

## **Profile of Social Cohesion Ability of SDN 15 Pamatang Panjang Students, Sijunjung Regency**

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### **ABSTRACT**

The importance of developing students' social cohesion attitudes cannot be separated from the heterogeneous conditions of Indonesian society. Cultural diversity, ethnicity, language, race, religion, and customs can cause differences in understanding and perspective on an object so this has the potential to cause divisions between members of the community. The purpose of this study was to determine the social cohesion ability of elementary school students from the aspect of belonging, mutual openness, recognition/award, and participation/goal. This type of research uses a quantitative descriptive approach. The data collection technique used a social cohesion questionnaire with a total sampling of 53 people as research subjects. The data analysis technique used the percentage formula  $P=f/N \times 100\%$ . The condition of students' social cohesion from the aspect of belonging, mutual openness, recognition/award, and participation/goal is in the high category. Therefore, students need to develop themselves through various study group activities, to be able to take valuable lessons for their future. Student study groups will help hone various student abilities, including a sense of belonging, mutual openness, recognition/awards, and participation goal.

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## **INTRODUCTION**

Education is a learning process or transfer of knowledge, skills, and good character from educators to students, which leads to changes in behaviour among students. This is in line with the goals of national education, that education is carried out to develop the potential of students to become individuals who believe in and fear God Almighty, have a noble character, are knowledgeable, healthy, capable, creative, independent, and able to become citizens who uphold high moral values and national civilization. Through education, individuals are invited to recognize their abilities, so they understand the meaning and purpose of life. In general, education

leads to changes in behaviour for the better. Based on law number 20 of 2003, the purpose of national education is to develop capabilities and shape the character of a civilized and dignified nation to educate the nation's life and develop the potential of students to become human beings who are faithful and devoted, noble, physically and mentally healthy, knowledgeable, capable of being creative, independent, democratic and responsible. (Undang-Undang Republik Indonesia et al., 2003)

The main purpose of national education is to educate the nation's life and develop the potential of students, both physical and spiritual potential. (Karimah, 2018) In general, three basic potentials of students must be developed in the educational process they go through namely cognitive, affective, and psychomotor aspects. Cognitive abilities are related to mental activities or all abilities related to brain activity in developing students' rational abilities. This cognitive aspect is related to knowledge, understanding, analysis, synthesis, and evaluation (Marfu'ah et al., 2017).

Next, the main aspect of concern in the educational process is the psychomotor aspect of students which is directly related to the ability to develop skills after students receive learning experiences. Miranti et al., (2022) explain psychomotor is directly related to the skills or skills of students to practice what has been learned in the form of physical activity. While the affective potential is directly related to the realm of students' attitudes, values, feelings, interests, and emotions. The development of students' affective potential can be seen from the ability to pay attention and respond, as well as given an assessment and determined attitudes toward these values (Alifah, 2019).

The effective potential is directly related to the realm of students' attitudes, values, feelings, interests, and emotions, which can be translated into students' ability to understand and develop their social cohesion in the environment. How students respond, give assessments, and determine how their attitudes towards these values can be seen from the attitude of students' social cohesion, especially those related to the ability to interact and cooperate in the school environment and study groups (Fitri & Idris, 2019).

The importance of developing students' social cohesion attitudes cannot be separated from the heterogeneous conditions of Indonesian society. Cultural diversity, ethnicity, language, race, religion, and customs can cause differences in understanding and perspective on an object so this has the potential to cause divisions between members of the community. Tarmizi (2020) explains to anticipate this, it is necessary to build a sense of togetherness, trust between others, cooperation, and social harmony so that differences do not cause divisions.

The attitude of social cohesion can help students learn to control themselves, understand others, and avoid differences. The goal is to create a sense of togetherness between each other so that existing differences will not affect the quality of social harmony in the group or society. (Mardiyah et al., 2020) explain for this reason, it is necessary to develop the potential of students so that they can be able to maintain social harmony with fellow students. One of the basic potentials of students which is the main goal in the educational process is to develop students' social cohesion abilities. the development of social cohesion can be started from a smaller educational environment, namely in study groups built for the benefit of implementing education (Ufie, 2017).

