THE DEVELOPMENT OF SOCIAL INTELLIGENCE IN LEARNING SOCIAL SCIENCES

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Abstract : Boarding schools is one of the educational institutions which are expected to generate output that is able to compete as well as education quality as stated in the national education goals. Boarding schools are required for it to make adjustments both in management and in the system of learning and innovations developed in order to be on par with other educational institutions. The author of the important role of straightening consider boarding school in participating released education, especially on the development of intelligence of social learning in the social sciences (IPS). The authors are convinced that education in boarding schools filled with the values of religious education and is very in tune with the development of education in Indonesia, especially in learning innovations to develop social intelligence learning through IPS. Boarding schools are part of the institution was a stronghold in the control of morality to face the challenges of globalization. Social intelligence of the young generation should continue to be developed and honed through the learning process with various innovations developed for the students/learners understand, realize, and able to take appropriate action as well as beneficial in facing the reality of life in the future.

Keywords : development, social intelligence, learning

I. INTRODUCTION

The process of conducting education in Indonesia has gone on long enough good performed by the Government or by the public. Indonesia community already know since a long time boarding schools and boarding schools public even by certain communities as a means of education that is capable of delivering the Rasta-Rasta/participants of his protégé was able to plunge the society with all ability and his independence. Boarding schools have put the entire effort and thought as the embodiment of love the motherland to preach and educate people in order to have the social intelligence, namely social skills and sensitivity. Social intelligence that is what encourages people to have an awareness of humanitarian awareness of tolerance, quickly reacts with the conscious, courage and take decisions to keep control of the country's existence until today, with all the goals its independence, that embodies the well-being and the intellectual life of the nation.

To embody the ideals of the young generation should be performed taking the role, so it should have a provision of knowledge, skills, and attitudes are pretty because they face a different challenge with the previous generation. If the previous generation struggling weapons arouse, it is now facing is the modernization and globalization. The nation is also facing modernization, which changes the society to a more advanced or better than previous

conditions mainly from aspects of technology and social organization so as to reflect the life of modern society (Rosana, 2011). In fact, in the perspective of cultural modernization of the positive because it is a meaningful process toward something better, more sophisticated, more efficient, and other positive traits. But in fact the implication of the modernization in daily life can be positive and negative. Welfare, efficiency, technology advances, is a positive example of modernization which can be enjoyed and developed society. On the other hand, the modernization also cause negative effects, especially if associated with Western culture which is not a community culture in Indonesia (Westernization).

According to Haidar (2004), modern society has three major diseases, namely: a) individualism, creating a selfish society concerned with personal life over the public interest, is not concerned with the surrounding environment, b) materialism, making the matter as the orientation of daily living, which prompted someone do corruption and other crimes to get as many possessions, and c) hedonism, idolize it pleasure such as drunkenness, drug, free association so many cause disease. AIDS. It is certain, double-edged knives such as modernization, should be careful in responsible. The knowledge, insight, skills, beliefs, and values of the religion that has embedded is the main capital of a person, especially a teenager to cope with the pace of modernization so that they don't become spectators and victims of modernisation, otherwise could utilizing the modernization for the benefit of the positive. For example, advances in information technology are used to develop creative economy, disseminate goodness, and share useful information.

Boarding schools as one religious institution sued plays an active role to socialize and build peace for mutual respect and love their fellow human beings. Boarding schools need to instill awareness of the multicultural characteristics as the reality of society and the necessity of holding unswerving nature of tolerance and tolerance according to Zamroni (2011) will give birth to a new awareness that cooperation with all the differences is an absolute necessity that cannot be abandoned. Awareness like this certainly won't be appearing by itself, but rather the necessary engineering, i.e. the effort realized and planned, including the passing of this boarding school education.

