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# The effectiveness of socialization models of social life skill modules for kindergarten teachers

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**Abstract:** *The social life skill has not been considered important in education that makes many people from children to youngsters nowadays have more conflicts due to some very simple reasons. This study was the third phase of a three-year-research. This third year study was aimed at socializing the social life skill modules and testing three kinds of socialization models to find out which one was the most effective: the centralistic model, the chaining model, or the professional organization model. This study used the quantitative research approach with a quasi experiment as the research method. The participants were 109 kindergarten teachers in Daerah Istimewa Yogyakarta (DIY). The instruments were a questionnaire and a test, and the techniques of data analysis were quantitative description and analysis of variance. The analysis results showed: (1) The social life skill modules had been socialized among kindergarten teachers in DIY; all preschool teachers had got the modules through the three kinds of socialization models. (2) There were no differences of effectiveness among the three socialization models.*

**Keywords:** *Socialization model, social life skill, centralistic model, chaining model, professional organization model*

## 1. Introduction

Social life skills have received little attention in the society so far that the incompatibility of ideas among children tends to cause conflicts that hardly end without violence. The phenomena that are currently often seen are the negative behaviors of the children in daily life. They are not used to doing positive things in their interaction with other people. This is caused by lacking of adjustment, training, and inaccurate process of imitation and identification. Eventually, they experience confusion in their roles. Education as an individual basis for learning is a system of acquiring the process of many capabilities to survive in social contexts. Education goes on anytime and anywhere. Every human experiences an education process through what is faced or what is done.

Based on the description of the phenomena above, it has been considered necessary for children to have since their childhood social-life-skill education. The present study was the third-year-study phase of a three-year-research project. The overall title for this study was "Developing Module of Social Life Skill for Preschool Educators and Its Socialization Model". The preschool educators referred to were kindergarten teachers.

From the first year study it was known that most preschool educators did not properly understand the meaning of social life skill. Neither did they really realize how to put social life skills into practice in their educating activity program. The second year-

study had the purposes to develop modules and test their readability. The modules having been tried out twice in the field. The study produced three modules which comprised nine sub modules. In terms of testing category, each module had high readability, meaning that these modules could be socialized to any reader without any guide of any instructor.

Based on the first- and second-year studies, the purposes of this third-year-study were: (1) To socialize the social life skill modules that had been produced during the second-year study through three socialization models: centralistic model, chaining model, and model through professional organization. Further, it tried to describe the result of socialization through these three models; and (2) To find out the most effective socialization model to socialize social life skill modules among the centralistic model, chaining model, and professional organization model. With the third-year study findings in hand, the study team proposed that the Department of Education made a policy which regarded the importance of implanting the social life skill in preschool children through related educational institutions as well as determined the most effective method for the socialization of the compiled model to meet the needs in the field.

According to the categorization of “life skill” made by the Department of National Education (2002) and Broling in “life skill training principle”, it could be stated that social skill was part of the life skill. In this study, a social skill was stated as a term of “social life skill”. A social life skill is a strategy that is used to start or endure a positive relation in social interaction that is acquired through a learning process, and is intended to get rewards or reinforcement in interpersonal relationship, and to refuse punishments or the coming of any unexpected situation (Brewer, 1995; Cartledge and Milburn, 1995; Curtis, 1988; Ramdhani, 1991).

One of the operational definitions regarding social life skill is developed by the Department of National Education (2002) which states that social skills include the ability to cooperate, respect, and take social responsibilities. Meanwhile, Curtis (1988) has mentioned that there are three main areas of social skill which are affiliation, cooperation and resolution of conflict, kindness, care, and affection/emphatic skill. Pellegrini (in Brewer, 1995) has stated the three areas that must be evaluated from social skills are social role taking, social problem solving, and cooperative interaction with others. Meanwhile, social skills according to Broling include communicating with others, respecting others, caring for others, interpersonal relationship, developing positive habits, independency, and leadership.

