



STRUCTURED LEARNING APPROACH (SLA) MODIFICATION TO IMPROVE SHARING SKILLS OF AT-RISK STUDENTS IN ELEMENTARY SCHOOL

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Abstract:

This study aims to determine the effect of Structured Learning Approach (SLA) modification to increase social skills in primary school for at-risk students. This study used a single subject design with multiple baselines across subject models. The subjects of this study are five (5) at-risk elementary school students in 3rd grade. The data collection instrument consists of the format of recording the frequency of social skills (sharing), social skills identification instruments, shared knowledge, evaluation of sharing skills, observation of social sharing skills, and treatment instruments in the form of guidebooks. The results showed that SLA modification can improve the social skills of sharing, that is, the children's target of baseline average 4.0 increased to 8.0, the target child AD average baseline 2.7 increased to 7.0; Target child ZD average baseline 2.3 increased to 6.7; The target child AR average baseline 3.0 increased to 6.3; and the target child baseline average increased to 5.3.

Keywords: Structured Learning Approach modification, sharing skills, students at risk

1. Introduction

The condition of multicultural society in Indonesia can lead to the emergence of various problems. This issue currently occurs which everyone can easily identify. What happens recently is a political feud, child abuse, poverty, malnutrition and a lack of humanitarian tolerance to respect the rights of others. The problem has resulted in

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Indonesia as a nation at risk, resulting in a number of rising at risk children. The diversity of the Indonesian people, including ethnicity, race, culture, language, religion, and social status should be a potential that can be utilized for the progress of the Indonesian. According to UNICEF data in 2016, 2.5 million Indonesian children cannot pursue further education as many as 600 thousand primary school children (SD) and 1.9 million Junior High School (<https://www.unicef.org/indonesia/id/education.html>).

Numerous experts come up with a various definition and interpretation of risk. In general, at-risk children are considered as troublemakers, lazy children, caring for attention, selfish, and sometimes lying (Appelstein, 1988). At-risk children are also considered as children who are not graduating properly, lacking the necessary skills and confidence to work and establish a relationship with others (Sagor & Cox, 2004). Morris (2000) says that children at risk are individuals who are unlikely to be able to finish his or her school (drop out).

The future of a nation depends on the quality of its human resources and the ability of its learners to master the science and technology including at-risk students. It can be realized through education in the family, education in the community and education in schools.

School as one environment where every child can learn to socialize and can imitate positive behavior. By establishing a positive relationship between parents and children as well as teachers and students, it will be able to help create a good social environment, since it is essential to establish a close relationship and trust from at the very beginning (Pajares, 2012).

Social skills are the ability of individuals to show appropriate behavior in certain situations while performing a social task; behaviors that can be taught, studied, can be changed by behavior modification techniques and shown in various situations; Constructs related to other domains, namely social interaction, prosocial skills, and socio-cognitive skills (Vaughn, et al, 2001; Gresham, et al., 2001; Meaden & Monda-Amaya, 2008).

Social skills for children are essential for his or her success and adaptation in the school environment in which the child is located. When a child has good skills, it will affect his or her life, academic, and self-esteem. If the child lacks social skills, the child has the potential to experience rejection from peers, behavior problems, and low academic achievement. Several experts state that the formation of a person's behavior and emotions begins as a child (Goleman, 1996).

Based on the results of research and study of the phenomenon that occurred in the field, it can be concluded that students at-risk in elementary school require SLA (Structured Learning Approach) modification consisting of 5 components: direct

instruction, modeling, role playing, performance feedback, and, transfer of training maintenance (Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein, 1976) in order to improve their social skills. If this activity is not taught earlier, particularly in elementary school, students at-risk will be increasingly ignored and avoided from friends and the environment. In addition, it will make at-risk student will get worse, anxious, very secretive and even frustration and will make them can be categorized as a child with special requirement since they possess settled negative behavior.

2. Method

The research subjects of this study are at risk students which were determined based on (1) social skills identification tools, (2) at risk students identification, (3) documentation of report cards, and (4) interviews with teachers. The subjects were the third year students of State School Polehan 5, consisting of twenty-five (25) students, and obtained five (5) students as research subjects.

The participation of teachers in the research setting was (1) together with the researcher determined the students who will be the subject of the research, (2) the class teacher and the researcher prepared the teaching of social skills to be achieved that is integrated in the learning, (3) and served as the observer in the data collection.

2.1 Behavior Target and Measurement

Target behavior is a sharing skill; this social skill refers to the concept suggested by Seven & Yoldas (2007). While measurement of target behavior was using the frequency of social skills is filled by researchers, teachers, and observers. As for social skills identification instruments, it was filled by researchers, teachers, and observers. For shared knowledge it was filled by students, evaluation of shared skills was filled by students; observation of shared social skills was filled by researchers, teachers, and observers.

The guidebooks and Materials, materials and materials prepared by researchers were validated by experts (expert judgment). The experimental design of this study employed single subject design with multiple baselines across subject's model with AB-A 'design (Barlow & Hersen, 1984; Creswell, 2012). Phase A is baseline and phase B is an intervention using SLA modification, while An' is maintenance.