Boarding schools are educational institutions whose existence has been recognized in the national education system. As an educational institution, the boarding school being sued is capable of being an agent of change, and able to adapt to change itself by way of providing experience (learning) intellectual and social which develop skills, interests, and attitudes that will quality himself (being its characteristics) as individuals and that will form the ability the roles as adults later (Ma'arif, 2012). Boarding schools can nurture the seeds of tolerance to respec each other and love their fellow human beings who have a diversity of cultures, religions and ethnicities through materials provided boarding school. All that, in order for the students as younger generations later, familiar and skilled to communicate with other societies. Boarding schools have to prepare the students to be independent, interact and compete in the era of globalization at the same time have a strong faith, holding the tradition of the character religious, also charged is able to show good behavior, such as keeping harmony with other faiths as the fruit of faith and character religious. Some experts with differing terms give special attention on social skills. Thorndike (Goleman, 2006) at the beginning of the 20th century, precisely in the year 1920, was first to introduce the term

social (social intelligence Intelligence), he defined social intelligence as the ability to understand and manage men and women (social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in the human relationships). He suggested that the effectiveness of these interpersonal relationships is very important for success in many areas, especially in the field of leadership.

Howard Gardner since the 1980's (Gardner, 1993) elaborated the theory of multiple intelligences that were very influential in the world of Psychology much applied in the practice of education. He posited that man has a wide range of intelligence that include linguistic intelligence, logic-mathematical, musical, spatial, kinesthetic, and sometimes intrapersonal, interpersonal. He also initiated on the possibility of the existence of the spiritual and moral intelligence.

Howard Gardner's 8 intelligences suggests consists of smarts, savvy Linguistics mathematical logic, visual and spatial intelligence, musical intelligence, interpersonal intelligence, wit, intelligence, personal intra kinesthetic, and natural intelligence. From a variety of intelligence expressed by Gardner, interpersonal intelligence is intelligence that has proximity to social skills. Interpersonal intelligence with regard to the ability to understand the intentions, motivations, desires, and feelings of others. This intelligence allows one touch and work effectively with others. Intelligence involves many things, for example the ability of empathy, the ability to manipulate, ability to read people, and the ability to make friends. Gardner (Porath, 2009) defines social expertise as the ability to perceive and make distinction in the intention, motivation, points of view and emotion of other people.

II.   METHODS AND RESEARCH DESIGN

This type of research is qualitative research (qualitative research), with the approach of phenomenological hermeneutics developed-Paul Ricoeur. According to Ricoeur (1965) the method of Phenomenology-hermeneutics is a rigorous interpretation methods (tight), researchers can bring to the understanding of the phenomenon are what they are, especially in a thorough and systematic describes self-identity without neglecting the aspect of objectivity. In De I'intretation, Ricoeur hermeneutics as the defining theory of norms that organize an exegesis, or in other words an interpretation of the text or set of particular potential signs of existence which is seen as the text. Hermeneutics is the process of decomposition that depart from the content and meaning that look towards the hidden meaning, depth and hidden. In addition, this method also describe in the "what-is" about a symptom or a condition.

In this study, the research is trying to deepen by digging information about development of social intelligence in learning social Intelligence, IPS is one of the terms of how teenagers to meet its future, while values education was a stronghold for adolescents so that they don't get caught up in the pace of globalization that could erode positive character values are deeply rooted in the nation's local wisdom and values of religion. All carried out to describe the truth of phenomena that arise and what is his background.

III.   RESULTS AND DISCUSSIONS

Boarding schools as an institution have a responsibility to bring the spirit of compassion of Islam in people's lives every day. Boarding schools are required to give positive contribution to addressing the rise of radicalism. Tracing its history, boarding schools is one of the folk movements of the base that upholds the values of nationalism, then be weird if radicalism associated with boarding schools. That view should be straightened out

through an open teaching system and giving and values-laden goodness and value *ahklakul kharimah.*

According to the Baso (2012), typical of the boarding school is a tribute to its ancestors/scholars/predecessor/hero/who fought for this nation. Boarding schools help these Nations maintain all our collective memory about past glory/experiences/sacrifice of dealing with a foreign nation for most benefits to the nation and the homeland of Indonesia. The mechanism for it performed by keeping a number of traditions, rituals, religious practices, the arts and culture that connects one generation to the next, from one community to the other, so that the community came from the solidarity, unity and togetherness among the components of the nation is still awake.

