, practical and effective way to apply.

Corresponding Author:
Risdiana Andika Fatmawati
State University of Surabaya, Surabaya, Indonesia

INTRODUCTION

In the Preamble to the 1945 Constitution, the fourth paragraph states that one of the national goals of the Indonesian nation is to educate the life of the nation. One effort undertaken by the government to realize it is by improving the quality of education starting from the level of elementary school. The effort by formulating the educational curriculum which in the end gave birth to a new curriculum as a refinement of the previous curriculum of Education Unit Level Curriculum (KTSP) into curriculum 2013.

Social study is one of the subjects given in Primary School and currently in the curriculum 2013 Social study lessons are integrated with other lessons. Social study Education aims to equip students with useful social knowledge in everyday life. Students are people living in the midst of society. To be able to live in harmony in society must have the provision of knowledge and skills in interacting with other humans. Human beings should respect each other, respect each other and be aware of their rights and obligations as members of the community. Conversely, if humans are difficult to interact with society then man will be a selfish and less successful man in his

life because after all humans need others to be successful in his life. Therefore, social life should be introduced and taught from an early age.

Each student has an insight into the different social knowledge. The concept is one of the basic components that must be mastered to study the social study. Understanding the concept is the basis of understanding the principles and theories, this is in accordance with the cognitive level of understanding stage according to Bloom etc., so that, to understand the principles and theories first the students must understand the concepts that make up the principles and theories. Because it is very fatal if students do not understand the concepts of social studies, is if they want to master the material and all aspects of the social study.

According to Suhanadji and Waspodo[1], concept is something that is reflected in the realms of thoughts and ideas that form an understanding. Concepts in the social sciences can be described as abstractions of a number of objects or facts that share the same essential traits and are not limited by time and space. So, it can be concluded that the concept of understanding is the ability of a person in understanding (construct) a concept that is based on the basic knowledge that is owned by using the words themselves and able to make connections with new knowledge. Understanding of a concept can't be separated from experience and cultural background Owned by someone. Thus, to develop student's understanding of concepts, teachers need to consider diverse background experiences among them. For example, students who live in large cities may have limited experience of rural environments whereas students and students who are used to living in remote mountainous environments have limited experience of urban settings.

Preliminary data obtained from educational institutions that most elementary school students are less able to understand the concepts of social studies. Evident from the student's answer to an understanding question, students cannot answer well. With an example of a question in which the student must explain a concept or relationship between concepts, the student will prefer not to answer or answer the question with the answer "yes" or "no" without the explanation and reason why the answer is given. Students are said to have understood a concept If students can explain a concept in their own words and connect with other concepts.

To know and understand the concept of social study students first seek information about the concept learned is by reading. Reading is one of the ways used to obtain information, either from print or electronic media. After getting information about the concept then students can connect the concept that is already known with the new concept. Reading makes individuals able to improve intelligence, access information and also deepen the knowledge within a person. The more often read, the wider the knowledge that individuals have. On the contrary, the less the individual's knowledge becomes more limited.

Therefore, through the development of social literacy program students will be directed to understand the concepts of social study through reading, interacting, cooperating and make socially productive decisions. The selection of social literacy program is one of the alternatives in improving the quality of learning process and social study learning products in the 2013 curriculum in elementary school.

The purpose of this study is to produce a social literacy program that is feasible, practical and effective is used to improve understanding of social study concept of fourth grade elementary school students, then the formulation of the problem are: how feasibility, practicality and effectiveness of social literacy program in improving student concept understanding. This development is expected to enrich goodness and scientific reference about social literacy program to develop understanding of student's social study concept which can be used as an alternative in handling problems in learning.

Conceptual framework
Understanding the concept of social studies: Based on Bloom's taxonomy, understanding is the cognitive level of C2, at this stage the ability of comprehension includes translation (the ability to change symbols from one form to another), interpretation (ability to explain matter) and extrapolation (the ability to expand meaning). According to Sudjana[2], understanding is the ability that students have to gain meaning from the lesson material that has been studied. The concept is created by man solely to fulfill the necessity of his life in conveying what he thinks.

