



INCREASING PROSOCIAL BEHAVIOR OF STUDENTS THROUGH JOURNALISTIC ACTIVITIES IN SOCIAL STUDIES LEARNING

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Abstract : This research originated from problems found by researchers during the initial observation process and during the learning process several times in class VIII-B Muhammadiyah 6 Middle School Bandung. The problems found are lack of students' prosocial behavior such as students tend to be individualistic, lack of sense of help, cooperation and empathy with other students as well as their classroom environment. Seeing these conditions, it is necessary to have an effort so that students are able to understand a concept or IPS material that can improve prosocial behavior. Journalistic activities are believed to make it easier for students to improve prosocial behavior. The purpose of this study is to design, implement, examine constraints, and show an increase in prosocial behavior through journalistic activities. Meanwhile, the research method used is the classroom action research (PTK) method with a design developed by Kemmis and Mc Taggart which in each cycle consists of planning, action, observation, and reflection of implementation. The results of this study show an increase in each cycle. Improvement of students' prosocial behavior in social studies learning can be seen from 3 prosocial indicators, namely cooperation, sharing and helping. All these aspects can be seen from the results of observations and the results of journalistic activities that have increased from each cycle. In conclusion, through journalistic activities, there is an increase in students' prosocial behavior in social studies learning. The results of this study can be a recommendation for schools and teachers to be able to develop more meaningful learning.

Keywords : prosocial behavior, journalistic activities, social studies learning

I. INTRODUCTION

Humans other than personal beings are also social beings. Since birth, humans have lived with other people. Therefore humans cannot stand alone and always need other people. From this basic need and dependence, humans have a strong urge to interact with others. Interacting with the environment is one form of fulfilling human needs in order to survive.

So human life will always be grouped or joined in a society, in which interactions will occur to complement each other because humans are not perfect. Thus, so that humans are able to develop optimally, efforts are needed to optimize the capabilities that exist in him, and one of his efforts in education, both formal and non-formal.

Social science (IPS) is one of the subjects at the level of junior high school. This lesson is useful for developing social skills for the community, and especially for female students at the school. The main purpose of Social Sciences is to develop the potential that exists in



students so that they are sensitive to social problems and social life in the community, have a positive attitude that is responsive to all inequalities that occur and can bring themselves in difficult situations can even overcome problems that in everyday life both for him and for people. Schools that are formal educational institutions systematically carry out guidance, teaching and training program that aims to assist students in developing their potential, both in the moral, spiritual, intellectual, emotional and social aspects

Prosocial which is a helping act that benefits other people without having to provide a direct benefit to other people who carry out the action, maybe even involving the existence of deep risks for those who help them closely related to social studies learning. From this interaction, a process of someone's attraction to someone else for a need occurs or has an attitude of sympathy to help others solve their problems. This behavior is commonly referred to as prosocial behavior (Baron and Byrne, 2005, p. 74). But in reality, the prosocial values that exist in the community increasingly indicate a setback. This is especially true for most teenagers. Teenagers are now busy doing activities that are not aimed at causing anxiety in the community, such as ryokans, robberies, and even acts of persecution. One example is the number of legal actions that exist in the community and most of the perpetrators are in their teens. Prosocial behavior will provide an influence that leads to a positive direction and provides an advantage and comfort for others. the usual behavior is manifested in the form of empathy, generosity, cooperation, and compassion (Beaty, 1998, p. 147).

Classroom action research conducted by the author in class VIII B of Muhammadiyah 6 Middle School in Bandung City, focused on the study of teachers in improving the prosocial behavior of students in the class. The focus of this study was taken because the author saw based on considerations from the data carried out when conducting initial observations in the field with social studies subject teachers. The author examines the existing problems that the lack of prosocial attitude possessed by class VIII B students of Muhammadiyah 6 Middle School in Bandung City. The focus of the study is because the author wants to provide a model of learning that is appropriate to the problem so that it reflects the prosocial behavior that exists in students. Solving the problem in class VIII B is very important because the development of prosocial behavior is based on the concept put forward by Banks (Sapriya, 2007, p. 3) that social studies are part of the primary and secondary school curriculum which has basic responsibilities to help students develop the knowledge, skills, attitudes, and values needed in the life of the community in the community. Judging from the theory, a person's attitude or behavior is the most basic thing a person needs in socializing in society, and social studies learning is a learning that instills social attitudes that are expected to be able to help students deal with social problems that exist in the community.

