
SOCIAL MATURITY OF CHILDREN AND ABILITY PROBLEM THROUGH EDUCATION OF SOCIAL SCIENCE

Herlina

lina.andiirawan@gmail.com

Abstract

Social education on children is not free from internal and external influences. Basically, children will grow and develop according to themselves respectively. Social development is the achievement of maturity in social relationships. In early humans are born not yet social, in the sense of not having the ability to interact with others. Child's social ability is derived from various opportunities and experiences associating with people in their environment. Children in primary school age do not understand the operational transformation so that the teacher is expected to know the condition of the students and what capabilities they do not have. In this study, the authors describe the social maturity of children in primary schools and the ability to overcome a problem through Social Science Education which focuses on the development of social maturity with peers as it is true that some children have developed with his own style either as an introvert person or extrovert. The problem that arises is the discomfort when they interact and communicate. From the results of the study indicate that there is a very significant relationship between Social Maturity with the Ability to Overcome Mistakes through Social Science Education. This can be shown by the correlation coefficient value (r) of = 0.767. Further Social maturity is reflected in the child's ability to address a problem and adapt quickly to different people in different social situations.

Keywords: Social Maturity, Problem Solving Skill, and Social Science Education.

INTRODUCTION

The development of psychology age of elementary school children can be categorized in the age period of children that is 6 years up to 12 years. At that age, the children are still not so able to solve their problems well. The Social maturity of children of elementary school age can be seen from the daily behavior. Both in social interaction or in social interaction or in solving problems for the completion of school tasks or social problems. As Hurlock (2010) says social maturity is defined as the child's ability to assess and adapt quickly to different people in different social situations. Johnson & Medinnus (2008) reveals that social maturity is the ability of a person in adapting to the environment from childhood to adulthood that shows the competence of individual independence in performing healthy social functions. Further, it is said by Doll (1965) that social maturity is indicated by the ability of individuals to take care of themselves and participate in social activities.

Social Maturity

Edward (2005) defines maturation as "biological growth processes that enable orderly in behavior, relatively uninfluenced by experience, meaning that biological growth processes that allow orderly behavior, are relatively unaffected by the experience.

According to Zigler (2013), maturity is "The orderly physiological changes that occur in all

species over time and that appear to unfold according to a genetic blueprint." This means the physiological changes that occur in all species over time and that appear in accordance with the genetic rules.

Factors Affecting Social Maturity

There are several factors that affect social maturity, among others:

1. Chronological age and mental age
It is said by Meddinus and Johnson (in Hurlock, 1998) that every particular age has a certain degree of development. Along with increasing age, the child's ability to increase until the child is able to help himself. This independence indicates the existence of social maturity in the child.
2. Birth order
Birth order provides its own advantages for the development of social maturity of children. It is said by Hurlock (1989) that the development of the eldest son is more benefited than the next child because of more encouragement and stimulation from the parents and the environment. This encouragement and stimulation can increase the achievement of social maturity.
3. Sex
Girls have a social interest and a better social orientation than boys (Anastasi, 1963). This advantage makes girls able to communicate well with peers and adults so that children can

easily engage in social activities. Meanwhile, according to Mussen and Jones (Powell, 1963) suggests that physically delayed boys (psychally retarded) show a need for social acceptance and aggressiveness when compared to well-ripe boys.

4. Family Economic Status

A child from a family with a low socioeconomic state will have faster social maturity than a child from a socioeconomic family (Hurlock, 1981)

Meanwhile, according to Syamsu Yusuf (2007) argued that the social development of children is influenced by several factors, namely:

1. Family

The family is the first environment to influence various aspects of child development, including social development. Conditions and procedures of family life is a conducive environment for the socialization of children. An Educational process that aims to develop the child's personality is more determined by the family, the pattern of association, ethics interact with others much determined by the family.

2. Maturity

To be able to reconciliation well needed physical and psychological maturity so as to consider the social process, give and receive the advice of others, requires intellectual and emotional maturity, in addition to maturity in language is also very decisive.

3. Socio-Economic Status

Social life is much influenced by the socio-economic conditions of families in society. Children's behavior will pay much attention to the normative conditions that have been instilled by his family.

4. Education

Education is a process of targeted children socialization. The essence of education as a normative process of operation of science, children give the color of the social life of children in society and their lives in the future.

5. Mental Capacity: Emotions and Intelligence

Thinking ability can affect many things, such as learning an ability, problem-solving, and language. The development of emotions has an effect on the social development of children. High intellectually capable children will be able to speak well. Therefore, if the development of the three balanced then it will determine the success of social development of children.