According to Suhanadji and Waspodo[1], concept is something that is reflected in the realms of thoughts and ideas that form an understanding. In the sense of Social study, the so-called concept is "Concept is general idea, usually, express ed bay a word which represents a class of groups of things of action" having certain characteristics in common". The process of thinking in shaping concepts includes abstraction, classification, categorization and discrimination. Concepts always relate to meaning or meaning; Words are just names and concepts. Concepts can refer to things that are concrete, objects, events, places, institutions or things that are abstract. Examples: houses, mountains, rivers, highlands, markets, money, banks, prices, democracy, justice and so on. The relevant basic concepts for social study learning are drawn mainly from the disciplines of the social sciences. Many concepts are related to more than one discipline of social sciences and themes derived from many social disciplines. The concepts depend on the level and class of the school, for example, the concept of "family" can be taken from history, anthropology, sociology and even economics.

Based on the definition of understanding and concepts, it can be concluded that the concept of understanding is the ability of a person in interpreting (constructing) a concept that is based on the basic knowledge possessed by using the words themselves and able to make connections with new knowledge.

Social literacy program: Tompkins and Kenneth[3] argues that literacy is the ability to use reading and writing in performing tasks related to the world of work and life outside school. Understanding literacy develops include the process of reading, writing, speaking, listening, imagining, seeing[4]. In the process of reading occurs a complicated process that is cognitive, linguistic and social activities. The reader must actively involve the previous experience, the thought process, the attitudes, the emotions and the interest to understand the passage. A person is called a literature if he has the right knowledge and ability to be used in any activity that demands effective literacy functions in society and the attributes it acquires through reading, writing and arithmetic make it possible to be used for themselves and for the development of society[5].

The term social literacy was first used in the context of multicultural education in Australia[6]. Social literacy seen from the perspective of socio-cultural theory is more than just the ability to read and write and more than just mastering the ability of literacy. Children can learn literacy through social interaction between themselves and children or adults inside or outside school. Adults can use books, games, toys, conversations, field tr social study and stories to develop literacy through fun. Collaboration between school, family and the environment can help develop student literacy. In addition, given current technological knowledge, adults may consider how to use technology in the learning process and use it in teaching children how to read and write in a social context.

Social literacy begins at a very young age When children start communicating. Communicate and share information, experience and expertise literally. The importance of social literacy is to increase the confidence to become an active citizen, develop student cognitive, familiarity with culture and expand social networks. The social literacy program that will be developed is a program of students to read, understand and construct social concepts, so that, students have the ability to analyze, reason and communicate effectively when they are faced with problems, must solve and interpret problems in various situations.

Social literacy is the ability to make "socially productive decisions", successful interpersonal cooperation, collaboration and appropriate interaction, and familiarity with cultural norms.

MATERIALS AND METHODS

Research design: This research uses the type of research development (research and development) which aims to develop products based on testing and then revised to produce a decent product. The study uses modification design development research model Dick and Carey. Dick and Carey development model consists of 10 development steps. As for the development flow is presented in Fig. 1 as follows.

However, the Dick and Carey development research model is applied in developing the literacy program is not implemented until the 10th stage of design and summative evaluation but only until the 9th stage of revise instruction.

Data collection techniques: In this development research used several instruments of research which is validation sheet, student response questionnaire, observation and test result learning.

To collect the data used as the basis for determining the quality, eligibility and effectiveness of the product, the conclusion is that the product is feasible and effective to use, then the product test is conducted with the following stages (Fig. 2).

Data analysis technique: Analysis of the validation result is to get the social literacy assessment data based on the validity aspect of the developed program obtained from the assessment by 2 expert lecturers. While the response questionnaire is used to obtain the social literacy program assessment data based on the aspects of practicality in the implementation. The results of the scores were analyzed by finding the average scores obtained using the following formula:

$$x = \frac{\sum_{i=1}^{n} x_i}{n}$$

Next, convert the average score into qualitative value with criterion of scale 5. The social literacy program can be said to be feasible if it meets the classification of minimum program rating either.