By looking at Sapriya, (2008, p. 4) which states that "one of the characteristics of the definition of social studies is dynamic, meaning that it changes according to the level of development of society". Thus students are expected to have the motivation to learn and can guide students in a better social life including improving students' prosocial behavior. Journalism comes from the journal. In French, journal means notes or daily reports. Journalism is simply interpreted as an activity related to recording or reporting every day. (Sumadiria, 2005, p. 5). Journalistic activity is an activity carried out in communicating by broadcasting and disseminating news and proposals regarding various general and factual



daily events that are also real (Iskandar, 2008, p. 33). So journalists indirectly participate as agents who criticize an act that deviates from the social community.

Based on the reasons and problems above, researchers are more focused on the problems of students' prosocial behavior in social studies learning that will be used in classroom action research. The title of this research is "increasing the prosocial behavior of students through natural journalistic activities of IPS learning (class action research in class vii-b junior high school muhammadiyah 6 Bandung). With the formulation of the problem in the study, namely: (1) How to improve students' prosocial behavior in social studies subjects in class VIII B Muhammadiyah 6 in Bandung? (2) How is the implementation of journalistic activities in social studies subjects in class VIII B Muhammadiyah 6 in Bandung City to improve students' prosocial behavior? (3) What obstacles are faced in applying journalistic activities to social studies subjects in class VIII B of Muhammadiyah 6 in Bandung to improve students' prosocial behavior? (4) What is the result of increasing the prosocial behavior of students in class VIII B of Muhammadiyah 6 Middle School in Bandung City after the implementation of student journalistic activities as a learning resource?

II. METHOD AND RESEARCH DESIGN

This study was focused on students of class VIII-B Muhammadiyah 6 Bandung Middle School in the 2014-2015 academic year as a research subject. It is based on the results of the researchers' initial observations, and also the results of the discussion of researchers with partner teachers so that it can be concluded that class VIII-B lacks prosocial behavior between students, society and the environment. The number of students in the class is 3 people consisting of 16 female students and 25 male students.

The method used in this study is the Classroom Action Research Method. Classroom Action Research aims to improve teacher performance, improve the quality of teaching and learning and improve learning activities of students and is expected to also have an impact on improving students' prosocial behavior in social studies learning through journalistic activities. According to Grundy and Kemmis, "the purpose of action research includes three things, namely the improvement of practice, professional development, and improvement in accordance with the place where the practice takes place" (Sanjaya, 2011, p. 30).

In general, the steps in classroom action research include preparation, diagnostics, class action planning to solve problems, and therapeutic. While the procedures for classroom action research include:

- a. Planning (planning),
- b. Implementation of class action (action),
- c. Observation (observation) and
- d. Reflection (reflection) in each cycle.

In this study, the author uses data collection techniques and data analysis. The use of research data collection techniques consists of observations, interviews and field notes. In addition, the study uses instruments that support this study and consists of student interview sheets before and after the action, teacher interview sheets, observation sheets of student activities, observations, as well as field notes. And documentation at the time of observation. After that a data analysis process is carried out consisting of activities namely;



- a. Reduction of data obtained from the field written in the form of detailed descriptions and in collaboration with partner teachers to see and take the focus of research problems;
- b. Display data that is as a set of structured information that gives the possibility of drawing conclusions and taking action, in this case, the action to proceed to the next cycle or not is written concisely and clearly;
- c. Conclusions and verification of data obtained from the beginning the researcher tries to draw conclusions, but with increasing data, the conclusions are more temporary, conclusions must always be verified during the study;
- d. The validity of data is a measure of the validity and validity of an instrument.