Furthermore, in addition to the social maturity of children affected by many things above, we also recognize the type of personality of children. According to Jung, it is distinguished by two main attitudes or personality orientations, namely the attitude of extraversion and the attitude of introversion. Extrovert is a tendency that directs the personality out more than into the self. An extrovert has a social nature, doing more than reflecting and thinking. Jung also said that "the early sign of a child's extroverted behavior is its speed in adapting to the environment. While Introvert is an orientation into the self. In short. an introvert is a person who tends to withdraw from social contact. His interests and interests are more focused on the mind and his own experience. An introvert tends to feel capable of self-sufficiency, otherwise, the extrovert needs others.

Education Social Science in Elementary School Social Sciences is an integrated study material that is a simplification, adaptation, selection, and modification organized from historical concepts and skills, geography, sociology, anthropology, and economics. Puskur (Kasim, 2008: 4). Furthermore, Supriatna (2007) argues that "IPS is basically teaching about human life that involves all its behavior and needs." IPS is concerned with the way people use their business to meet their material needs, fulfill their cultural needs, their psychological needs, the utilization of existing resources on the surface of the earth, regulate his welfare and his government, and others that govern and sustain the lives of human society.

Educational Objectives of Social Science in Elementary School

IPS subjects in primary school is a teaching program that aims to develop the potential of learners to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequities that occur, and skilled overcome every problem that occurs every day either that befalls himself as well as those affecting the community.

According to Jean Piaget (2010), the age of elementary students (7-12 years) is at a concrete operational stage. Therefore teachers should be able to design learning that can raise students, eg learning events should vary, and no less importantly the dish should be made attractive to students. This is done because the attention of children at the age level is still easy to switch, meaning that within a certain period of attention the child can be attracted to many things, but certain time also the attention of children move around.

With Social Science Education taught in the classroom is expected to motivate children to be able to adapt to the environment and able to appreciate the teachers and their friends and able to overcome the problems that exist around them.

The problems faced by primary school children. The problems that often occur in elementary school children, among others:

1. Problems of physical development and health.
2. Psychological Problems
3. Family and household issues
4. Social problems
5. A Problem of learning difficulties
6. Problems of motivation and Education in general.(Prayitno: 1985).

It appears above that the pattern and variety of primary school children varied. So there needs to be a good solution to the problem. Problems like that happen among students of SDN Cimahi Mandiri 2. Children who have problems from one of the above mentioned, tend to be gossiping friends even bullying is often the case. So, in this case, both have shortcomings and friends who make fun of not have enough social maturity.

Factors cause problems.

The factors that cause the problem in outline we distinguish into 2 the Intern and Extern.

1) Internal problems faced by children include the problem of physical condition and psychological state. Where the physical state can be seen with real, miss too small or too fat. This problem cause for the child, for example, mocked by his friends. 2) Then the psychological state, for example, talents that are not in accordance with the environment, lack of motivation, lack of basic skills, the low willingness of children.

Further External Issues, namely the problems that arise not from within the child. Namely: 1) family environment issues that do not support either from the side of his parents or the family's economic side. 2) While the problem of the school environment is the problem with the teacher, with peers, problems with school climate as well. 3) Last is the problem in society. A good environmental society will create a good source of the learning environment as well.

HYPOTHESES

The hypothesis proposed in this research is a positive relationship between the social maturity of the students of SD Negeri Cimahi Mandiri 2 with their ability to overcome the problems, in the sense that the higher the social maturity of these students the higher their ability in meats a problem, and lower

social maturity of students the lower the ability of them in overcoming a problem.

RESEARCH METHODS

Independent variables or independent variables in this study is the social maturity of students and the ability to overcome the problem, while the dependent variable or influenced variable is the Education of Social Sciences. Population in this research is all student of SDN Cimahi Mandiri 2 year lesson 2017/2018, with a total population equal to 396 students, then taken a sample with the precision level determined 20%, total sample determined equal to 94 student responder. Methods of data collection using observation, interviews, social maturity scale and scale of social problems. The Scale used in this study is Likert Scale. According to (Azwar, 2011), Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

With Likert scale, the variable to be measured is translated into indicator variable. Then the indicator variable is used as a starting point for compiling items of the instrument that can be a statement or question. The data analysis used in this research is quantitative analysis, in the form of calculated figures. In this research, the analytical tool used is Product Moment Pearson Correlation with the aim to know the relationship of independent variables to the dependent variable, done with the help of computer program SPSS for Windows Release 20.