Analysis of learning result test done to know mastery of individual and classical. The standard used to determine student's learning completeness in this study is that a student can be said to be complete when the percentage of individual completeness (PI) achieved is $\geq 75\%$. The test of learning outcomes also aims to determine the effectiveness of the products that have been developed, namely by comparing the results of pretest and post-test and comparing the learning outcomes between groups who follow the social literacy program and who do the usual learning without following the program. To
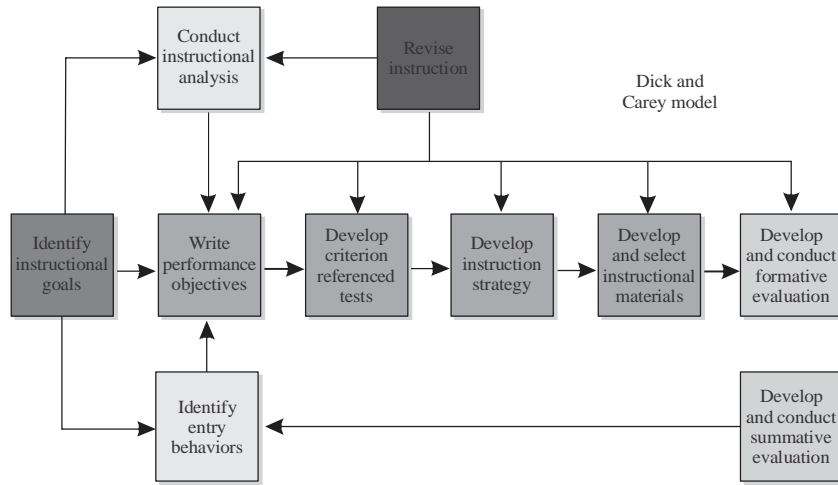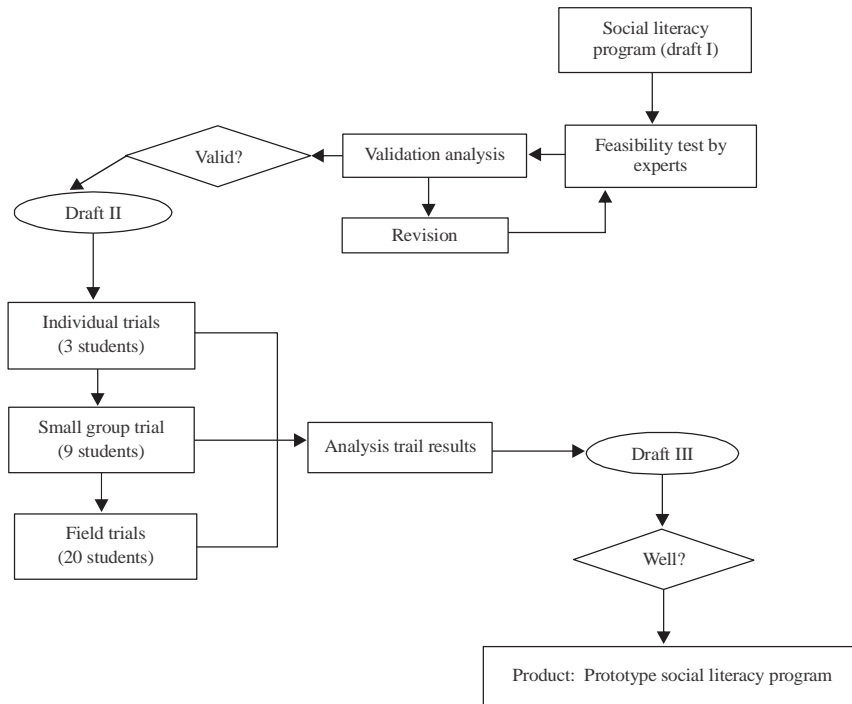
Fig. 1: Dick *et al.*[7] development model

Fig. 2: Scheme of trial plan adapted by Dick *et al.*[7]

compare the learning outcomes between groups who participated in social literacy programs and who did the usual learning without following a t test program. The independent sample t-test sample was calculated using SPSS 19. Furthermore, with normalized N-Gain, normalized gains (g) were used to provide an overview of the improvement of learning outcomes between before and after treatment. The magnitude of the increase is calculated by the normalized gain formula as follows:

$$g = \frac{\text{post-test score} - \text{pre-test score}}{\text{ideal score} - \text{pre-test score}}$$

RESULTS

This research and development produce product in the form of social literacy program to improve understanding of social study concept of fourth grade student of SDN Ngampungan Jombang. This social literacy program is different from the pre-existing

learning program because this social literacy program is done through the approaches to the student's environment but also the social literacy program is the development of the school literacy culture program. The components of the social literacy program are: background, program name, program objectives, stages of activities, program implementation schedule, supporters.

Result of social literacy program feasibility analysis: To find out the feasibility of the social literacy program that has been developed, it can be seen based on the assessment by the experts on the component aspects and supporting the social literacy program which consists of: background, the name of the program, the program objectives, program targets, program stages, program schedules, materials, media, supporters. Aspects of program support in the form of learning tools. Based on the recapitulation of the results of social literacy program validation, the average score on the component aspect reached 4.31 and the average score of the supporting aspects reached 4.5. So, that the average score of achievement of social literacy program reached 4.4. If seen in the assessment classification table then >4.2 can be classified in very good category. The eligibility criteria of the program is that the program can be considered feasible if the minimum average score is achieved in either category. Thus, it can be concluded that social literacy program is suitable for use in grade 4 students of SDN Ngampungan.