Before and after the independence the contribution of boarding schools in building this country should not be ignored. As an agency that specialized in the field of education and *Da'wah, pesantren* is able to give a positive influence on the community surrounding (Kusdiana, 2014). The existence of boarding schools was guaranteed by UU Number 20-year 2003 about National education system, this implies the demands of society towards the educational process taking place. Boarding schools are required to provide education services students in accordance with national educational goals that embody an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have the power religious, spiritual self-control, personality, intelligence, morals, as well as the necessary skills themselves, the community, the nation and the State. Characteristic boarding schools are implementing educational services based on the idiosyncrasies of the religious, social, culture, aspirations, and potential community education as the embodiment of, by, and for the community.

The formulation of a more comprehensive boarding purposes described m. Dian Nafi ' et al (2007), which consists of three things:

a. Forming a personality that has been addressed by the Prophet Muhammad. The *kiai* agreed that morals have the highest rank in top scientific and expertise, are embodied in grief based on profound knowledge against the teachings of Islam. Indicators of graduates of religious schools is translated in the education process in boarding through the forging of a way of life, values and principles of everyday life at boarding school.

b. Strengthening the competence of students, through a four-level goals; that is the initial goal *(wasâ'il)*, between goals *(ahdâf)*, the principal objectives *(maqâsid)* and the ultimate goal *(ghâyah). Wasâ'il is* mastery over the subjects in a good boarding school of cognitive, psychomotor or affective. Subjects in the boarding school include the following: Quran, tafsir, Hadith, fiqh, beliefs, morals, Arabic, and *târikh. Ahdâf* is the awarding of the subjects on the educational level respectively (*ûlâ, wusthâ, ' ulyâ*) in accordance with the purposes and needs of students in daily life, either as a person, as a member of the community, and as a priest in the his community. *Maqâsid* is the principal purpose is to print out the boarding school. Muslims *tafaqquh* fi al-dîn (in-depth knowledge of religion). While ghâyah is the ultimate goal that is reached ridla God.

c. Dissemination of science through *alamr bi al-ma'rûf wa al-nahy* ' an al-it is by printing the *da'i* and engage in community empowerment.

Based on the regulations of the Minister *Menteri Agama RI nomor 3* year 2012 Organizing education at *pesantren* is part of Islamic religious education which aims to:

a. Embed to learners to have faith and devotion to God Almighty.

b. Developing ability, knowledge, attitudes and skills of learners to become scholars of Islam *(mutafaqqih fiddin)* and/or become Muslims can practise the teachings of the Islamic religion in daily life, and

c. Develop a personal *akhlakul karimah* for learners who have individual and social piety with high support the soul of sincerity, simplicity, self-reliance, Sisterhood of fellow Muslims *(ukhuwah Islamiyah),* humility *(tawadhu),* tolerant *(tasamu)*, balance *(tawazun)*, moderate *(tawasuth)*, example *(uswah)*, healthy living patterns, and love of the motherland.

One of the distinguished boarding school with a formal educational institution is santri living in a dorm with a variety of regulations aimed at self-reliance santri. Research results, Uci Sanusi (2012), education in boarding schools encourage students in terms of self-reliance: a) the level of confidence is high students became the main capital in the form of self-sustainability, b) students who have researched a fairly trustful level good high on yourself as well as the mandate of the institution, c) students can control themselves either in anger or prohibition of boarding schools, students can complete a d) problems encountered in either life or braiding learn in boarding schools, e) students have a responsibility both towards ourselves and boarding schools, f) helping students who are in distress, g) students have high expectations about success and the embodiment of the self in the future, h) creativity and innovation students look at the activities of outside investigations, i) students showed a level of self-reliance a good standalone learn, j) students have specific skills in managing life, and k) most students learning motivation comes from a motivation of self on its own.