From various experts’ descriptions, it is seen that the areas of aspects that are included in social skills are overwriting each other. For this reason, the study team tried to merge them into three main aspects by way of including other parallel aspects as sub indicators of these three main aspects. These three main aspects are:

- a. Empathy
  - 1) Full of understanding
  - 2) Respect
  - 3) Care for others
- b. Affiliation and conflict resolution
  - 1) Two-way communication/interpersonal relationship
  - 2) Cooperation
  - 3) Conflict resolution
- c. Developing positive behavior
  - 1) Politeness
  - 2) Independency
  - 3) Social responsibility

Presently, Indonesian schools adopt the competency-based education. Ancok (2002) has emphasized that the existence of social skills is determined besides by parenting and by social condition, it is also determined by the quality of education covered within the curricula. It is therefore important that the education of social life skills be realized in the learning activity program with social skill modules as the learning source.

What is meant by a module for learning material is “A self-contained, independent unit of planned series of learning activities designed to let the students accomplish certain well defined objectives” (Goldschmid in Murti Kusumo Wirasti, 2003: 6). The reason of selecting the module as the learning source for preschool educators in understanding the concept of social life skills and developing the strategy of educating social life skills is based on the considerations that (1) these steps ensure specifically what will be achieved in learning with the description of skill changing that will be experienced by the learners so that the success and failure in learning achievement is easier to find out (Reigenth, 1983); and (2) after passing the process of validation in the contents and readability, this learning material can be the material for broader segments.

To become a learning material for broader segments, the module need to be more socialized. Socialization can be understood as an introduction of something new. In this study, an Indonesian terminology is used to describe socialization as the spreading of ideas that are relatively new. There are some socialization models that will be tested for its effectiveness in this study. Three of these models are described rationally as (1) the centralistic socialization model, (2) the chaining socialization model, and (3) professional organization model.

First, the centralistic socialization model is one that is conducted through the officer that, in this context, is the head of local Office of Education. Yogyakarta is a Special Region, where the head of the region is a Sultan who used to be the King of Yogyakarta Kingdom. Because of that, there are still some paternalistic conditions left; some feudalism seems to still exist. Due to that situation, there is a big possibility that the socialization through the head of local Department of Education will get more attention.

Second, the chaining socialization model is conducted from the head of department to the supervisor, from the supervisor to each kindergarten principal. This chaining socialization model has a possibility of effectiveness because the supervisor will be present at the kindergartens regularly. This way, the motivation of the educators to read and understand the module can be accomplished because they know that they are supervised.

Third, the professional organization model is done through professional associations. A little bit different from Indonesian Teachers' Organization, Indonesian Professional Kindergarten Teachers' Organization as a professional organization really cares for its members. There are frequent meetings for delivering important information that is received from the top. The socialization by Indonesian Professional Kindergarten Teachers' Organization also has a possibility of effectiveness.

Since every socialization model has potential of its effectiveness, then by testing through this study, it is expected that the description of every model and the most effective one for socializing module of social life skill can be found. The hypothesis proposed in this study is that there are differences of effectiveness of socialization models between centralistic model, chaining model, and professional organization model in socializing module to preschool educators (kindergarten teachers).

## **2. Method**

The overall design of this study used the research and development approach. The development model in this study referred to Borg and Gall's model (1983). This model was assumed to be really accurate in development research that creates certain products. In this

study the product consisted of social life skill modules. The development procedure of the modules was as follows:

- a. Doing initial study and collecting data or information necessary for product development (needs assessment).
- b. Making a plan for defining the social skills, formulating objectives, and designing the order of learning.
- c. Developing the basic product (modules), for example, preparing the learning material, manual, and evaluation instruments.
- d. Doing an initial try-out in the field (in 2 to 3 kindergartens, using 6 to 12 subjects of kindergarten teachers).
- e. Based on the feedback of the initial try-out, revising the modules.
- f. Doing the main try-out on the field (in 5 to 15 kindergartens, using 30 to 100 subjects).
- g. Based on the feedback of the main try-out, revising the modules.
- h. Doing the operational try-out in the field (in 10 to 30 kindergartens, using 40 to 200 subjects).
- i. Based on the feedback of operational try-out, revising the modules to effect final products.
- j. Disseminating and implementing the final product.