Social cohesion is the ability of students to integrate with the group. This attitude can be manifested in the form of feelings of togetherness, social trust, mutual cooperation, and social harmony in a group. The embodiment of social cohesion will form the spirit of togetherness of all social elements who are members of a group or social environment, thus giving birth to an attitude of solidarity can lead to the peak of community civilization (Krisnasari & Purnomo, 2017).

Likewise, the development of social cohesion among elementary school-age children, because social cohesion is the development of children's nature related to the spirit of togetherness and cooperation. Characteristics of elementary school-age children in general are still happy to play, active, and like to do group work. Dewita et al., (2021) In addition to these positive attitudes, elementary school-age children also have some negative attitudes that have not been managed properly. and need proper guidance.

The objectives of developing social cohesion for elementary school students are: first, to prepare students' participation skills in interacting. Second, shape the personality of students to develop the ability to communicate and cooperate with others. Third, invite students to actively develop knowledge related to the importance of the values of togetherness and cooperation. Fourth, improve the ability to interact between students and students or between students and teachers to build social relationships (Astuti, 2020).

Thus, the development of social cohesion for elementary school students is very important to support the ability to cooperate, the spirit of caring, and social harmony in the teaching and learning process. Faisal & Nain (2018) social cohesion will also help build positive character for elementary school students, because the nature of elementary school students is still happy to imitate, like to seek attention, are whiny, want to win on their own, and has difficulty understanding other people's conversations.

Characters like this often make students take negative actions in their interactions. For example, they don't want to give in to their friends, are irresponsible, blame themselves on others, like to bully, and various other disgraceful behaviours. All of these cycles will harm the ability of students to cooperate and be together in their study groups if social cohesion is not well developed. The spirit of togetherness and cooperation will help students improve their learning achievement because the spirit of togetherness will give birth to harmony and caring attitudes between fellow students. Therefore, it is necessary to foster and develop students' social cohesion, so that they have good character in their study groups. This should be a serious concern for educators so that students can develop their potential optimally.

Educators should introduce various knowledge and skills that can develop students' social cohesion attitudes. The things that can be done educators in improving students' social cohesion are: (Mislikhah, 2021) first, teaching the values of compassion to students through various phenomena that occur during the learning process. Second, introduce the importance of mutual cooperation and mutual help between fellow students. Third, teach children to like to share with their friends on various occasions. Fourth, introduce children to the importance of a cooperative attitude through various activities, for example through cooperative games or sports.

The development of social cohesion for elementary school students is considered necessary because it can influence their future interaction patterns, most research results only talk about the importance of social cohesion in the learning process at school for elementary school students (Lase & Daeli, 2020). While this research is more focused on the long-term impact of their social interactions in the future because life in the social environment requires the ability to control oneself, understand others, and avoid conflict. Therefore, this study aims to determine the social cohesion ability of elementary school students from the aspect of belonging, mutual openness, recognition/ award, and participation/ goal.

## **METHODS**

The data analysis technique in this study uses descriptive quantitative techniques (Sugiyono, 2011). Namely research techniques that use numbers to measure data from research results obtained in the field. The instrument used as a data collection tool is in the form of a social cohesion questionnaire, which is a set of written statements about social cohesion submitted to the respondents. (Yusuf, 2014)

The research subjects were 50 people, and the subject was taken using a total sampling technique, which is a technique that gives the same treatment to all samples (Fatihudin et al., 2020). This is done because the population is on a small scale or less than 100 so that all populations can be sampled. The data collection technique used a social cohesion questionnaire, with an average validity of 0.02 after a valid test was carried out through the product-moment correlation test, and a reliability level of 0.8 through the Cronbach alpha test. The data analysis technique uses the percentage formula  $P=f/N \times 100\%$  to measure the percentage of each aspect of social cohesion.