Next in the process of learning, boarding schools also carry out formal education, known as MTs, this parallel with middle school (Junior High). One of subject in Social Sciences (IPS) who are in junior high school, has also become a subject that is in the context of MTs. Numan Somantri (2001) defines Social Science Education in two types, namely Educational IPS for schooling and educational IPS for College. For schooling, education IPS is a simplification or adapted from the disciplines of the social sciences and Humanities, as well as basic human activity that is organized and presented the scientific and pedagogical/psychological for educational purposes. With regard to higher education, the education of IPS is a selection from the disciplines of the social sciences and Humanities, as well as basic human activity that is organized and presented scientifically and psychologically for educational purposes. If you take both the definition lies the difference exists only on simplification and selection. Indeed specifically said a simplification is intended to indicate that the difficulty level materials must be adjusted to the level of intelligence and interests of students in the school.

The society is an organism that grows, develops, and the ability to change. The changes that occur within the community take place sooner as simply the community enjoy the development of technology. Such developments requires an objective review, comprehensive, and deep red thread to be discovered from these symptoms. Social Science education was challenged for addressing the phenomenon. Barr (Effendi) formulated three main traditions in Social Science perspectives, namely: a) IPS taught as inheritance value citizenship, b) IPS taught as social sciences, c) IPS taught as reflective inquiry. As for Rudy Gunawan (2013) called by the term philosophy of education, namely a) IPS as transmitting citizenship (Social Studies u.s. Citizenship Transmission), b) IPS as Reflective Education (Social Studies us Reflective Inquiry), c) IPS as Critique of social life (Social Studies u.s. Social Critism), and d) IPS as one's Personal Development (Social Studies u.s. Personal Development of The Individual).

The learning challenge IPS very heavy and complex. Enok Maryani (2009) at least identify some of the challenges of learning, IPS, namely: when the mother went into the House of the public sector, then the education of children at home being neglected, while the reading culture has not yet been constituted, visual culture through TV entry with intensive, at a time when social capital is not yet built, individualism through the game, home schooling, individual work into the needs and demands, while the ethos of learning and productivity are not yet built, relaxed culture has been formed, when professionalism more difficult to grasp, the claim of material so urgent. Example became into something very rare. Gap between theory and applications also often occur because of various obstacles.

On the other hand, the IPS is regarded as second choice, or at least not the first choice. This is a challenge for teachers so that students who learn, IPS has skills that correspond to the learning objectives, IPS. The basic skills of IPS can be classified into several categories, but can generally be divided into three, namely: a) work-study skills; an example is reading, making out-line, to read and interpret maps, charts; b) group-process skills; an example is the critical thinking and problem solving, and c) social-living skills; an example is the responsibility, in collaboration with others, live and partners within a group.

IV. DISCUSSIONS AND RECOMMENDATIONS

A variety of social problems that occur when this requires the attention of all parties. Since their early teens should be given an understanding of the importance of the ability to communicate and understand their surroundings so that they are not alienated by everyday life. Our concern as members of the community also be effective ways to minims all forms of irregularities that took place, as each is no symptoms, then it will quickly anticipated. Thus the importance of social intelligence need to be built and developed in good schooling learning in secondary as well as MTs, as the basis for the formation of character, personality and identity are connected at age stepped on student teens.

Social Science education is a learning program aims to train student to help, in order to be able to have the ability to identify and analyze an issue from a different point of view in comprehensive. It is hoped through Education Learning IPS that have been implemented will produce good citizens (Good Citizen). The characteristics of a good citizen according to Baar dkk (1978) as quoted by Suprayogi (2011): a) has an attitude of patriotism, b) has the appreciation and understanding of the values, the institution, and the practice of community

life, c) has the attitude of social integration and responsibility as citizens, d) have an understanding and respect for cultural values and traditions passed on his countrymen, e) have a motivation to participate actively in the implementation of democratic life, f) have an awareness on social issues, g) have ideas, attitudes, and skills that are expected as a citizen, and h) have the understanding and appreciation of the economic system.

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