

FACILITATING SKILLS BASED ON SOCIAL SKILLS FOR TEACHERS AND STUDENTS OF THE TEACHING CAMPUS PROGRAM BATCH 7 AT SD BALA KESELAMATAN DOMBU

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ABSTRACT The purpose of the service is to enhance: a) The instillation and training of facilitating skills based on social skills for teachers and students, b) To understand the steps the team takes in strategies that allow teachers and students to collaborate in improving the understanding of facilitating skills based on students' social skills sustainably, c) Increase student motivation in learning, d) Produce mentoring involving teachers and students to actively enhance students' ideas and skills in learning through the facilitators of teachers and students of KM 7. The expected outcome of the service is meaningful collaboration between teachers and students to produce meaningful learning through facilitating skills based on social skills at SD BK, with output products in the form of national service articles or international proceedings. The results show that: Increased instillation of knowledge and understanding of teachers and students through ongoing training in facilitating skills based on social skills, Through this PKM, teachers and students collaboratively enhance the understanding of facilitating skills based on students' social skills sustainably, The service results in additional output products in the form of local content learning modules from facilitating skills based on social skills at SD BK Dombu in the form of ISBN books, and produce mentoring that actively involves teachers and students to make learning more meaningful.

KEYWORDS: *Facilitating Skills, Social Skills, Teaching Campus*

1. INTRODUCTION

The development of science and technology drives teachers and students to be ready to face the challenges of the era, while maintaining their creativity and innovation for the sustainability of building an adaptive generation. Students across the nation are now being prepared to become meaningful learners who are ready to compete and become leaders with competence, ready to embrace a better future with the Merdeka Belajar – Kampus Merdeka policy by the Minister of Education and Culture. According to Widiyono et al. (2021), Merdeka Belajar is an idea initiated

by Nadiem Makarim to produce superior Human Resources (HR) by prioritizing character education. Its aim is to create students who are critical, creative, collaborative, and skilled. In this program, there is a need for the development of a learning model that can enhance students' readiness to solve problems in learning. Students act as partners to teachers in conducting creativity and innovation in learning (Rachman et al., 2021).

Permendikbud No. 3 of 2020 grants students the right to study outside their study program for three semesters to enrich and broaden their horizons by becoming teacher partners in the real world. Such learning can take place anywhere, whether in Elementary Schools (SD), Junior High Schools (SLTP), or Senior High Schools/ Vocational High Schools (SMA/SMK) during the semester. They can collaborate with teachers through innovative learning models (in the classroom), libraries, reading corners, or the school environment. Students learn through experience to hone their abilities, one of which is to enhance their skills using facilitating skills. Students' skills can be built through facilitating skills. According to Hikmawati (2022), a person's skills can be divided into three criteria: thinking skills, social skills, and personal skills.

The main support for creating facilitating skills is the close interaction between teachers and students as partners. This will color the progress and stability of the younger generation, namely students, so that their culture and civilization can internalize itself since entering the Teaching Campus 7 experience at the school serving the nation. The legal basis for this Teaching Campus, one of which is mandated by various higher education regulations and legal foundations to improve the quality of learning and graduates of higher education, plays a crucial role.

Facilitating teachers and students to collaboratively build students requires efforts to develop and optimize the performance of both parties, ultimately influencing the success and independence of students. Students will optimally become partners with teachers, one way being through the implementation of the Teaching Campus Program Batch 7. This program includes material related to facilitating skills, known as facilitation skills. Facilitating skills can be effectively implemented by the Service Team with teachers and students to enhance competence in teaching students meaningfully. Facilitating skills in schools are a means to help achieve learning objectives for both teachers and students.