## **RESULTS AND DISCUSSION**

The results of the processing of the student's social cohesion questionnaire were into 4 aspects, namely: a sense of belonging, mutual openness (inclusion), recognition/ appreciation, and participation/ goals.

**Results**

**Description of Student Social Cohesion Data**

Aspects	Frequency					Ttl	%	Level
	VH	H	M	L	VL			
Sense of Belonging	24	25	4	0	0	53	76	High
Mutually Openness	0	23	30	0	0	53	81	Medium
Recognition/Awards	29	17	7	0	0	53	82	High
Participation Goal	18	26	9	0	0	53	72	High
Jumlah	71	91	50	0	0	212	78	High

Explanation:

VH : Very High

H : High

M : Medium

L : Low

VL : Very Low

Table 1. Frequency Distribution of Student Social Cohesion  
 Author [source]

Based on the frequency distribution above, students' social cohesion conditions from the aspect of belonging were found to be in the very high category, with 25 students in the high category, 4 students in the medium category, and none in the low and very low categories. In the openness aspect, 23 students were found in the high category, 30 students in the medium category, and none in the very high, low, and very low categories.

Furthermore, the condition of students' social cohesion from the aspect of recognition/award found 29 students in the very high category, 17 students in the high category, 7 students in the medium category, and none in the low and very low categories. In the aspect of participation goals, 18 students were in the very high category, 26 students in the high category, 9 students in the medium category, and none in the low and very low categories.

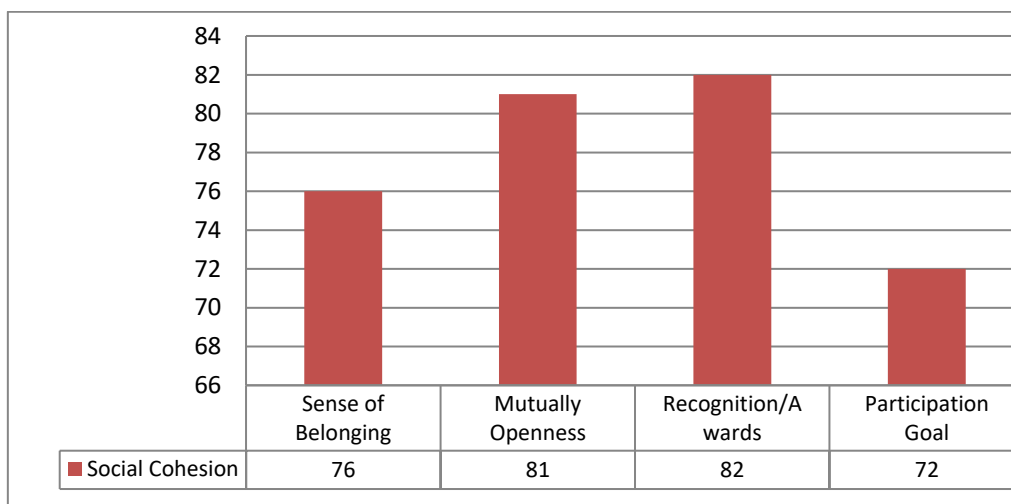


Chart 1: Frequency Distribution of Student Social Cohesion  
 Author [source]

On average, the percentage of students' social cohesion in the sense of belonging aspect was found to be 76% high, 81% open to each other in the medium category, 82% in the high category for recognition/award, and 72% in the high category. Overall, the average social cohesion condition of SDN 15 Pamatang Panjang students is in the high category with an average of 78%.

## **Discussion**

### ***Students' Social Cohesion Ability from the Aspect of Ownership***

Based on the results of the quantitative data processing above, the student's sense of belonging ability is in the high category. This shows that students can develop their social cohesion skills well it has a positive impact on attitudes and behaviour in their association.

