A NEEDS ANALYSIS OF HISTORICAL LEARNING MEDIA TO REINFORCE STUDENT'S SOCIAL INTELLIGENCE USING TOPONYM OF THE SURAKARTA PALACE

Yenni Eria Ningsih, Sariyatun and Leo Agung S
Department of History Education, Sebelas Maret University, Solo, Indonesia
E-mail: yennieria.ningsih@student.uns.ac.id
Postal Address: 57126

ABSTRACT

Research in the form of this needs analysis aims to determine the state and problems of learning experienced by students and as a reference to correct problems that have been found. The study was conducted using qualitative descriptive methods through interactive analysis techniques belonging to Miles and Huberman. The results of the study show that a student's social intelligence has not been maximal, so it needs to be strengthened through the process of learning history. Meanwhile, the uniqueness of the toponymy of the Surakarta Palace contains educational values that become socio-historical capital to improve student's social intelligence. Therefore, the toponymy of the Surakarta palace can be explored and integrated into historical learning to improve student's social intelligence.

KEYWORDS: Social Intelligence, Toponymy, Surakarta Palace, History Learning.

INTRODUCTION

Surakarta, which is vorstenlanden (land of kings), is very thick with royal traditions that uphold the attitude of eastern in social interaction. Current social problems in Surakarta such as individualist attitudes, arrogance, and apathy towards surrounding life indicate that eastern values have been eroded. Individualist attitudes, life stability, and technological reliability makes student's social intelligence not maximized.

Social intelligence has a very important position in the curriculum that is currently being applied in Indonesia, namely the 2013 curriculum. The 2013 curriculum places the spiritual attitudes and social attitudes in the first and second-order, which proves that the 2013 Curriculum emphasizes student's social intelligence. Besides, the position of spiritual attitudes (KI-1) and social attitudes (KI-2) are above the attitude of knowledge (KI-3) and skill attitudes (KI-4) show that spiritual attitudes and social attitudes must underlie the development of attitudes of knowledge and attitudes of student skills. The 2013 curriculum emphasizes that education should be able to become the foundation for the formation of student character, so students can be responsive to the problems that currently occur in the surrounding environment.

This study aims as a first step that is used by researchers to determine the conditions and problems of learning experienced by students, especially regarding social intelligence, as well as material to

correct problems that have been found in the process of learning history. The results of this needs analysis are likely to be used as reference material in developing learning products and media.

1.1. Theoretical Review

Social intelligence is one of the intelligence possessed by humans. Vernon (1933) describes that social intelligence is competence to have a good relationship with other people, four things to social problems, and knowledge about how other people feel the behavior of others. Thorndike and Stein (1937) also explained that social intelligence is an ability to understand and manage people and engage in adaptive social interaction. In line with this, Walker and Jeanne (1973) describe that social intelligence is the others' ability to understand and act wisely in social situations. Silvera, Martinussen, and Dahl (2001) explain that social intelligence is some underlying individual difference that causes different people to have different degrees of success in social situations. Susiani, Nyoman, and Nyoman (2013) explain social intelligence as the ability of individuals to understand, recognize and control the emotional conditions of themselves and other people to be able to interact well with their social environment. From several expert explanations, a conclusion can be drawn that social intelligence is one type of intelligence that focuses on the human ability to provide and receive social responses from the surrounding environment.

Social intelligence contains several aspects, these five aspects are explained by Albrecht (2006) as follows: Situational awareness is described as knowledge in interpreting human behavior in the current situation. Presence is defined as the message of daily behavior that you transfer to others. Others will conclude it as your character, your ability, and your filling. Authenticity is understood as people's assessment of your honesty in acting and showing your true identity. Clarity is interpreted as competence in expressing a new idea in good impact effectively. In this support, communication skills such as listening, feedback, paraphrasing, semantic flexibility, skillful use of language, skills in using metaphors and figures of speech, and ability to explain things clearly and concisely are needed. Serta Empathy is interpreted as the competency of setting a good relationship with others. The way to make others meet you with a willingness to make a good collaboration with you.