III. RESULTS AND DISCUSSIONS

Based on the initial observation carried out directly in class VIII B Muhammadiyah 6 Middle School Bandung. The initial observation was conducted to find out and see the class conditions that would be used as a place of research for researchers. In the initial observation, researchers only observed the interaction of students and teachers, teachers and students in social studies subjects, while observing these interactions the researchers also observed the problems that existed when the social studies took place.

Problems found are between students with one another lacking good communicative or indifferent attitude towards their friends, and lack of mutual giving between students even when learning takes place there are students who are sick and have not attended school for a long time but they are normal, also at the time of division of the group most students do not want to group with group friends that the teacher has determined, they want to choose a group friend and see active members compared to other members regardless of other members do not understand. From the results of interviews with students, it can also be concluded that social studies learning is still lacking in linking the material with the daily problems, as well as learning activities that are less varied. The students said that social studies learning might be more fun when they study while looking at their own environmental conditions such as learning in the field not only listening to the material but they can see directly about the material in life,

The process of this research was carried out for three cycles, where each cycle consisted of three actions for the first cycle, also three actions for cycles II and III, obtained results of improvement in prosocial behavior based on indicators of sharing, cooperation and helping according to McGuire (in Eddy E 2005, p.128). Through these stages, the results of the study prove that increasing prosocial behavior of students can be seen when social studies learning uses journalistic activities. The research is not only with interviews and preliminary observations but also uses several instruments including student worksheets the observation sheet of student activities will be seen to increase the assessment of the prosocial indicator in each cycle. This shows the success of student activities following the learning well and students can improve students' prosocial behavior through journalistic activities in social studies learning.

In prosocial behavior is divided into several indicators and on each indicator and consists of several observed aspects. Overall, this aspect has been demonstrated in activities



carried out by students and from each cycle. the indicators of collaboration also consist of 2 aspects that are observed and experiencing development that increase from each cycle one of which is the aspect of students able to cooperate well in their groups, can be seen in the diagram below:

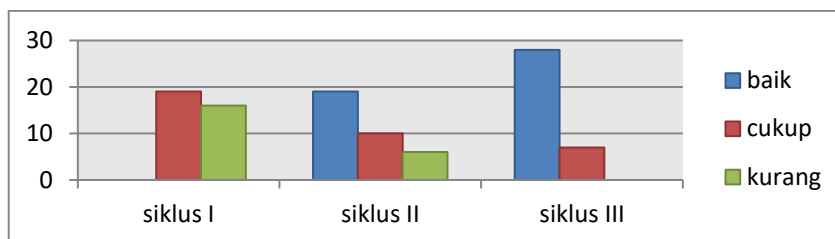


Figure 1. Indicators of Collaboration Part 1 Students Are Able to Cooperate Well in their Groups

Based on the diagram above, it can be seen that each cycle has increased. In the first cycle the indicator cooperates with the part I, it can be seen that students who get a good rating (B) as much as 0%, or no students are classified as good in collaborating with their group friends. As for those who get enough value (C) as much as 54% and those classified as less (K) reach 45.7%. This shows that the indicators in collaboration with part 1 are still very lacking and do not reach the expectations of the researchers.

Next, in the second cycle, there has been a very good increase that can be seen from the presentation of the assessment in the diagram above, more than 50% of students have got a good rating (B) while enough has reached 28.6% and a rating of less (K) has decreased by 17.1%. In the second cycle, it was seen that students' prosocial behavior was very increased when compared to cycle I. Furthermore, in the third cycle stage there was a very good number of improvements compared to the first cycle but when compared to cycle II the scores were not too significant. As for students who get a good rating (B) as much as 80%, students who get enough votes (C) as much as 20% and less (K) as much as 0%. So that it can be concluded that all students can be said to be successful in fulfilling the objectives in aspect 1 of indicator 1 which is collaboration.