3. Findings and Discussion

Figure 1 (a) shows the children's sharing skills of RK targets at baseline conditions conducted by three sessions tend to be stable with a mean of 4.00 level. Hence, immediate intervention was given. After three interventions were applied, sharing skills increased with the mean of the 8.00 level. On 3-session maintenance conditions, sharing skills decreased with the mean level of 7.00. If the level of change seen after the intervention, by looking at the mean level of baseline conditions and maintenance conditions obtained the difference of 3.00 means that the implementation of interventions can improve the sharing skill of student RK.

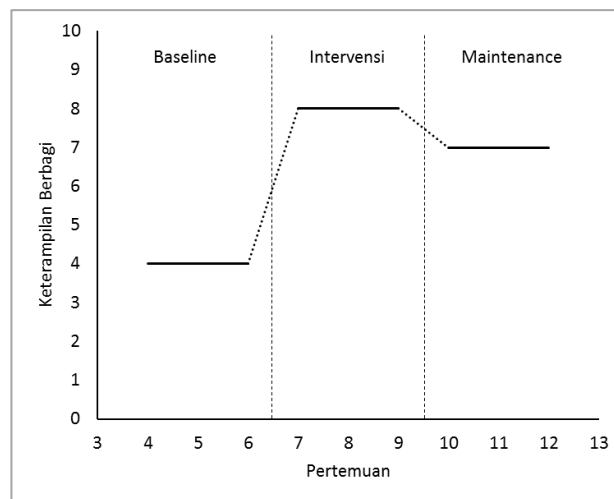


Figure 1(a): Sharing Skills of RK Target

Figure 1 (b) shows children's IR-sharing skills at baseline conditions conducted by 3 sessions and tend to be stable with a mean of 2.00 level thus immediate intervention was given. After 3 interventions were applied, sharing skills increased with the mean level of 6.00. On 3-session maintenance condition, sharing skill decreased with a mean of level 5.33. If the level of change seen after the intervention, by looking at the mean level of baseline conditions and maintenance conditions obtained the difference of 3.33 means the implementation of interventions can improve the sharing skill of student IR.

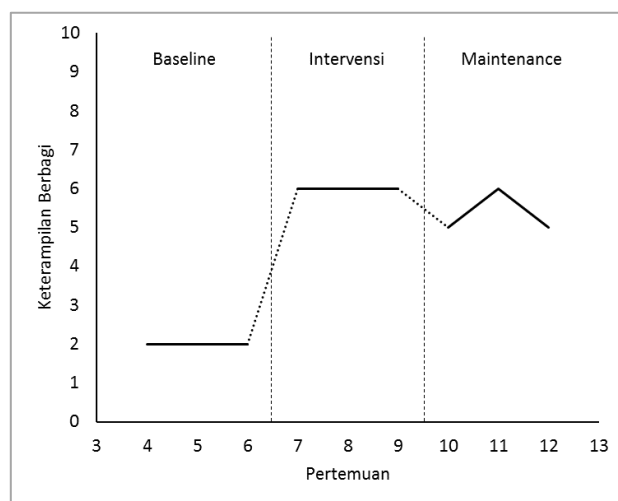


Figure 1(b): Sharing Skills of IR Target

Figure 1 (c) shows the ZD target child sharing skills at baseline conditions conducted by 3 sessions and tend to be stable with the mean level of 2.33 thus immediate intervention was given. After 3 interventions were applied, sharing skills increased with the mean level of 6.67. On 3-session maintenance conditions, sharing skills decreased with the mean level of 6.00. If we look at the level of change after the intervention, by looking at the mean level of the baseline condition and maintenance condition, the difference of 2.67 means that the implementation of the intervention can improve sharing skills of ZD.

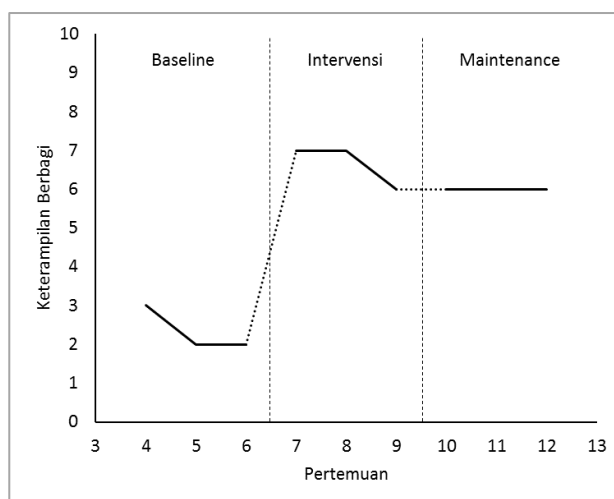


Figure 1(c): Sharing Skills of ZD Target

Figure 1 (d) shows children's AR sharing skills at baseline conditions conducted by 3 sessions which tend to be stable with a mean of 3.00 level thus direct intervention was given. After 3 interventions were applied, sharing skills increased with the mean level

of 7.33. On 3-session maintenance condition, sharing skill decreased with mean level of 6.67. If the level of change seen after the intervention, by looking at the mean level of baseline conditions and maintenance conditions obtained the difference of 3.67 means that the implementation of interventions can improve the sharing skill of student AR.