The first to the ninth steps were done in the first year of the study in 2005 and the second year in 2006; the tenth step was performed in this study along with the product socialization. Especially for this third year study, it used a quantitative approach with a quasi experiment method to find out the most effective socialization model.

The definitions of operational variables consist of the following terms.

- a. Socialization model: a model used for socializing social life skill modules. The models that were used in this study were:
  - 1) The centralistic socialization model: the modules were socialized through an officer that in this case is the head of the Regional Office of Education, hence to the kindergarten teachers/preschool educators.
  - 2) The chaining socialization model: the modules were socialized from the head of the Regional Education Office to its Head of Division for kindergarten and elementary school, then to the supervisors of kindergarten and elementary school. Then from the supervisors, the chain continues to the kindergarten teachers through the principals.
  - 3) The socialization through professional organization model: the modules were socialized from the Regional Head of Indonesian professional Kindergarten Teachers' Organization to kindergarten teachers.
- b. Effectiveness of socialization model: how fast the social life skill modules are being delivered to and understood by the readers. The effectiveness is measured by the use of a questionnaire cross-checked by a test.

The subjects of the study were kindergarten teachers: 36 teachers, treated with the use of centralistic model, were from Kulon Progo Regency; 40 teachers, treated with the use of chaining model with 6 supervisors participated in the study, were from Yogyakarta Municipality; and 22 teachers, treated with the use of professional organization model, were from Sleman Regency. The data of respondents with centralistic model specially consisted of two different numbers: 24 data of module socialization, and 36 data of the effectiveness of the models. This occurred because the data had been collected on different days, and some of the subjects were absent on the second chance.

The approach of the study was quasi experiment with a pre-test and post-test design. In the procedure, the three groups of subjects were treated by using three different models of socialization. Later, the effectiveness of the socialization models was measured by using a questionnaire asking about how fast the modules had reached them; how much they had read the modules; and how well they had understood the modules.

The instruments were a questionnaire to measure the effectiveness of the socialization models and a comprehension test to measure how well they had understood the modules. The latter was used to crosscheck the answer of the respondents who stated how much they had already read the modules.

The techniques of data analysis were: (1) quantitative descriptive technique to describe the results of each socialization model, and (2) a variance analysis technique to test the difference of effectiveness among three different socialization models used.

### 3. Findings and Discussion

As mentioned before, the purposes of this third year study were: (1) to socialize modules and to describe the result of the three socialization models used, which are centralistic model, chaining model, and professional organization model; and (2) to test the three groups to find out the most effective socialization model. Answers to these research questions are presented below.

#### Module Socialization

There are six major questions that are related to the discussion of module socialization. These six questions deal with how the modules have been treated by the readers as participants of the study.

##### Module Receiving

When asked: “Has everyone received the modules?”, the participants answered “yes” (Table 1). This means that, before filling out the questionnaire, they had received the modules delivered to them one month before.

Table 1  
*Receiving of the Modules by the Three Study Locations*

Answer	Study Location					
	Centralistic Model		Chaining Model		Professional Organization Model	
	Freq	%	Freq	%	Freq	%
Yes	24	100,0	38	100,0	32	100,0
No	-	-	-	-	-	-
Total	24	100,0	38	100,0	32	100,0

##### Module Reading

Most of the respondents admitted that they had already read the modules delivered through each model, even all the respondents (100 %) who received modules through the centralistic model had read them. Only a few of them had not read the modules. This indicates that the motivation of the kindergarten teachers to follow the instruction from their functionary authorities are high, whether it is directly from the head of the Regency Office of Education through centralistic model (100%), from supervisor through chaining

model (89.5%), or from the head of professional organization through professional organization model (78.1%) (Table 2). It also indicates that the paternalistic culture among the kindergarten teachers was still working because the respondents, especially who received the instructions directly from the head of Regency Office of Education, all had attempted to read the modules.