The ability of students' social cohesion from the aspect of belonging can be seen from the attitudes shown by students, first, appreciating the hard work of their friends who can complete homework well. Farikhatus Sholikhah & Sri Arfiah (2018) homework is very important for every student because it can help their development in the learning process. Homework can contribute to students from various aspects, including (1) It can foster a sense of responsibility in students for the tasks given to them by the teacher. Because completing assignments is part of the learning process that students must do to improve their achievements. (2) Foster a sense of responsibility for students in completing their assignments, because homework is done by students after coming home from school and is no longer under the supervision of the teacher. Therefore, the completion of assignments solely relies on the sense of responsibility possessed by students, when their sense of responsibility is weak, children will ignore their homework without feeling guilty. (3) Increase the creativity of students in learning because homework is completed without being accompanied by the teacher so children must try to find the right way to complete their homework. This condition makes children challenged to develop their creativity so that they can complete their lessons well and get results according to their expectations (Wangid, 2017).

Therefore, each student needs to have an attitude of appreciating the hard work of his friends in completing homework well. This is so that each student does not like to behave arbitrarily to the learning tasks that have been done by his friends. At the same time, this attitude will prevent students from cheating in completing their homework and increase students' learning motivation to complete what has become their responsibility as students.

Second, appreciate friends who can do assignments on time. Completing work on time is part of the responsibility of each student in learning. Because completing assignments on time will foster positive student attitudes, namely: (1) being disciplined in learning because discipline will help students realize that homework must be completed according to the schedule set by the teacher (Rudini & Agustina 2021). Being disciplined can avoid piling up homework so that children avoid feeling pressured every time they start learning. Feelings of happiness because they have completed their responsibilities will also help increase the concentration of students in receiving new teaching materials so that the absorption of students will be better (Maiseptian et al., 2021). (2) Cultivating a consistent attitude in students, because getting children to complete and collect assignments on time will make children consistent with each responsibility (Hanik & Ahsani, 2021). Consistency is very important for every student because learning is a process of improving knowledge, attitudes, actions, and words. These positive changes will be obtained by each student

if they are consistent in following the process. Therefore, the development of students' attitudes toward consistency in learning is very important to improve their learning achievement.

In addition, it is also necessary to improve some of the students' caring attitudes toward the actions of their friends who are not quite right. Some of them feel unhappy when they see their friends laugh at other people while studying. This act is act that can damage students' social interactions because it is included in the category of bullying (Bradshaw, 2015). Such behaviour will damage their mentality, and even lead to the development of self-confidence in students.

Besides that, laughing at others because of mistakes that are unintentionally made will have a bad impact on the personality development of students, for example, the emergence of an attitude of feeling inferior, a prolonged feeling of sadness, always feeling anxious every time you want to give an opinion or ask a question and the loss of interest in students' talents towards things he enjoys. This attitude will lead every student to failure in his learning task. Each student is expected to understand the negative impact that can occur as a result of laughing at others. At the same time, it is necessary to familiarize students to avoid these negative actions, as well as to advise their friends to leave such actions. This is done to provide education to all parties, especially students so that they realize that not all pleasant actions have a positive impact on others (Ningsih et al., 2022).

Furthermore, getting used to discussing with their friends in completing their study assignments, needs to be done to enrich students' knowledge and at the same time avoid being irresponsible. Septian & Komala (2019) Among the benefits of discussion for students in completing their learning tasks are (1) familiarizing students with mutual respect and mutual respect for opinions between discussion participants. (2) help students develop thinking power, knowledge, and learning experience. (3) train students to think critically because they are not always under the supervision of the teacher, so how to complete their learning tasks well they have to think about themselves. (4) increase students' creativity, because some students find it difficult to express their aspirations when the teacher is in front of them, and they are more open to their friends than to others.