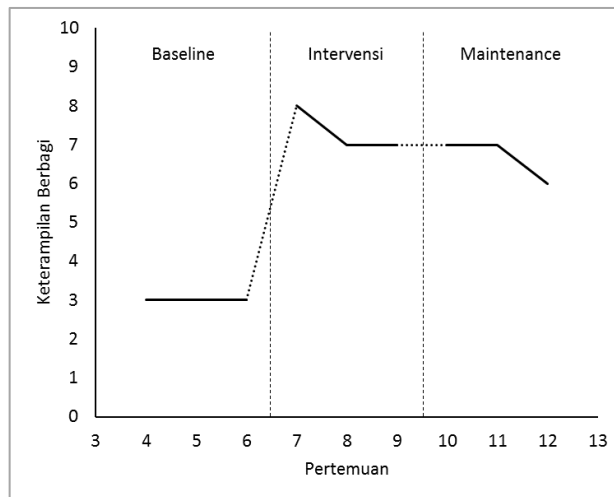


Figure 1(d): Sharing Skills of AR Target

Figure 1 (e) shows the children's target sharing skills in baseline conditions conducted by 3 sessions which tend to be stable with mean level 2.67 thus direct intervention was given. After 3 interventions were applied, sharing skills increased with the mean level of 7.00. On 3-session maintenance condition, sharing skill decreased with mean level of 6.33. If the level of change seen after the intervention, by looking at the mean level of baseline conditions and maintenance conditions obtained the difference of 3.83 means which indicate that the implementation of interventions can improve the sharing skill of student AD.

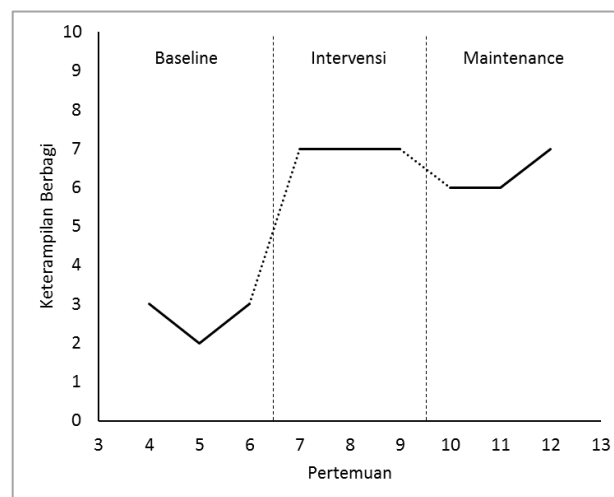


Figure 1(e): Sharing Skills of AD Target

The following Table 1 presents the results of the target students' evaluation of the skills shared with Knowledge and Skills measurements.

Table 1: Evaluation Results on Students Knowledge and Skill on Sharing

Item	Knowledge					Skill				
	RK	IR	ZD	AR	AD	RK	IR	ZD	AR	AD
1	1	1	1	1	1	1	2	3	3	4
2	1	1	1	0	0	1	2	4	3	4
3	1	0	1	1	0	4	3	2	4	4
4	1	1	1	1	1	4	2	3	1	3
5	1	0	1	1	1	1	3	4	3	4
6	1	1	1	1	1	4	2	1	4	1
7	1	1	0	0	1	3	3	2	3	4
8	1	1	1	1	1	2	2	3	1	4
9	1	1	1	1	1	2	3	3	1	3
10	1	1	1	1	1	4	3	4	4	4
Score	10	8	9	8	8	26	25	29	27	35
Category	Very understand	Very understand	Very understand	Very understand	Very understand	Skilled	Skilled	Skilled	Skilled	Very skilled

The results of knowledge sharing evaluation by target children RK obtained a score of 10 and included in the category Very understand, the target child IR obtained score 8 and included in the category Very understand, as well as ZD who obtained score 9, AR who obtained score 8, and AD who obtained score 8 which are considered as very understand.

While the results of evaluation of sharing skills by target children of RK obtained score 26, IR obtained score 25, ZD obtained score 29, AR obtained score 30 who are considered as skilled, and AD obtained a score of 35 to be included in the Highly Skilled category.

3. Conclusion

The use of SLA modifications is effective for improving social sharing skills for at-risk elementary school students. The five subjects showed an increase in sharing behavior, in order of RK, AD, ZD, AR, and IR. Thus, the implementation of SLA modification effectively improves the social skills of sharing individually or in groups at risk students. Teachers in the classroom play an important role in using SLA modifications. Teachers are required to ensure SLA modifications work well and simultaneously teach social skills for all students. In the learning process, students can experience a fun

learning experience, therefore, willingness, enthusiasm and behavior change behavior will be getting better.

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