Table 2  
*Reading of the Modules by the Three Study Locations*

Answer	Study Location					
	Centralistic Model		Chaining Model		Professional Organization Model	
	Freq	%	Freq	%	Freq	%
Yes	24	100	34	89,5	25	78,1
No	-	-	4	10,5	7	21,9
Total	24	100,0	38	100,0	32	100,0

### Understanding of the Modules

The respondents reported that they had read the modules and felt that they understood enough the content of the modules. There were only a few of the respondents who had some problems understanding the modul content (Table 3). According to those who faced the problems, the hardest part was the structure of the sentence and the use of foreign language and terms in the modules. In addition, they also thought that the modules were too theoretical.

Table 3  
*Understanding of the Modules by the Three Study Locations*

Answer	Study Location					
	Centralistic Model		Chaining Model		Professional Organization Model	
	Freq	%	Freq	%	Freq	%
Yes	20	83,4	32	94,1	23	85,2
No	4	16,6	2	5,9	4	14,8
Total	24	100,0	34	100,0	27	100,0

The great number of respondents who understood the modules supported the readable validity of the modules which were categorized as easy in the second year study. It means that the modules could be distributed freely to any reader (kindergarten teachers) without any guidance from an instructor.

### Module Application to Practice

When asked: “Did anybody apply the modules to practice?” Most of the teachers answered “Yes”, or practicing most part of the content of the modules, especially respondents who received modules with centralistic model, they all (100%) practiced it (see table 4). Later, when the respondents were asked: “Did you encounter any problems when trying to practice the modules?” Most of them answered “No” (69.1%).

Table 4  
Module application to Practice by the Three Study Locations

Answer	Study Location					
	Centralistic Model		Chaining Model		Professional Organization Model	
	Freq	%	Freq	%	Freq	%
Yes	24	100,0	25	68,4	25	78,1
No	-	-	13	31,6	7	21,9
Total	24	100,0	38	100,0	32	100,0

Problems Encountered when Practicing

There were some problems the teachers encountered while practicing. The kindergarteners or preschool children were hard to organize (17%). There were communication problems between the teachers and kindergarten children (5.3%). Teachers lacked motivation (5.3%). The big variety of backgrounds of the kindergarten children made it difficult for teachers to practice the modules (31.9%).

Viewed from the problems encountered, it could be understood that to practice something new needs a certain period time to get results. This is compatible with the behaviorist's learning theory which states that a change of behavior as the result of learning process needs to be done repeatedly. Hence, the problems encountered by the teachers in the beginning of the process are expected not to discourage the teachers to keep trying.

Feedback for the Modules

There were some feedbacks or suggestions that came from the respondents for improving the modules. Most of the suggestions were concerned with the comments that the modules needed to include more pictures and examples, use simpler language, and adjust to the curriculum (Table 5).

Table 5  
Suggestions to Make the Modules more Interesting by the Three Study Locations

Suggestions	Study Location					
	Centralistic Model		Chaining Model		Professional Organization Model	
	Freq	%	Freq	%	Freq	%
To include more pictures and examples	11	45,8	20	52,6	18	56,3
To use simpler language	10	41,6	15	39,5	2	6,3
To adjust to the curriculum	3	12,6	-	-	7	21,8
Others	-	-	3	7,9	5	15,6
Total	24	100,0	38	100,0	32	100,0

Most of these feedbacks could be seen from the fact that the education level of the majority of the respondents was not relatively high (the majority of respondents were from kindergarten teacher training school which is equal to senior high school). Accordingly, they prefer to read simple and practical books which contain more pictures and examples.

### The Most Effective Socialization Model

Statistical calculation using the *ANOVA* to find out which of the following three models is used for this research question. The statistic will indicate which of the three models is the most effective. This effectiveness was measured from how fast the modules reached the respondents and how high the level of the respondents' understanding the modules was.

#### Variance of the Three Models

Viewed from Lavene statistics and significance or probability, *GABB-1 (B-1)* was found to be 0.815 and *GABB-2 (B2) = 0.989*. Both were higher than 0.05, meaning that the three population-models were identical ( $p > 0.05$ ) for both *B-1* and for *B-2* (Table 6).