### ***Students' Social Cohesion Ability from Mutual Opening***

The ability of students' social cohesion when viewed from the aspect of openness is in the high category. Openness is the ability to disclose personal information about oneself and pay attention to others as a form of appreciation to expand the range of communication (Handayani, 2017). An open attitude can be seen from a person's ability to accept the strengths and weaknesses of others, be able to listen to complaints and input/criticism of others, not be selfish in various situations and conditions, and be fair and put the interests of others first. This attitude needs to be developed by every student as part of learning about positive attitudes in life (Lickona, 2022).

The ability of students to develop an open attitude is shown by their concern when a friend is sick and has problems. Students understand that caring for a sick friend can be shown by visiting him. Visiting a sick friend can bring a feeling of happiness and joy because they feel cared for by their friends (Purwono & Jannah, 2020). There are several benefits of visiting sick people that every student needs to understand so that they realize that this attitude is very important to develop in everyday interactions. (1) Visiting sick people can strengthen their relationship with each other,

to foster feelings of affection among friends. (2) Can provide encouragement and motivation to people who are sick, to have a strong determination and spirit to recover and avoid despair. (3) foster feelings of happiness and pleasure for a sick friend, because he gets attention from his friend so that he feels not alone in facing his condition. (4) cultivate gratitude for the health that God has given, because people who are sick cannot carry out activities as they should.

In addition, the open attitude of students is also shown by a caring attitude towards problems that occur in their class while studying. With a caring attitude, each student will act proactively on the conditions and circumstances that occur around them, especially those related to problems that befall someone among them Rahayu (2017). This caring attitude will usually be shown by students in the form of a willingness to make friends with anyone regardless of social status, help anyone who needs it, actively provide assistance to victims of natural disasters, empathize with friends who are in trouble, and so on.

Developing a caring attitude in students is very important so that this attitude becomes their habit since childhood. A caring attitude will increase harmony, peace, and comfort in the life of society, nation, and homeland (Pahlawati, 2019). Caring can also increase mutual trust between others, especially among students, so that they can carry out their learning tasks together comfortably. Although in general, every student must have a caring attitude towards their friends and their environment, this caring attitude should not be excessive. Especially if that caring attitude makes him forget his responsibilities. For example, because he cares about helping a friend complete his schoolwork, he forgets about his work as well. This of course invites problems for itself.

Therefore, every student must be accustomed to caring not only for others but also for themselves. Every student must realize that they must care about their personal obligations before fulfilling their obligations to others. Likewise with the attitude of caring for other people's problems, without having to ignore your problems. Every student must be made aware that the balance in fulfilling their rights and obligations is very important, including showing a caring attitude towards others. Students must be given a proper and clear understanding that caring for others is a form of caring for oneself. (Purba, 2020) The manifestation of a caring attitude can be seen in, (1) rushing to help when a friend is in need, (2) listening well when friends tell stories, (3) feeling happy when friends are happy, (4) providing support and motivation to friends who are having problems, (5) give praise when there are friends who are successful and successful in carrying out their duties and obligations.

#### ***Student's Social Cohesion Ability from Recognition/Reward Aspect***

Based on quantitative data about students' social cohesion from the aspect of recognition and appreciation, it is in the high category. Because recognition and appreciation include the basic needs of every individual because appreciation and recognition are directly related to individual self-actualization in social groups. appreciation and recognition are a manifestation of the success of individuals in carrying out the goodness in their social lives, thus motivating them to be more active, creative, and participatory in various other social activities (Ariyanto & Sulistyorini, 2020).

Likewise students, in principle, also need recognition and appreciation for every activity they do, both in teaching and learning activities and in their social interactions. Recognition and



appreciation for students aim to (1) increase students' self-confidence, (2) grow students' learning motivation because they feel valued for their achievements, (3) can increase students' self-development in terms of being respectful of others because students will apply what he got from the teacher or his friends at school (Miranda et al., 2021). When students feel recognized and valued, they will also learn to respect others. The form of recognition and appreciation for elementary school students is shown by the attitude of not choosing friends based on the wealth or power of their friends. Each student should be given an understanding that maintaining friendly relations without discriminating in status will strengthen friendly relations and can reduce misunderstandings between fellow students.

