Development of Social Intelligence Training Manual
For Senior High School Student
Related The Philosophical Values of Siwalima

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Abstract
In an effort to revitalize the cultural values of the Moluccas, especially the philosophical values of Maluku people's life, siwalima. Siwalima as a philosophy of life of the Moluccas has nine values that are in line with social intelligence is the intelligence that people use to interact and relate to one another. This study aims to develop social intelligence training guidance for high school students at the top level based on the philosophical value of siwalima. Needs assessment showed that the level of social intelligence of students is still low and the students do not have the knowledge/understanding of cultural values in particular embarrassment Siwalima values. The standard of competence to be achieved through social intelligence training for students in schools is that students are able to understand, manage, and adapt when interacting with others based on Siwalima philosophical values: Godliness, humanity, unity, democracy, justice, peace-mutual love, diversity, harmony and balance. Techniques used to improve students' social intelligence is a technique bibliotherapy or better known as bibliocounseling. Measurement instruments used in the form of observation guidelines, rubrics, and reflection sheet. Guide to training in social intelligence consisting of: a guidebook for counselors and student guides.

Keywords: Social intelligence; Values of siwalima; Senior high school student.

Introduction
At this time the era has entered the third millennium era, which is often referred to as the era of globalization. In this era has been the development and progress of science and technology so rapidly in various sectors of human life. Currently, no foreign matter if a teenager seemed preoccupied with "his world" itself when it is dealing with computers for jamming or playing Internet games. When there are guests or friends who come home, teenagers will seem indifferent, and can not show how to build social relationships with others.

The rapid development of technology and information can also be influenced by the attention of parents who tend to not have more time with their children. This can happen because of the busyness of parents in the work. In addition, the development of a more focused education and intellectual intelligence give effect to adolescent self-change. Many teenagers today have very much activity in their learning activities such as examples of more extracurricular activities, so teenagers seem to have no spare time to play with their peers. Reality like this can improve the intellectual intelligence of adolescents, and parents will feel proud of this because the child has increased the value of school. However, another fact to be aware of is that there are other intelligences that are sacrificed ie social intelligence.

Things that cause social intelligence is less attention is due dilatarbelakangi by educational process in the family and people who experience the wrong direction. The cultivation of educational values in the family, often only pursuing status and material. Parents teach their children that the success of a person is determined by the rank or wealth it has. Society also so, educate people merely chase the throne and treasure. This process is seen in a society that is more respectful of people of office and the wealth it holds. This condition makes people obsessed to get high position and wealth competing in order to feel respected in society. To pursue such ambitions people sometimes strip off ethics and morals, that the way taken to realize his dreams can be miserable to others.

The consequences arising from unresolved social intelligence in the individual are contributing to anarchist behavior. This is because individuals with low social intelligence will not be able to share with
others and want to win themselves. If he fails to do anything, as long as his goal can be achieved, no matter how his actions damage the environment, and do not feel that he is working on the dignity of humanity. So the description of this personality, potentially an anarchist behavior, when his personal desire is not achieved or is facing problems with other people or groups. How important the role of social intelligence to prevent anarchist behavior, it is necessary to find solutions to develop social intelligence. Social intelligence to be an effective solution to muffle anarchist, because people who have high social intelligence, has a set of psychological skills to solve problems with polite and peaceful.

Social Intelligence is the intelligence that people use to interact and relate to one another. Besides social intelligence is the whole of a person's ability that is used to interact or connect effectively with others. Whenever someone interacts with others, whether with friends, family members, acquaintances, business associations, and shopkeepers, social intelligence is a skill that must be had. Attitudes that show socially intelligent individuals can be seen in the form of affection, caring for the surroundings, capable of caring, honest, empathy, helping, appreciating, and caring for others as well as the social conditions of the surrounding environment. Social intelligence is one character that must be possessed by a student because it aims to form personal students to become human beings, citizens, and good citizens. Social intelligence also includes the ability to negotiate, overcome all conflicts, errors, and situations arising in the negotiation process. All of these skills allow individuals with high social intelligence to be able to act as good conversationalists as well as listeners, and be able to connect with many people.

In general, the learning system in Indonesia is still more emphasis on aspects of cognitive development. This can be seen from the evaluation of learning is still a lot in the form of cognitive only. Moreover, the phenomenon in society shows that parents and teachers still put the success or obtaining academic rank (rank) become the main indicator of student success. While the psychological aspects are still not getting attention, such as; Talent, interest, and personality. So that success in personal development and personal-social intelligence has not been a serious concern of parents and counselors.

Various efforts are directed to improve students' social intelligence. One of them is social intelligence training which basically aims to build personal ability in relationship with others. How to develop social intelligence in the school environment include: discussion, learning to face problems, role playing, direct visits to the community and a variety of social environments. If the activities and learning methods are done effectively then it will be able to develop social intelligence for all students so that they become students who care about social conditions of society.

