Social Competency Development, Arts and Methods of Collaborative Learning: An Overview

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Abstract

The concept and way of life known as collaborative learning centers on making collaboration a fundamental tenet of interpersonal relationships. This arrangement is meant to make it easier to reach group objectives. Collaborating is a technique to show mutual regard for one another and appreciation for one another's skills and accomplishments in any situation involving multiple persons working together. Collaborative learning strategies are a promising pedagogical technique because they help students develop both social and aesthetic skills. The article delves into the ways in which group study can help students grow in both social skills and artistic ability. Students are guided to maximize their potential and refine their creative thinking abilities through collaborative and creative learning. Models of instruction that encourage students to work together and think creatively improve students' ability to learn, work, and solve issues as a group. In the first part of this literature review, we'll look at how concepts like social competence have evolved over time, examining the myriad aspects and variables that have contributed to its current definition and application. Then, art education, which emphasizes the importance of art in fostering students' foundational skills and which will benefit from the use of collaborative learning approaches, evolved.

Keywords: Development, Social Competence, Art, Collaborative Learning Method.

Introduction

Today, in this age of globalization, the preparation of all matters pertaining to Human Resources (HR) plays a very essential and strategic role in meeting the problems Jof creating ever more complex science and technology (Farazmand, 2004). As a result of scientific and technological advancements, we now live in a time where progress in any area of human well-being necessarily draws on scientific and technological knowledge and tools (Wright et al.,

1994). Competition for high-quality human resources has heated up as a result of both scientific and technological progress and the pressures of globalization. There is no way to discuss the state of our human resources without touching on the field of education. Humanization and civilization are goals of education (Marler & Parry, 2016). As a means of developing one's potential and respect for one's own worth as a human being, education is a socialization process leading to greater intellectual, social, and moral maturity. Future competition success is widely attributed to education (Walker, 2006).

A person's education ought to foster his or her growth as a whole person, a contributing member of society, and a responsible citizen of the nation. Knowledge of oneself, one's community, and one's country. In order to make this discovery, one must cultivate mental and emotional faculties like forethought, reflection, creativity, and inspiration (York & Kasl, 2002). This activity, like many others in the field of education, is a social process that relies on participation from a group. Learning is a personal and societal process that takes place when each person interacts with others and gains mutual understanding and knowledge. Understanding is uncovered, shaped, and developed when students learn (McCombs, 1991).

A student is able to construct meaning from the learning materials through the process of learning, and then store that meaning in memory so that it may be further developed and processed at any time. This is made possible by the conditions and scenarios that are created by the teacher. There is a strong correlation between how the learning experience is structured by the instructor and the degree to which the students find it relevant (Ertmer & Newby, 1993). The learning experience illuminates more about the connections between conceptual components, which contributes to the efficiency of the learning process. Students will acquire completeness and comprehensiveness of knowledge as a result of the conceptual relationship that is learned with the applicable field of study, which will result in the formation of a scheme (concept) (Cicognani, 2000).

Education is defined by Law No. 20 of 2003 concerning the National Education System as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and spiritual strength, self-control, personality, intelligence, noble character, and skills or competencies that are needed by himself, society, the nation, and the state. The law also states that education is a process that students actively participate in (Hidayat & Machali, 2012). The skills that are required of persons in their social lives are without a doubt inextricably linked to their level of social competence. Individuals develop the ability to interact with their surroundings in a manner that is positive and appropriate through the process of learning, which results in the acquisition of a skill known as social competence (Waters & Sroufe, 1983).

Individuals are expected to have social competence in becoming skilled in social aspects. Social competence is the ability or skill of a person to relate to other people and engage in satisfying social situations (Rose-Krasnor, 1997). Another opinion defines social competence as a dynamic construct that involves the ability to adapt and interact in certain social conditions. This opinion implies that, in social life, individuals cannot choose to find the expected social situations. Thus, individuals need the competence to deal with these social situations. (Taborsky & Oliveira, 2012).

Social competence is learned little by little from experience and has an important role in one's socialization process because social competence is an index and predictor for healthy adjustment (Halberstadt et al., 2001). Social competence also determines the process of social adjustment and the quality of interpersonal relationships. The development of social

competence is influenced by guidance at home (family members), at school, and the opportunity to use the skills possessed in the community (Suddaby et al., 2016).