RESULT AND DISCUSSION

From the results of statistical analysis shows that there is a very significant relationship between Social Maturity with the Ability to Overcome Mistakes through Social Science Education. This can be shown by the correlation coefficient value (r) = 0.767. This fact indicates that Social Maturity is strong enough to be one of the factors that influence Ability to Overcome Problems in students. This matter This fact indicates that Social Maturity is strong enough to be one of the factors that influence Ability to Overcome Problems in students. This is supported by the amount of effective contribution given by Social Maturity to Ability to Overcome Problems through Social Science Education that is equal to 76,74%. Where in the Social Science Education is emphasized on learning to adapt, interaction with fellow and solve problems with both from the results of data analysis also shows that the level of Social Maturity of the subject in this study belonging to the category is, this can be the frequency of around the category medium. Ability to cope with complex situations found in social

problems in this study, influenced by the social maturity of a problematic subject. This is in line with the notion of social maturity according to Hurlock (2010), which says that social maturity is the ability of children to assess and adapt quickly to different people in various social situations. Indicators of social maturity itself are reflected in the ability of the subject in adjusting to group norms, moral norms and norms of tradition, as well as the ability to merge into a unity and communicate with each other and work together. Thus the ultimate content in social maturity is the social ability of the child in the face of unpleasant social situations, both for himself and for others. If judging from the problem within the individual (conflict within the individual), which is experienced when the student must choose goals that conflict with his heart, or because the demands of tasks that exceed the limits of his ability, then in accordance with the data collected, it is quite often experienced by students. This indicates that the level of social ability is still lacking. With the indicator, students do not have the calm and mature thoughts on things that are usually addressed emotionally. As a result, when facing things that are considered heavy, that's where a problem occurs

CONCLUSION AND SUGGESTION

Conclusions

the results of the research and discussion described in the previous chapter indicate that the hypothesis that there is a Positive Relationship between Social Maturity and Student Ability in Overcoming the Problems through Social Science Education has been proven.

Suggestions

By looking at the results of research that has been found, researchers try to give some suggestions as follows:

1. Suggestion to the teacher of elementary school in Social Sciences Education to be closer to the students and always apply what is in the concepts of IPS Education in daily life. As the emergence of problems caused by the lack of social maturity of students, indicating that the guidance of attitude tolerance and attitude in social adjustment is still very necessary.
2. Advice to Parents Information obtained from the results of this study, can be used as input for parents and guardians as the first and primary educator and mentor for his children. In order to avoid social problems and encourage the social maturity of children, it is recommended that parents be open to communicate the problems that occur in their children. The

existence of mutually open and mutual respect with the surrounding environment will create a quiet, comfortable and harmonious living environment.

3. Suggestions for future researchers for later researchers interested in a similar theme should consider other variables that influence the emergence of conflict behavior in adolescents, both internal and external.

BIBLIOGRAPHY

- Azwar.S. (1999). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar
- Brimantoro Supriyadi, Evianawati. 2015. *Kematangan Sosial Dan Kemampuan Mengatasi Konflik Sosial Siswa*. Yogyakarta: Jurnal Psikologi Mandiri.: Vol 1 No. 03.
- Doll, A. 1965. *Vineland social maturity scale Condensed Manual of Directions*. Minnesota: Publishers Building Circle Pines.
- Edward, L & Monika. 2005. *Creative Problem Solving: Thinking Skills for a Changing World*. New York McGraw-Hill Internasional Editions.
- Hurlock, E.B. 2010. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Hurlock, Elizabeth B. 1981. *Developmental Psychology Life Span Approach*. Fifth Edition. New Delhi Tata Mc. Graw Hill.
- Johnson, R.C., and Medinnus, G.R. (1976). *Child Psychology Behavior and Development*. Canada: John Willey & Sons. Inc.
- Kasim, Melany. 2008. *Model Pembelajaran IPS*, (Online), [Http: // Wordpres. Com](http://Wordpres.Com). (diagnoses 20 April 2009).
- Piaget, Jean, & Barbel Inhelder, *Psikologi Anak*, Terj. Miftahul Jannah, Pustaka Pelajar. Yogyakarta, Cet. 1, 2010
- Powell. M. 1963. *The Psychology of adolescence Indianapolis*. The Bobbs Merrill Company.
- Prayitno, 1985, *Pengelolaan Kelas: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan*, Jakarta: Dirjen Dikti Depdikbud.
- Supriatna N. 2007. *Pendidikan IPS di SD*. Upi Press.
- Yusuf S. 2007. *Psikologi Perkembangan anak dan remaja*. Bandung : Rosda Karya.
- Zigler & Stevenson 2013. *Social Maturity*. New York McGraw-Hill Internasional Editions