It is answering the mission of FKIP UNPATTI that is to realize the implementation of research and community service with accentuation on the development of island sea character. The character of the island sea is an individual who has a formidable personality characterized by exemplary in acting and working, transforming the island's marine culture in a manner: glorifying the sea, upholding the identity to the Medal in appreciation, revitalizing the value of art and culture as well as science and technology. In an effort to revitalize the cultural values of Maluku especially the philosophical values of Maluku people living Siwalima. Siwalima as the philosophy of life of the Moluccas has nine (9) values which are complementary to the basis of the Unitary State of the Republic of Indonesia, namely Pancasila. The values of siwalima are: the Godhead, humanity, unity, democracy, justice, brotherhood, peace-love, diversity, harmony and balance (Hetharia, 2014).

Free training of social intelligence (Social Intelligence) developed, functioning as personality development (development) Maluku society based on the philosophical Siwalima that harmony so hopefully through this training guide high school students be respectful to one another and help each other. Social intelligence training manuals (Social Intelligence) developed, functioning prevention (prevention), which is to prevent social conflicts from happening again among senior high school students that can escalate into social conflict as back in 1998.

Method

The procedure also used in the development strategy research development Intelligence Training Guide Social (Social Intelligence) is a combination of Borg and Gall (1983) and Dick and Carey (1990). The combined or merging results of these two procedures comprise six steps. This merger researchers do based on the similarity of the steps of both, which then researchers choose a more practical step. Borg & Gall's development procedure is ten steps together with development procedures by Dick & Carey. For the first to third step in Borg & Gall is almost the same as the first to seventh step in Dick & Carey so the researchers choose the first to third step from Borg & Gall to be combined. Further the fourth to eighth step in Borg & Gall is the same goal with the eighth step in Dick & Carey, so the researchers chose a move from Dick &
Carey as the fourth step for the combination. Then for the ninth and tenth step both from Borg & Gall and from Dick & Carey are the same so the researchers make the fifth and sixth steps in combination. The steps of the combinations are as follows:

1) Conducting research and gathering information (needs assessment, a literature review, preparation of a report on the subject matter).
2) Planning (defining skills, formulating competencies, determining training sequences, establishing training models).
3) Developing the initial product (preparing the training materials, compilation of manuals and evaluation tools).
4) Design and conduct formative or product trial evaluation (expert test, individual test, small group test and limited field test).
5) Revise the final product (adjusted with suggestions from field trial results).
6) Denimize and implement the product by producing product reports at professional meetings and journals, in collaboration with publishers commercially distributing, assisting distribution to provide quality control.

Procedure development Intelligence Training Guide Social (Social Intelligence) is done in three stages:

1) The pre-development stage, i.e., the stage to collect information relating to the problem of developing Social Intelligence Training Guide (Social Intelligence) at high school students. The collection of this information by doing a needs assessment to establish this training need not be done.
2) Stage of development done by several activities, including: 1) formulating standards of competence and development purposes, 2) determine the models and techniques, 3) making instruments, 4) develop a prototype product development Intelligence Training Guide Social (Social Intelligence) consisting of:
   a) Guidebook for counselors
   b) Student handbook
3) Formative evaluation phase is a pilot activity that includes:
   a) assessment by experts,
   b) individual testing,
   c) limited field test,
   d) dissemination

Results and Discussion

The results of phase 1 of the development include discussions of: 1) the stage to collect information relating to the problem of developing Social Intelligence Training Guide (Social Intelligence) at high school students. The collection of this information by doing a needs assessment to establish this training need not be done; 2) formulation of standards of competence and development purposes, and 3) determine the models and techniques, 4) making instruments, 5) develop a prototype product development Intelligence Training Guide Social (Social Intelligence) comprising: a manual for counselors and guide books for students.

Information Gathering

The collection of information by conducting needs assessments of four senior high schools on in the city of Ambon, namely: SMAN 7 Ambon, Christian high school YPKPM Ambon, SMK Negeri 2 Ambon, and MA Negeri 1 Ambon showed that the students' social intelligence level is still low. Of the 385 students surveyed at random 52.98% (204 students) were at a low level of social intelligence; 34.80% (134 students) are at a moderate level of social intelligence; And 12.22% (47 students) are at a high level of social intelligence. Then the students were asked about the Maluku cultural values especially the Siwalima philosophical values obtained through the Guidance and Counseling services in the school show that the students did not have knowledge / understanding about the Maluku cultural values especially the Siwalima philosophical values. Of the 385 students surveyed at random 80.77% (311 students) stated no students' knowledge of the cultural values of Maluku especially the Siwalima philosophical values; And only 19.23% (74 students) who claim to have knowledge / understanding of students about the cultural values of Maluku especially the philosophical values of Siwalima. This shows the cultural values of the people of Maluku especially the philosophical values of Siwalima have begun to erode.
Standards Competence and Development Goals

The standard of competence to be achieved through training Social Intelligence (Social Intelligence) for students in school, that students are able to understand, manage, and adapt when interacting with other people based on philosophical values Siwalima namely: to divinity, humanity, unity, democracy, Justice, brotherhood, peace-love, diversity, harmony and balance. The organization of Social Intelligence (Social Intelligence) for students in the school aims to facilitate students to have an understanding and ability to appropriate the concept of Social Intelligence (Social Intelligence), namely Situational Awareness, Presence, Authenticity, Clarity, and Empathy, as well as be able to understand, manage, and adapt when interacting with others.