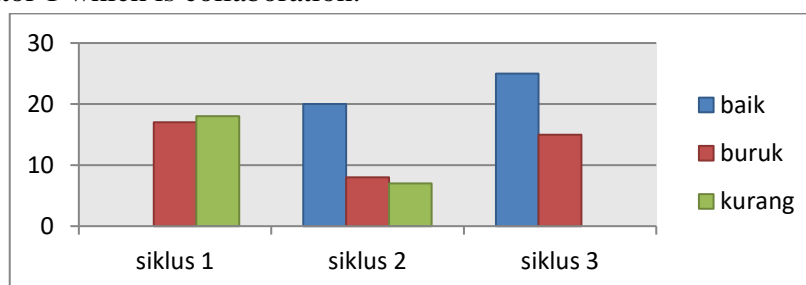


Figure 2. Indicators Collaborate Part II

Judging from the diagram above it can be seen that there are differences in the increase in each cycle. In the first cycle of the collaborative indicator, it can be seen that students who received good ratings (B) were 0%, in other words, no students reached II aspect II indicators. But students who received enough assessment (C) were as much as 48.6% and students who received a lack of assessment (K) very much reached 51.4%. In other words, there are still many students who experience flaws with respect to their friends' opinions. When there are students who express their opinions or criticize the journalistic assignments



of their students, other students consider it a joke or indifferent to the criticism, which even seems to mock the student.

Then in the second cycle, there is an increase in good cooperative behavior. It is seen from the diagram above, students experience good judgment (B) in terms of respecting the opinions of friends with the acquisition of 57.1%, this is greatly increased when compared to the first cycle, and for adequate assessment (C) of 22.9% and for assessment less (K) has decreased by 20%. This was determined by the attitude of students who in the cycle II cycle increased.

Furthermore, in the third cycle there was a high increase compared to the first and second cycles, but in cycle 2 there were no significant changes. In the second cycle it can be seen that the good rating (B) is 71.4% and for the assessment is sufficient (C) as much as 42.9% and for the less category the assessment reaches 0% which means that in the third cycle the first indicator of the second aspect has reached the purpose of the research indicator. in the third cycle students also can appreciate the opinions of their fellow students in group discussion sessions, journalistic activities, and presentation activities from other groups.

Next is the second indicator of the first aspect, that is, indicators share a sense of aspects Students can respond to the opinions of friends / other groups. in this aspect, it is shown from each of them that students do and in each cycle experiences a fairly good development, this can be seen in the diagram below:

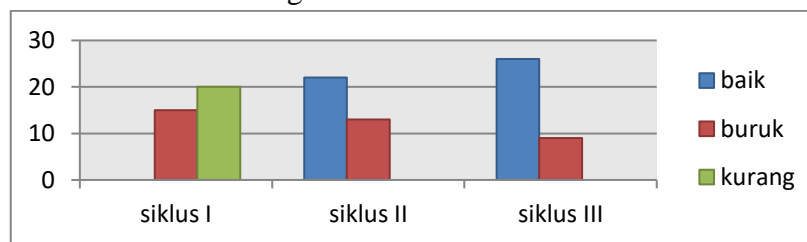


Figure 3. Sense Sharing Indicator Part I

Based on the diagram above, it can be seen that there is a difference in the occurrence of each cycle. In the first cycle, the indicators cooperating with aspects of students are able to respond to the opinions of friends / other groups. based on the assessment on the diagram it is known that students who get a good rating (B) as much as 0%, while students who get enough assessment (C) as much as 42% and students who get a fairly large score of 57.1%. This shows that students are still lacking in giving a response to their group friends and other groups in terms of journalistic assignments. From these results, it shows that the objectives of these indicators have not been achieved for the second cycle research.

In the second cycle, students have experienced a very good improvement. This is seen from the presentation diagram, students in the class who have received good judgment (B) as much as 62% are enough as much as 37.1% and less as much as 0%. From these results, it shows that the presentation of student grades has increased considerably because there are no longer any students who lack the assessment of indicators to share this second aspect of feeling. In the second cycle, students have seen an increase, this can be seen during the presentation activities many students expressed their opinions about the results of journalism, both their friends and the journalistic issues of their groups.