Based on initial observations conducted by the Service Team on February 22, 2024, at SD BK Dombu, initial findings revealed problems such as a lack of human resources, specifically teachers, at SD BK. There are only two teachers handling six classes because there are only two civil servant teachers. Teachers rarely participate in training for self-development. The civil servant teachers include Mrs. Heni, S.Pd, who serves as both the principal and class teacher, and another teacher who was attending basic training during the observation. These two teachers have

primarily been teaching reading, writing, and arithmetic, and there has been no visible effort in self-development to foster active learning in the classroom.

The issues related to the lack of understanding and knowledge of SD BK Dombu teachers in designing active learning models have prompted the team to facilitate mentoring. To address the problems faced by partners, namely teachers and students at SD BK Dombu, the Service Team, consisting of four lecturers from the History Education Study Program, will provide training, guidance, and mentoring on how teachers can design, ...prepare, and diligently execute tasks to enhance the skills and understanding of students regarding social skills-based learning for their future needs in a sustainable manner.

Social skills are crucial for teachers and students of the KM 7 Program as partners in mentoring students to continuously implement social skills. These skills help students practice their abilities in listening to different opinions, exercising self-control, showing empathy, and fostering camaraderie among diverse individuals. Thus, instilling social skills in students can serve as an indicator of the scope of social skills that should be embedded in students.

The selected social skill indicators, tailored to the real conditions at the service location, include communication skills, cooperation, social sensitivity, leadership skills, appreciating and accepting differences, and being aware of social issues in their surroundings.

2. METHOD

The method for implementing this community service is carried out in three stages, as follows:

1. Planning: Conduct initial observations from April 20-25, 2024, while preparing: equipment and learning tools based on Project-Based Learning (PjBL) integrated with social skills, preparing learning reflection samples in presentation files and printed copies to distribute to teachers to anticipate power outages in Dombu village.
2. Implementation of mentoring activities: The implementation stages include;
 - a) Opening by the MC.
 - b) Delivery of material by the service team members according to their expertise and respective tasks.
 - c) Conducting discussions and Q&A sessions.
 - d) Providing individual mentoring to teachers and students on active learning methods using PjBL with social skills support, developing learning tools, and assigning tasks to create innovative learning tools through PjBL.

e) Closing by the MC.

3. Evaluation and monitoring of service results:

As a follow-up to the implementation of activities, communication is established between the service team and the partners, namely the school, teachers, students, and learners, to support mentoring for developing students' social skills. The community service continues with frequent discussions between the service team, teachers, students, and learners about the problems they face. The school is also encouraged to synergize with the Service Team in supporting learning activities at the partner school.

The Community Service activities are carried out based on the following steps:

1. Observation: During the observation activities, the Team conducts observations and interviews to understand the field conditions at SD BK in Dombu, which can be used as a sample. The initial observations and interviews are expected to provide information about the needs of the service team. Additionally, the service team can obtain a Partner Readiness Certificate. Based on this, the team can determine the schedule for the activities.

2. Interviews:

Interviews are planned to obtain data on the continuity and significance of the service activities. Direct interviews are conducted to gather data on the implementation and impact of facilitating skills based on social skills for teachers and KM 7 students. According to theory (Saks et al., 2020), to better understand teachers' activities in the classroom, interviews are conducted to explore their awareness, attitudes, and perceptions of the importance of facilitating students' learning skills.

3. Analysis of Service Activity Results:

Community service analysis is conducted using SWOT analysis. The SWOT analysis can be seen as a comparison in the writings of Wahyudin et al. (2021) and Citraningsih & Wiranata (2022), identifying the strengths, weaknesses, opportunities, and threats related to the mentoring of social skills-based facilitating skills conducted by the team at SD BK in Dombu.