So far, national education policies have prioritized science and technology competency-based education without being accompanied by competence in the arts. The impact of this kind of policy includes moral and cultural crises and violence easily arising (Basuki, 2022). It is in this context that art education with a mental (moral) dimension is an alternative that can help people to be emotionally and intellectually educated, respect cultural plurality and the universe, foster imagination, motivation, and harmonization in dealing with and responding to every socio-cultural phenomenon that appears to the surface. Therefore, the goals of art education, as well as the goals of education in general, are also related to norms and value systems that cannot be observed directly (Pratjichno, 2010). Spiritual symptoms and value systems can only be reflected philosophically because their symbolic meaning can be captured based on outward behavior (Rondhi, 2017).

Rather than seeing teachers as passive conduits of information, we now see them as active managers of students' complicated learning environments (Bandura, 1993). Educators should be considered among many other potential sources of knowledge. Applying the model of teacher-centered learning, in which students are accustomed to obtaining information in a linear fashion, discourages them from actively seeking out new information by consulting a variety of sources. Accordingly, it is important to modify teaching methods in light of students' prior knowledge and skills (Njhuis et al., 2005). Students will be better able to think critically, creatively, and flexibly if they are taught the right ways to learn (Retnawati et al., 2018).

The possession of social and artistic competence can be developed through collaborative learning methods. Collaborative learning is relatively easy to implement because, since birth, we have lived in a social environment where we are always side by side with other people, need each other, and even have interdependence (Dillenbourg, 1999). Collaborative cooperation has also been carried out in the daily life of our society, which in our old terms is called gotong royong. Students can carry out collaborative learning by holding discussions or conversations with peer groups. In these activities, they can present an idea or ideas and defend their ideas, convey different beliefs to each other, ask different conceptual framework questions and be actively involved (Davis et al., 2006).

Collaborative learning is an approach to education where multiple students work together to solve a learning problem. Each member of the group must have an active role in bringing about the desired outcomes of a structured activity if learning is to take place (Elizabert et al., 2012). To achieve their goals, students work together, divide and conquer, and put in the necessary time and effort. Students will get insights and construct knowledge in this context that they would not have received in a teacher-centered lecture setting.

Methods

This research refers to the steps in library research, which are simplified according to Kuhlthau (2002) in Mirzaqon & Purwoko (2018) which consist of: (1) searching and presenting literature, (2) the process of analyzing literature, (3) presenting results and compiling the report. The first step of the search process is defining the main candidate search terms. The search string consists of four main terms: Development, Social Competence, Arts, and Collaborative Learning methods. The next stage is to analyze the literature related to the topic by first sorting and reading the text in full and in detail. This sorting involves reading titles, keywords, and abstracts to identify relevant studies and reading the full text, and then summarizing using

reference lists to refer back to and looking for relevant studies cited by the main studies. The final stage is presenting the results and compiling the report by summarizing the selected articles. The summary contains general information, such as the identity of the paper, objectives, and also the results of each paper. This summary will later serve as a comparison and alternative in social competence, art, and collaborative learning models.

Results and Discussion

Development of Social Competence

Social competence, as defined by Arnold et al. (2012), is a person's capacity to relate to others and engage in satisfying social interactions. In this situation, teenagers must demonstrate proficiency in social contact by initiating and performing the role of social engagement. Social competency differs from person to person based on how they interact with others. According to a different viewpoint (Taborsky & Oliveira, 2012), the concept of social competence is generally the result of the growth of self-concept. Socialization is the process by which individuals acquire personal systems, such as information, abilities, attitudes, values, wants, and motivations, that affect their adaptation to their physical and sociocultural environments.

Similar to what has been mentioned by other experts, social competency is the capacity to perceive and comprehend the perspectives of others in a given circumstance, as well as to learn from past experiences and apply the lessons learned to alter other social situations. (Semrud-Clikeman 2007). Individuals with a social component may comprehend a changing circumstance and act correctly in response to it. Social competence is the capacity to interact socially successfully, comprehend social situations, and choose the appropriate conduct in a variety of social contexts.

Children with social competence demonstrate active communication, responsiveness to what they hear, positive behavior toward giving motivation to others, the ability to interpret and follow social roles, acting in harmony and harmony with others, the capacity to share and be more altruistic, and an aversion to conflict (Anderson & Messick, 1974). Teenagers perceive their social and emotional environment as others their age do. Furthermore, friendship is important for teenagers to increase self-esteem, exchange information, advise, and support each other in solving problems. By sharing personal thoughts and feelings, adolescents can understand themselves and others which can be useful for developing future relationships. Through friendship, adolescents also gain social skills such as empathy and understanding other people from different points of view. (Dacey & Maureen 1997).