Models and Techniques

There are various models and techniques to improve students' social intelligence. One way to improve students' social intelligence is to use bibliotherapy techniques or better known as bibliochemistry. Bibliotherapy Derived from the word biblion and therapeia. Biblion means book or reading material, while therapeia means healing. So, bibliotherapy can be interpreted as a healing through the book. The reading material serves to divert the orientation and provide positive views so as to awaken the awareness of the patient to rise to organize his life. Medically, Plato's thought was passed on by Rush and Galt in 1815-1853. Through medical experiments, both conclude reading material can be combined with the counseling process, especially to create a warm relationship, explore lifestyle, and suggest insight. Jachna (2005: 1) says bibliotherapy is the support of psychotherapy through reading material to help someone with personal problems. This treatment method is highly recommended, especially for people with difficult problems verbally express (Suparyo, 2010).

Lots of benefits from bibliotherapy Where according to Brammer and Shostrom (1982) the benefits of bibliotherapy are: (1) saving time. Students can immediately reflect on themselves after being given reading material, especially the media used are short stories that make students more quickly absorb the information contained in it, (2) the members get to know and understand the things pertaining to the terms of testing, mental health, Self-defense and emotions in general. This helps students to better understand and express or express their feelings, (3) bibliotherapy becomes a thought stimulator. From these benefits students can link the information received with their ideas so that their social intelligence becomes increased, (4) the counselor can provide support. In this case siswalah active to solve the problem after students really know the problem. The counselor only supports and provides assistance in the selection of reading material that is appropriate to the student's problem.

Bibliotherapy is used to stimulate students to take wisdom (self-reflection) based on stories that have been read. From reading, students will find it easier to capture messages in reading material than simply explained through lecture methods. When reading, students can interpret the author's way of thinking, translating letters into words and sentences that have a certain meaning, such as a sense of the liking of others, the ability to bring myself, be honest and sincere in bertingkahlaku, able to influence others to do good and be empathetic. This feeling can self-reflect and encourage or alert a person to behave more positively.

Instrument

Measuring instruments are used in the form of guidelines for observation, rubrics, and a reflection sheet for each of the training topics that situational awareness (Situational Awareness), the ability to bring themselves (Presence), truth (Authenticity), clarity (Clarity), and empathy (Empathy). The format of the observation guidelines and the rubric of social intelligence contains a description of the indicators of the ability of each training topic as well as the score and category of capability assessment. The skill and capability category categories are differentiated “low, with score ranges, 50,” moderate, with score ranges from 51 to 75 “, and” high, with a score range of 76-100 “.

Prototype Product Development

Social Intelligence Training Guide (Social Intelligence) comprising: a manual for counselors and guide books for students. Products produced in this development is the social intelligence training manuals (social intelligence) for vocational students. This product was developed using a combination of instructional development procedures Borg & Gall and Dick & Carey, methods of training using a technique bibliotherapy with intervention strategies to read a story. Guide the development of social intelligence (social intelligence) has two products which include: 1) guidance counselor, 2) guide students.
1. Handbook for Counselors: b uku training guide social intelligence (social intelligence) to counselors resulting in the development consists of several sections, among others: 1) introduction, 2) general guidance, 3) training procedures, 4) training materials consisting of five training topics.

2. Handbook for Students: b uku guide for students resulting in the development of this include 1) General Purpose, 2) Special Purpose, 3) implementation comprising the steps of training, and 4) the training materials which consist of five topics among other topics 1. Social Awareness (Situational Awareness); 2. Ability Bringing the topic Self (Presence); 3. topics Truth (Authenticity); topic 4. Clarity (Clarity); and topic 5. Empathy (Empathy).

Conclusion

Needs assessment showed that the level of social intelligence of students is still low and students do not have the knowledge / understanding of cultural values, especially Maluku filosifis Siwalima values. The standard of competence to be achieved through training Social Intelligence (Social Intelligence) for students in school, that students are able to understand, manage, and adapt when interacting with other people based on philosophical values Siwalima: to divinity, humanity, unity, democracy, justice, brotherly relations, peace-loving one another, the diversity, harmony and balance. Techniques used to improve students' social intelligence is a technique bibliotherapy or better known as bibliokonseling. Measurement instruments used in the form of observation guidelines, rubrics, and reflection sheet. Social Intelligence Training Guide (Social Intelligence) comprising: a manual for counselors and guide books for students.

References