3. RESULTS AND DISCUSSION

3.1 Result

The community service activities in 2024 were carried out at SD Bala Keselamatan Dombu, starting from February 17, 2024, until May 18, 2024, shortly before the Teaching Campus 7 students completed their program. The stages of the implementation of these PKM activities are as follows:

a. Initial Observation: February 17, 2024 (Initial Observation)



Figure 1. Initial Observation of the Activity

b. Pre-Implementation Activities:

- a. April 16, 2024: School Location Observation (Data Collection Observation)
- b. April 17, 2024: Community Observation in Dombu (Data Collection Observation)
- c. April 18, 2024: Location Observation for the Creation of Learning Media as a Learning Resource (Data Collection Observation)
- d. April 21, 2024: Interview with the Local Content Book Teacher as a Learning Resource
- e. April 20-25, 2024: Interview with Community Figures regarding Black Coffee as Local Content for 5th Grade Students, and Interview with the Manager of Arabica Coffee “Kamanuru” Black Coffee

c. Implementation of Community Service: May 23, 2024

The lecturers involved in the community service include four lecturers from the History Education Study Program at FKIP UNTAD: Dr. Nuraedah, S.Pd., M.Pd (Chair), Drs. Charles Kapile, M.Hum (Member), Mutawakkil, S.Ag., M.Pd (Member), and Fajar Nugroho, S.Pd., M.Pd. Additionally, three students were involved in administrative tasks and the implementation process of the community service: Agung Oktayudha, Sukardin, and Fadya Febrianti.

The community service activity was attended by 20 participants, who were contacted separately on May 23, 2024. The subjects of this service included the School Principal, Village Head, Community Leaders, Coffee Farmers Group, and student representatives as beneficiaries.



Figure 2. Mentoring Activities Conducted by the Team

On the first day, May 23, 2024, at 08:00 WITA, the community service began with a welcome speech by the School Principal. This was followed by the first presentation by Dr. Nuraedah, S.Pd., M.Pd, on the importance of learning models in implementing Problem-Based Learning (PBL). Next, Drs. Charles Kapile, M.Hum, spoke about Social Participation Skills by Students, followed by Mutawakkil, S.Ag., M.Pd, on the Development of Learning Tools, and Fajar Nugroho, S.Pd., M.Pd, discussed the Importance of Evaluation in Learning.

After the presentations, the session moved to a Q&A segment. During this session, there were several arguments and questions from the participants regarding the Teaching Campus Batch 7. Questions were also raised about suitable models/methods/media/strategies for enjoyable learning. The service team provided answers in turn, addressing all the queries comprehensively. The community service activities on the first day concluded precisely at 15:00 WITA, with closing remarks by the team leader.



Figure 3. Teacher Implementing Learning Using the PjBL Model

3.2 Discussion

The community service activities were conducted effectively and smoothly, yielding satisfactory results. The participants included the School Principal, teachers, community leaders,

traditional figures, and students, all of whom took part in the service. This is evident from the successful and continuous implementation of the activities, which had a significant impact on the teachers, students, and KM 7 students at SD BK Dombu. The material was presented continuously by the team as follows:

1. Presentation on the KM 7 Program and Integration of Social Skills in Learning by Dr. Nuraedah, S.Pd., M.Pd.
2. The necessity for teachers and students in KM 7 to utilize local resources as learning materials available in Dombu Village, by Drs. Charles Kapile, M.Hum.
2. Active Learning Model: Problem-Based Learning (PBL) by Mutawakkil, S.Ag., M.Pd.
3. Feedback Presentation through Reflection by Fajar Nugroho, S.Pd., M.Pd.

The material presented to the teachers and KM 7 students revealed through evaluation and monitoring that the facilitating skills activities significantly enhanced the knowledge and understanding of teachers and students for continuous support. The community service conducted by the team improved teachers' knowledge and understanding of facilitating skills by utilizing local resources as learning materials in the surrounding environment, as discussed by Nuraedah et al. (2024) and Nuraedah et al. (2023), based on social skills at SD BK Dombu. According to Bali (2017), social skills are essential for students to interact with others in their environment, including communication skills, cooperation, participation in the community, and social sensitivity.