Furthermore, in the third cycle, there is an increase that is not too significant if compared to the first cycle to the second cycle. The following results of the good assessment (B) as much as 85%, enough (C) as much as 14.3% and less still not increase at 0%. Thus the results of the third cycle indicate that the objectives of the first aspect sharing indicator have succeeded in achieving the objectives of the study. Overall, these aspects have been shown from the activities carried out by students each cycle and experience an increasing development, it is seen from the diagram below;

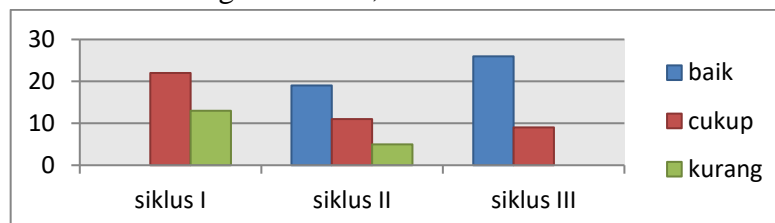


Figure 4. Second Aspect Sharing Indicator

Based on the diagram above, you can see an increase in each cycle. In the first cycle, it can be seen that students who experience good assessment (B) as much as 0%, then students who have enough (C) as much as 62.9% and students who are less as much as 37.1%. in other words, during the first cycle students have not reached the goal of the indicator because there are no students who have achieved good grades and there are still students who get less research in that aspect.

Furthermore, during the second cycle, there was a very good improvement. This can be seen from the diagram above, in cycle II students who get a good rating (B) in the class as much as 54.3%, then a sufficient assessment (C) as much as 31.4% and a rating of less (K) as much as 14.3%. This shows that in the second aspect the taste sharing indicator experienced a very significant increase.

Next is the results of the third cycle review, in the assessment of the third cycle there is a not too significant increase from the second cycle, but in the third cycle, the number of students with less assessment is not available, along with the assessment. Students with good judgment are 74.3%, while students with enough assessment are 25.7% and students with less assessment are 0%. This shows that the achievement of indicators in various aspects of the second aspect has increased and is said to have succeeded in achieving the research objectives.

During the third cycle students have been able to describe what they feel about the life and fate of the informant, the absence of students who mock when the presentation is done and students carefully present and other students listen well.

Next to the third indicator is an indicator that helps with aspects of students having the desire to help others. Overall, this aspect has been shown from the activities that students do. Journalistic activities are very helpful in improving students' prosocial behavior. This can be seen from the first cycle to the third cycle there is an increase in each indicator with the use of journalistic activities that are in each cycle. in journalistic activities, students are asked in groups to carry out their journalistic tasks. Each group prepares a theme, prepares questions, chooses speakers that are appropriate to the theme, conducts interviews, presents the results of interviews and makes the results of the report in the form of articles. From these activities,



the teacher can assess the improvement of student behavior individually because if in groups there will not be a detailed increase in the individual.

In this indicator, each cycle experiences a good increase can be seen from the following diagram:

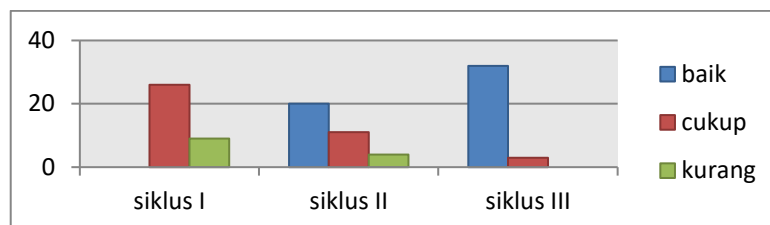


Figure 5 Indicators of Helping Aspects I

Based on the diagram above, it can be seen that there is an increase in each cycle. In the first cycle, indicators help there are aspects of students having the desire to help others. In the implementation of the first cycle received a good rating (B) of 0%, adequate assessment (C) as much as 74.3% and less research as much as 9%. In other words, when the research in Cycle I did not have students who got good grades (B) because during the first cycle the students were still half in giving responses when the teacher gave their prosocial questions about friends who did not enter or picket conditions. the class that isn't clean yet. This shows that they are still not good in wanting to help others sincerely.