Social intelligence is important to be owned by humans because social intelligence is a demand for 21st-century competence. Wagner (2008) explains that to live the life of the 21st century, humans are required to have seven survival skills. In line with Wagner, Goleman (2006) argues that humans are now spoiled by the advancement of instant technology. The survival of the human being has then made humans experience what is called social insulation. Social insulation is a condition where humans are isolated from social life around them. Humans will be individualistic and feel social interaction is a troublesome and not important thing to do. The behavior of social insulation makes people far from their identity as homo socius, which means that humans cannot live without the help of others. Social Insulation statement by Goleman is now starting to become symptomatic among high school students in Surakarta.

Social intelligence is very necessary for students in learning. Social intelligence helps students interact with peers, teachers and also the community and dares to express opinions, and as a provision for a more complex future life. History as a branch of the social science family can be used as a subject that helps improve student's social intelligence. The local historical dimension of each region contained in the history course, in this case, the toponymy of the Surakarta Palace is the right choice as a solution to improve a student's social intelligence.

Widja (1989) explains that local history is defined as the study of people's lives or specifically the community of a particular neighborhood in the dynamics of its development in various aspects of human life. Local history-based education is education that teaches students to always be close to the concrete situations they face every day. The local historical dimension in historical learning has high relevance for life development skills, based on empowering local skills and potential in each region (Nadlir, 2014). Local history generally contains invitations to increase knowledge, encouragement for hard work, advice in gathering wealth, language uploads, ways to respect others, and teachings to preserve the environment (Asriati, 2012). Local history is built on social values upheld in the social structure of the community itself and has functioned as a guide, controller, and signs to behave in various dimensions of life both when dealing with others and with nature (Asriati, 2012).

Sukiman (2008) argues that good learning is not only concerned with gathering facts and theories but equipping students with the ability to create meaning through what they hear, feel and experience. Historical learning as a sub-system of educational activity systems has the potential to make human students humane (Wineburg, 2006). Historical lessons can lead to the highest inspiration for social service and selflessness (Wineburg, 2006). This opinion was supported by Daniels (1966) who later referred to history as an accumulation of business, experience, hope, and achievement that has human values and is a storehouse of human values and aspirations (a repository of human values and aspirations). Therefore History needs to be taught to educate students to have tolerance for differences in beliefs, loyalty, culture, ideas, and ideals (Kochhar, 2008).

Learning history in this study contextualizes historical subjects with the local dimension of an area, in this case, the toponymy of the Surakarta Palace to improve student's social intelligence. Toponymy is the knowledge of place names, especially regarding their origin. The village naming system (toponymy) can be used as alternative learning because it contains folklore. Folklore is important to learn because it tells about the past which must be known by a student so that students can appreciate and appreciate their ancestors (Sayono, Nafi'ah, & Wijaya, 2015). Kuntowijoyo (2014) argues that historical events always have social significance. Sources and facts of history become a hallway that connects between past and present events. By studying history through the lives of people around their environment (local history), students can give meaning to the actions of people and events in the past (Alpargu, Enis, & Serkan, 2009).

Toponyms are potentially interesting material to learn. How people view and interpret space, how they are oriented in it, how they determine the boundaries of identity, whether they enter the space of individual and collective experience and projects), how cultural value systems tell what is important and provide clues to interpret existence space in the present? (Bucher, Rene, Lukacova., & Harizal, 2013. Toponymy brings certain places into the area of 'cultural circulation,' thereby transforming space into objects of knowledge that can be "explored" and "read" (Rose-Redwood, Crane, & Azaryahu, 2010). In addition, tracking can be traced through the cultural inheritance of non-objects, intangible cultural aspects that can be abstract, such as concepts and values, and can be concrete, but cannot be held, such as music, dance, ceremonies, etc.

II. MATERIALS AND METHODS

This research was conducted using a qualitative descriptive method through interactive analysis techniques belonging to Miles and Huberman. The interactive analysis technique contains three stages including data reduction, data presentation, and conclusion (Sugiyono, 2012). The subjects in this study were students of MAN 1 Surakarta, located in Surakarta, Indonesia. The sampling technique used in this study was simple random sampling technique with a total sample of 97 students. Data collection is done by distributing questionnaires to students. The data that has been collected is then analyzed using data triangulation techniques.