Result of the contextual students worksheet practicality analysis: Achievement of practicality of social literacy program can be seen based on aspect: Teachers can apply social literacy program easily and Level of program implementation through student activity. From result of analysis of achievement of practicality of social literacy program can be known that at activity of teacher average score obtained reach 4, 63 and the average score on student activity reached 4.38. So that, the average score of achievement of social literacy program reached 4.5. If seen in the assessment classification table then >4.2 can be classified in very good category. The criterion of practicality of the program is that the program can be said to be practical if the minimum average score is obtained in either category. Thus it can be concluded that the social literacy program is practically used in grade 4 students at SDN Ngampungan.

Result of social literacy program effectiveness analysis: Achieving effectiveness of social literacy programs can be seen based on the results of student responses and student learning outcomes. Based on the recapitulation of the results of field trials, the two criteria for achieving the effectiveness of social literacy programs

with good achievement. For student responses have been met with >85% of students give positive responses and the average student achievement reach 85.55 with 85% of students who score with the category master. To be able to conclude that the social literacy program effective to apply, need to test the normality, Homogeneity test, independent sample t-test and normalized N-gain test.

Calculation of normality test in this study using Kolmogrov Smirnov analysis with SPSS 19. Data tested is the result of pretest and posttest in the experimental class and control class. Test result normality value asymp. Sig. (2 tailed) for pretest is 0.998. The Sig. value (2-tailed) posttest is 0.728. In accordance with the criteria, if Sig.>0.05 then the data is normally distributed but if Sig.<0.05 then the data is not normally distributed. Because the Sig. value (2-tailed) 0.998>0.05 then the distribution of pretest data in both classes meets the "Normal" criteria. Because the Sig. value (2-tailed) 0.728>0.05 then the post-test data distribution in both classes meets the "Normal" criteria.

Calculation of homogeneity test using analysis of Lavene Statistic with SPSS 19. It is known that the result of Sig. value. Students pretests in experiment class and control class is 0403 while Sig. value. Student's post-tests in the experimental class and control class of 0.670. In accordance with the criteria, if Sig.>0.05 then the data is homogeneous but if Sig.<0.05 then the data is not homogeneous. Because the Sig. value 0.403>0.05 then the result data pretest students in both classes is homogeneous. Because the Sig. value 0.670>0.05 then the result data post-test students in both classes is homogeneous.

Calculation of independent sample t-test using SPSS analysis 19. Sig. value (2-tailed) at pretest value is 0.407. According to the criteria, if Sig.>0.05 then there is no significant difference but if Sig.<0.05 then there is a significant difference. Because the Sig. value (2-tailed) is 0.407>0.05 it can be concluded that there is no significant difference between the pretest of the students in the experimental class and the control class. After knowing the pretest t-test data of the learner, then counting the posttest result of the students in both classes after Treatment (treatment). The Sig. value (2-tailed) at the posttest value is 0.001. According to the criteria, if Sig.>0.05 then there is no significant difference but if Sig.<0.05 then there is a significant difference. Because the Sig. value (2-tailed) is 0.001<0.05 it can be concluded that there is a significant difference between the student's posttest in the experimental class and the control class. For normalized n-gain test results in the experimental class and control class can be seen in the following Fig. 3.

Figure 3 shows the percentage of the pretest grade of the experimental class lower than the control class. But
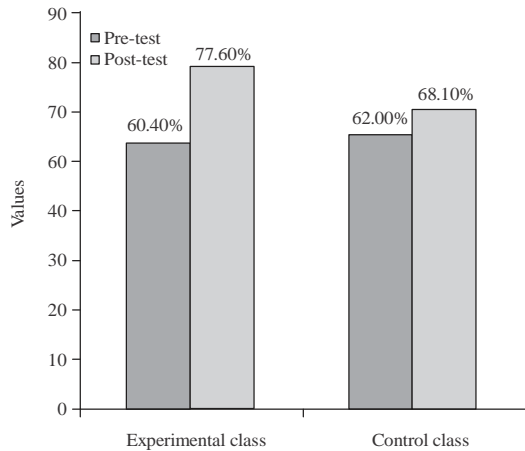
Fig. 3: Percentage of pre-test and post-test result

the post-test result in the experimental class is higher than the control class. The percentage of improvement of learning outcomes in the experimental class is 17.2%, while the improvement of learning outcomes in the control class is 6.1%. This proves that students who follow the learning with social literacy program progress better learn than the students who do not follow the learning with social literacy program.