Furthermore, in the second cycle of research conducted by students for good category (B) as much as 57.1% and then enough research (C) as much as 31.4% less (K) as much as 11.4% of the data shows that the increase in the cycle II is very significant from the time of cycle I. In cycle II, most students have started to want to help others, for example, when their friends have difficulty doing their journalistic assignments, their group friends help those students. Also when there are students who do not carry journalistic equipment, students from other groups sincerely lend the tool with no reason or reward requested. Next, in the third cycle there was a not too significant increase from the second cycle, the following assessment was in a good category (B) as much as 91.4%, then enough research (C) as much as 8.6% and less assessment (K) as much as 0 %. From these data, it is known that the objectives of the indicators help in the aspects of students having the desire to help others have been achieved because there are no more students in the less assessment (K) and the assessment is not too far from the assessment in cycle II.

Based on the description above, the researcher concluded that increasing the prosocial behavior of students through journalistic activities in social studies learning in class VIII-B of Muhammadiyah 6 Bandung Middle School had succeeded. The action in this study is sufficient in cycle III because the data obtained from all indicators and every aspect have shown saturation.

The implementation of the success of this research is inseparable from the performance of teachers who strive to realize better social studies learning and an increase in each cycle. This can be seen from the learning implementation plan (RPP) and student/group worksheets that are designed more interesting and in accordance with the applicable curriculum. Then, in journalistic activities, the teacher facilitates students to ask things that are not understood until they understand and understand the activity. Then, supported by the ability of teachers



who have been able to become facilitators and motivators for students in implementing indicators of collaboration, sharing and helping.

IV. CONCLUSION

Based on the conduct of research that has been explained by researchers in carrying out classroom action research by carrying out journalistic activities, it can be concluded that journalistic activities can improve students' prosocial behavior. This is revealed based on observations conducted by researchers in class VIII-B Muhammadiyah 6 Bandung in learning IPS as follows:

First, the teacher has well planned every learning activity carefully through journalistic activities to improve students' prosocial behavior. The planning includes aspects of the preparation of the Learning Implementation Plan (RPP), selecting the journalistic theme to be discussed, selecting the appropriate media, and preparing an observation sheet to increase students' prosocial behavior, the implementation sheet of teacher learning models, and field notes.

Second, the application of learning with journalistic activities uses several KD. In the application of journalistic activities in learning, the teacher first determines the major journalistic themes to be discussed, then the use of media in the form of pictures or videos related to prosocial material, then the formation of a journalistic group after assigning journalistic activities to include; determining the journalistic theme that will be discussed by the group, determining the resource person to be interviewed, making a list of questions to be submitted to the resource person, processing the results of the interview activities in the form of presentations in front of the class and articles.

Third, the results of the implementation of social studies learning with journalistic activities turned out to be able to improve students' prosocial behavior. The increase can be seen from the indicators shown by the assessment criteria that increase from less, enough to be good. Through journalistic activity students are able to apply indicators of cooperation, share feelings and help that have begun to be reflected in the behavior shown by students by experiencing improvements to be good in each cycle. The implementation of the success of this research is inseparable from the performance of teachers who strive to realize better social studies learning and an increase in each cycle. This can be seen from the learning implementation plan (RPP) and student/group worksheets that are designed more interesting and in accordance with the applicable curriculum. Then, in journalistic activities, the teacher facilitates students to ask things that are not understood until they understand and understand the activity. Then, supported by the ability of teachers who have been able to become facilitators and motivators for students in implementing indicators of collaboration, sharing and helping

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