III. RESULT AND DISCUSSION

The results showed that the social intelligence of MAN 1 Surakarta students was still low. There are still many students who feel uncomfortable in a new environment, feel surprised by the attitude was taken by others, still unable to adapt to their new environment, still feel less confident to meet new people, and still, do not realize that their actions sometimes hurt the feelings of others around him. Low social intelligence is of course not under 21st-century competencies. As expressed by Snape and Wendy F (2011) that it has generally been accepted as educational twenty-first-century achievement will focus on less disciplined content knowledge and more on the development of appreciative dispositions that enable people to react, they may not be specifically prepared. The low intelligence of students can be improved through the integration of educational values in the environment around students in the learning process.

Many educational values can be extracted from the uniqueness of the Surakarta toponym, including values in the aspect of social intelligence. The values that support student's social intelligence is contained in various toponymy variations that exist in the Surakarta palace. The toponymy of the Surakarta Palace is divided into four categories of classification, including, toponymy based on position and occupation, toponymy based on ethnicity, and toponymy based on environmental conditions. The various toponymies that have not been widely known by the majority of students at various levels of education, because toponymy is considered insignificant by the majority of students and society.

The use of toponymy of the Surakarta Palace has not been carried out by educational institutions in Surakarta. Students around Surakarta have not taken much advantage of the values contained in the toponymy of the Surakarta palace. There are also no teachers and authorized educational institutions that utilize the toponymy of the Surakarta palace area in the learning process or education policy in the Surakarta region. The impact that occurs is the lack of student understanding of the surrounding area. The lack of understanding then results in the lack of student's social empathy in the community and the surrounding environment.

Toponym based learning in the Surakarta palace area will open the horizons of students to be able to live in diversity and accept the others. Naming toponyms contains several aspects of values in the social field, including Situational Awareness, Presence, Authenticity, Clarity. and Empathy. The five values can be used as a reference for students in interacting with individuals, the environment, and the surrounding community. The unique toponym learning based on the Surakarta palace is a conscious and planned effort to reconstruct student's knowledge and experience. For this to be done well, students are expected to be able to understand how their predecessors philosophically gave names to villages in their area. Also, students can analyze the situation of the times (zeitgeist) and cultural ties (kultuurgebundescht) that influence the giving of the name. As stated by Rais (2008), that the name is given for identification, communication, and information for fellow humans. Toponymy is an effort to bridge students in identifying, communicating and (sharing) information across the ages, by carrying out scientific steps.

Through the above analysis, the problem of social intelligence can be solved by applying local wisdom contained in the toponymy of the Surakarta palace. This integration aims to introduce educational values contained in the toponymy of the Surakarta palace. The implementation of learning in schools is inseparable from the prevailing curriculum, so the topography of the Surakarta palace area must be adjusted to the educational values contained in the curriculum. The teacher must understand the wise way to integrate local wisdom through the school curriculum and choose the right educational tools to be used in the classroom. The selection of the right education tool will make the toponymy educational value of the Surakarta well received by the students. In addition to teachers, the school must also provide maximum support through cooperation that synergizes with the local community.

IV. CONCLUSION
Based on the research that has been done, it is known that the social intelligence of students of MAN 1 Surakarta is still not optimal. There are still many students who feel uncomfortable in a new environment, feel surprised by the attitude was taken by others, still unable to adapt to their new environment, still feel less confident to meet new people, and still, do not realize that their actions sometimes hurt the feelings of others around him. Low social intelligence is certainly not by 21st-century competence.

The integration of the local dimension of the toponymy of the Surakarta Palace, in this case, the toponym of the Surakarta palace area has a high urgency to be realized soon. Social intelligence that has become a demand in the 21st century and the rapid pace of globalization that makes the eastern lifestyle of students become eroded is a strong reason to make it happen. The Surakarta toponym which contains the reasons for naming a place in Surakarta has the potential to help maximize student's social intelligence. Naming toponyms contains several aspects of values in the social field, including Situational Awareness, Presence, Authenticity, Clarity. and Empathy. The five values can be used as a reference for students in interacting with individuals, the environment, and the surrounding community. By integrating the toponym of the Surakarta region in subjects, students will be closer to the surrounding environment. The closeness of the material to the student environment will then make the delivery of five aspects of social intelligence more effective.

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