According to Aulia & Pebriani (2023), social skills include the ability to work cooperatively with others, lead effectively, show mutual respect and acceptance of differences, participate in community activities, and be sensitive to social issues in the environment. The indicators of social skills selected based on the real conditions at the service location include communication skills, cooperation, social sensitivity, leadership skills, respect and acceptance of differences, and awareness of local social issues.

This means that the community service activities were overall successful and aligned with the established goals. The Principal of SD BK Dombu requested the team to continuously carry out these positive efforts to support teachers and students in developing their understanding of themselves, their environment, and working together to build social skills within the school and the community.

Evaluation and Monitoring of Activities

The evaluation process is conducted to assess the level of knowledge and understanding of teachers and students after participating in the service activities. There are two stages in the evaluation process: process evaluation and outcome evaluation.

1. Process Evaluation

After the training and mentoring activities, the next step involves identifying the knowledge and understanding of teachers and students using the learning model. Since this service is qualitative and involves data exploration, the process evaluation is carried out through sharing sessions to determine the progress of the activities.

2. Outcome Evaluation

The outcome evaluation is conducted after the training has been completed by the service team. This aims to assess the extent of success of the community service program. At this stage, the participants, particularly the teachers, were able to use the teaching modules effectively. This was evidenced by the lack of significant difficulties encountered by the teachers during the mentoring process. Based on this, the team performed a SWOT analysis to evaluate the strengths, weaknesses, opportunities, and threats of the service conducted by the team.

a. Strengths

The strengths of the service include a solid, experienced, and high-quality team dedicated to their tasks. Additionally, the Principal of SD BK Dombu was able to collaborate and be tolerant with the team and the Teaching Campus Batch 7 students. These strengths support the sustainability of the program. Community participation and the involvement of Teaching Campus Batch 7 students were significant in the activities.

b. Weaknesses

The weaknesses of the service include the extremely challenging location and steep roads. Additionally, there was a lack of funding for the service, which limited the production of additional outputs with E-ISSN.

c. Opportunities

The community service program has potential for contextual learning content and outputs. The program holds significant positive potential for the community, teachers, and students at SD Bala Keselamatan Dombu. This presents a good opportunity to achieve the service objectives as expected.

d. Threats

Ongoing curriculum changes lead to new paradigms in learning content, causing previously created outputs to become outdated within less than a year. Additionally, intense competition for service proposals could impact the sustainability of the program. There was also a need to improve community participation quantitatively. This requires evaluation and monitoring. Through SWOT analysis, the community service program can be impacted by planning, strategies, and follow-up actions. After implementation, the team, the subjects of the service, and the community, especially SD BK Dombu, can understand the strengths, weaknesses, opportunities, and threats in the community service. This helps in anticipating continuity by leveraging strengths and minimizing obstacles.

4. CONCLUSION

The conclusions that can be drawn from this community service activity are the enhancement of the knowledge and understanding of teachers and students through ongoing training in facilitating skills based on social skills. Through this community service program (PKM), teachers and students have successfully collaborated to improve the understanding of facilitating skills based on social skills among students continuously. The outcome of the service is an additional output in the form of a local content teaching module resulting from facilitating skills based on social skills at SD BK Dombu, presented as a book with an ISBN. The service has led to mentoring that involves both teachers and students, thereby enhancing ideas and actively improving student skills in learning through facilitators from Teaching Campus Batch 7, making the learning experience more meaningful.

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Similar community service activities can be implemented in different schools to produce results that positively impact teachers, communities, schools, and students specifically. Such activities should be continuously carried out to provide up-to-date knowledge to teachers regarding advancements in information and communication technology, and to improve educational services for students to the fullest extent.

CONFLICT OF INTERESTS

There are no conflicts of interest in this community service. This service is based purely on data and field facts gathered by the team at SD Bala Keselamatan Dombu. We extend our gratitude to all parties who have greatly assisted, including the university leadership, faculty leaders, the school

principal, Teaching Campus Batch 7 students, and the community, as well as the students, although not all can be individually mentioned.

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