DISCUSSION

The quality of the social literacy program referred to here is the quality of development expressed by Nieveen, stating three aspects that need to be considered in assessing the quality of a product from research development, namely feasibility, practicality and effectiveness.

Discussion on the feasibility of social literacy program: Based on the achievement of the feasibility of social literacy program can be seen that the average score on component aspect reached 4.31 and the average score of the supporting aspects reached 4.5. So, that the average score of achievement of social literacy program reached 4.4. If seen in the assessment classification table then >4.2 can be classified in very good category. The eligibility criteria of the program is that the program can be considered feasible if the minimum average score is achieved in either category. Thus, it can be concluded that social literacy program is suitable for use in grade 4 students of SDN Ngampungan.

Result of practicality of social literacy program: Achieving the practicality of social literacy programs can be seen based on the following aspects. Teachers can implement social literacy program easily. Level of

program implementation through student activities. Based on the achievement of the practicality of the social literacy program can be seen that the teacher activity average score obtained reached 4.63 and the average score on student activity reached 4.38. So, that the average score of achievement of social literacy program reached 4.5. If seen in the assessment classification table then> 4.2 can be classified in very good category. The criterion of practicality of the program is that the program can be said to be practical if the minimum average score is obtained in either category. Thus, it can be concluded that the social literacy program is practically used in grade 4 students at SDN Ngampungan.

Results of the effectiveness of social literacy program: Effectiveness seen from whether or not the product reaches the target set. The acquisition of social literacy program is caused by factors such as first, the interactive program is able to improve the student's understanding of Social study concept. Second, the program is structured according to the characteristics and needs of students. Some of these factors cause the program to meet aspects of effectiveness (effective). In addition, through the results of tests conducted at SDN Nampungan Jombang with 20 subjects, social literacy program is effective to improve student's social study concept understanding. Achieving effectiveness of social literacy programs can be seen based on the results of student responses and student learning outcomes. Both criteria of achieving the effectiveness of social literacy programs with good achievement.

CONCLUSION

Based on the results of Social Literacy Program Development To Enhance the Understanding of Social study Concept of My Goal Theory in the fourth grade of elementary school students, it is concluded that the development of social literacy program is feasible to be used to improve the understanding of social study concept of My Goal theme in fourth grade students of SD because the result of validation by expert Social literacy programs earn an average of 4.31 with very good category. Supported by student's responses to social literacy program in individual trial, 81.3% responded to agree. Similarly, student's responses to the social literacy program of small group testing, amounting to 85.3% who responded strongly agreed.

The practicality of the social literacy program is very well executed on student activity reaches an average of 4.36 and the highly implemented teacher activity reaches an average of 4.63 in improving the understanding of social study concept of My Goal Theme in fourth grade students of elementary school.

The development of social literacy program is an effective program development to improve understanding of social study concept of my dream ideals in fourth grade students of elementary school. This is shown from the results of independent t-test that found there were significant differences between learning outcomes between the control group (the conventional learning program) and the experimental group (Social literacy program). Where are the experimental group learning outcomes (Social literacy program), compared to the control group (the conventional learning program).

Because the results of research and development of social literacy programs meet the valid, practical and effective criteria, it is suggested that social literacy program can be used as an alternative of social study learning on the theme of my dreams in school.

REFERENCES

01. Suhanadji and T.S. Waspodo, 2011. [Concepts and Theories of Social Sciences]. Unesa University Press, Surabaya, Indonesia, (In Indonesian).

02. Sudjana, N., 1995. [Assessment of Teaching and Learning Outcomes]. Publisher Remaja Rosdakarya, Bandung, Indonesia, (In Indonesia).

03. Tompkins, G.E. and H. Kenneth, 1991. Language Arts: Content and Teaching Strategies. Max Well Macmillan International Publishing Group, New York, USA.,.

04. Kuder, S.J. and C. Hasit, 2002. Enhancing Literacy for All Students. Prentice Hall, Upper Saddle River, New Jersey, ISBN: 9780130113078, Pages: 365.

05. Baynham, 1995. Literacy Practices: Investigating Literacy in Social Contexts. Longman, London, UK.,.

06. Kalantzis, M. and C. Bill, 1983. Social literacy: An overview. Meglamedia, Sydney.

07. Dick. W., L. Carey and J.O. Carey, 2015. The Systematic Design of Instruction. Vital Source Technologies, Raleigh, North Carolina, USA., ISBN: 9780135041888,.