Therefore, maintaining a good friendship or friendship is very important for every student, because through friendship they will learn a lot about life. For example, learning to help each other, respect each other, cooperate, share among others, and so on. A good friend will be realized if fellow students can apply mutual respect and recognition toward others. In addition, every student also realizes that to get appreciation and recognition from others, they must make themselves worthy to receive it, both in terms of attitudes and actions. Awards can only be given to people who deserve them (Kurniawan et al., 2021). One of the actions that make students get awards is a shame when they are laughed at by their friends, either because of mistakes made or because of the ignorance of their friends.

Feeling embarrassed when laughed at by their friends in front of the class will guide students to always be careful in their actions. Shame will also make students guard themselves against disgraceful acts and compete to do good (Wahyuddin, 2017). Being embarrassed to be laughed at by classmates will also make students study even more because they don't want to be the laughingstock of their friends. However, every student should be given an understanding that the mistakes made by their friends are not to be laughed at but can be used as lessons to be more introspective in the future.

#### ***Students' Social Cohesion Ability from the Aspect of Participation/Aims***

Participation implies participating in various activities that bring benefits for the common good. Participation will encourage the growth of a caring attitude towards various existing social activities. Likewise, the attitude of student participation in the teaching and learning process can increase student participation actively to understand the lessons given by the teacher (Tampubolon & Sinulingga, 2021).

In addition to the teaching and learning process, student participation also needs to be developed concerning the needs of their social interaction with peers. The form of student participation in social interaction can be in the form of a courageous attitude to invite friends to respect each other and be willing to work in their study groups. Every student must be motivated to dare to remind his friends who have done something wrong, including being selfish, thinking he is the most right, and not respecting others.

One form of activity is to familiarize students with reminding each other through group activities or group work. Because group work requires good cooperation between group members (Maiseptian et al., 2022). For group collaboration to obtain good results, fellow group members must be willing to remind each other. Collaboration in groups can strengthen friendships, foster a

spirit of unity, work can be completed easily, and encourage students to be more productive, effective, and efficient.

Therefore, students need to develop themselves through various study group activities, to be able to take valuable lessons for their future. Student study groups will help hone the various abilities of students, both cognitively, affectively, and psychomotor (Purwanti, 2015). Study groups can provide various benefits to students in developing a good cooperative attitude. Among them: (1) helping students understand how to interact well, (2) how to use the right discussion techniques, (3) helping students learn to be responsible, (4) developing a sense of sociality among fellow students, (5) gaining a lot of knowledge and understanding. practice critical thinking. Thus the study group is the right place for students to develop knowledge, attitudes, and skills in doing and acting to develop their social cohesion.

## CONCLUSION

The development of students' social cohesion abilities can be carried out on several main aspects, namely a sense of belonging which can be seen from the attitude of students' appreciation for the hard work of their friends in completing assignments on time. This attitude of appreciation will direct students not to be arbitrary towards the learning tasks that have been done by their friends. At the same time, this attitude will prevent students from cheating in completing their homework and increase students' motivation and responsibility in learning. In addition, students' social cohesion can also be seen from students' awareness of balance in fulfilling their rights and obligations, including showing an attitude of concern for others. Students must also understand that caring for others is a form of caring for themselves.

Students' social cohesion is also manifested in recognition and appreciation, because recognition and appreciation include the basic needs of each individual that are directly related to his actualization in social groups, as a manifestation of the individual's success in carrying out his rights and obligations in social life. In addition, study groups can also be the right place for students to develop knowledge, attitudes, and skills in doing and acting to develop their social cohesion.

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