Table 6  
*Test of Homogeneity of Variances*

	<b>Levene Statistic</b>	<b>d.f. 1</b>	<b>d.f. 2</b>	<b>p.</b>
<i>GABB1</i>	0,205	2	103	0,815
<i>GABB2</i>	0,011	2	103	0,989

*Ho*: the three-population variance was identical

*Ha*: the three-population variance was not identical

#### The ANOVA

Table 7 shows that the *F.* observed from *GABB-1* was 0.053 with 0.948 level of significance and for *GABB-2*, the *F.* observed was 0.347 with 0.703 level of significance. The value of the *F.* table is 3.09, at  $p. > 0.05$ . Hence, the *F.* observed is smaller than the *F.* table at the *p.* value of  $> 0.05$ . This means that the *Ho* is accepted; or in other words, there were no differences among these three socialization models.

Table 7  
*The ANOVA Summary Table*

		<b>Sum of Squares</b>	<b>d.f.</b>	<b>Mean Square</b>	<b>F.</b>	<b>p.</b>
<i>GABB 1</i>	Between Groups	0,025	2	0,013	0,053	0,948
	Within Groups	24,352	103	0,236		
	Total	24,377	105			
<i>GABB 2</i>	Between Groups	0,181	2	0,091	0,347	0,708
	Within Groups	26,960	103	0,262		
	Total	27,142	105			

The implication of the result of this statistical test was that to socialize “social life skill modules” could use any socialization model whether it was centralistic, chaining, or professional organization. Each model can be said to have the same level of effectiveness. Nevertheless, seen from the quantitative descriptive analysis discussed before, centralistic model has a relatively higher effectiveness rather than the other two. It is assumed that due

to the paternalistic culture which is still strong among the Javanese, the kindergarten teachers tend to obey instructions given by the higher functionary authorities.

### **Limitation**

In relation to the research findings, one limitation to the study can be considered. It has something to do with possible other data. It is admitted that, in this study, no comparative data were available about the difference of teachers' behaviors among those who used the modules and those who did not use the modules.

### **4. Conclusion**

Based on the research findings, two conclusions are drawn in line with the two research questions of the study. These are presented as follows.

#### Modul Socialization

The social life skill modules have been socialized successfully in some regions of Daerah Istimewa Yogyakarta with the three models of socialization. The centralistic model was given in Kulon Progo Regency, the chaining model was given in Yogyakarta City, and the professional organization model was given in Sleman Regency. Six important points of the research findings can be shown, thus: (1) All of the respondents have received the modules through three models of socialization; (2) Those who received modules with centralistic model all admitted that they had read the modules, only a few of them who received modules with the other two models had not; (3) Most of the respondents of the three models did not have any difficulty in understanding the contents; (4) All of the respondents (100 %) with the centralistic model tried to put the content of the modules into practice, while the number of the respondents practicing the chaining model was 68.4% and the number practicing the professional organization model was 78.1%; (5) There were some problems the teachers encountered while doing the practice: difficulty to organize the kindergarten children (17%), communication problem between teachers and kindergarten children (5.3%), lack of motivation (5.3%), large varieties of backgrounds of the children (31.9%); and (6) Most of the respondents of any model suggested that more pictures and examples be put in the modules.

#### Differences in Effectiveness

There were no differences in effectiveness among the three models, in terms of the speed of delivery and teachers' understanding the modules. Any model could be used for the same purpose of socializing the modules.

### **Suggestions**

Based on the foregoing discussion throughout, two suggestions are proposed herewith that are related with the direct implication of the study. These are presented as follows.

#### Module Improvement

To make the modules easier to understand and practice by readers with similar characteristics, the language used in the modules should be simplified. Use of foreign and rare terms should be reduced. In addition to this, more pictures and examples should be added in the modules as well.

## Module Practice

One ready-to-implement suggestion is for the kindergarten teachers, and other readers for that matter, to hold periodical meetings to discuss the contents of the modules. This can be done formally in teachers' professional bodies or informally in ad-hoc groups. It is expected that the kindergarten teachers, and other readers, may become more motivated to read other materials that will enrich their understanding of the modules.

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