Several factors affect social competence: age, socioeconomic status, parenting style, emotional maturity, and the level of education adolescents have. Two factors make up social competence, namely sociometric and popularity. Children who are seen as popular are not necessarily liked. To be a child who has popular, accepted, and liked sociometric skills, a child must have 2 skills, namely: 1. Behavioral Skills 2. Social and Cognitive Skills (Pavri & Luftig, 2001)

In line with that, the opinion of Dodge et al. (1986) explains that several variables include social competence. The first factor is the Cognitive Information processing of children's responses to social situations, which, according to social competence, involves the successful implementation of five sequential steps. The steps are: a. Attending to and coding the social cues presented. b. Interpreting gestures. c. looking for answers. d. Evaluate the effectiveness and possible consequences of the response. e. Enforce response. This process is

assumed to occur quickly and often on a subconscious level. Importantly, a deficiency in one step can result in more-than-optimal social behavior.

Second, family relationships where social learning theory sees parental input as influential through observation and reinforcement learning mechanisms. Ethological theory, like attachment theory, maintains that the mother's response influences the type of attachment relationship a child has, and therefore the child feels safe in exploring a new environment. Parents can play a significant role in shaping their children's thoughts and beliefs about the nature of child development, and this, in turn, should drive their approaches to child management. And finally, the child's disposition is one of his most distinguishing features. It stands to reason that someone who is, instance, antagonistic and aggressive could struggle in social situations and might even be rejected by their contemporaries, whereas someone who is relaxed, friendly, and open might find it easier to make friends and advance socially (Ainsworth & Bowlby, 1991).

Arts in Education

Dissanayake (1990), art is a complex phenomenon. The boundaries or meanings are determined by many factors, such as curators, critics, markets, institutions, academic paradigms, cultural cosmology, changing times, philosophical schools, etc. Art has a plural concept, is dynamic, moves freely, and can accommodate a variety of distinctive individual tendencies, no longer subject to historical classification in the creation of works of art chronologically or classification of art based on a particular artistic genre. The concept of art continues to develop in line with the development of culture and vibrant social life.

The definition of art as an object/work of art or the result of activities is expressed, among others, by (Wright & Clements, 1987). He said that art or beauty produces pleasure, but it is different from just feeling happy because it has a transcendental or spiritual element. Meanwhile, according to George Dickie (1969), the notion of art as an artifact relates to an understanding of the position of art objects in material culture, namely the cultural classification of manufactured objects. The physical nature of art objects contains values to be appreciated. The artwork embodies personal human values and social values in various forms.

In another sense, as stated by Aristotle, art is understood as a skill. He said that art is the ability to make something concerning an effort to achieve a goal determined by certain ratios/logic or ideas. Furthermore, art as a human activity is expressed by Leo Tolstoy (2021). He said that art is a conscious human activity employing certain external signs to convey the feelings he has lived to other people so that they are infected with the same feelings and also experience them. Meanwhile, according to Rice & Elliot, 1 (996), art in a narrow sense is an activity of processing forms (in a material sense), processing presentation techniques, processing experiences, reviewing, and exploring new possibilities in seeing, feeling, and experiencing something. Furthermore, efforts to diagnose the conditions of the times and so on.

Lowenfeld & Brittain (1980) explained that artistic activities play a role in developing various basic abilities within him, such as physical, perceptual, thinking/intellectual, emotional, creative, social, and aesthetic abilities. As children age, all basic abilities can develop in an integrated manner. The rationale for the inclusion of art in the national education curriculum rests on the following main ideas:

a.   Following the nature and essence of the arts, art in education in public schools should use a multidisciplinary, multidimensional, and multicultural approach. A

multidisciplinary approach in art education aims to develop the ability to express oneself in various mediums: visual, sound, movement, language, writing, or a combination. Meanwhile, multidimensional art education is used to develop an understanding and awareness that art does not stand alone but is related to many aspects of life, such as history, socio-culture, economy, environment, and so on. The multicultural approach in arts education fosters understanding, awareness, and the ability to appreciate local, even global, cultural diversity to form mutual respect, tolerance, and democracy in a pluralistic (plural) society.

b.   Art education plays a role in the formation of a pleasant personality by paying attention to the needs of the development of the basic abilities of students, which include physical, thinking, emotional, perceptual, creative, social, and aesthetic abilities through a learning approach with art, through art, and about art so that students have a sensitivity sensory, taste, intellectual, skills, and artistic creativity according to students' interests and potential.

c.   Arts education plays a role in activating the abilities and functions of the left and right brains in a balanced way so that students can develop various types of intelligence: intellectual intelligence (IQ), emotional intelligence (EQ), creative intelligence (CQ), spiritual intelligence (SQ), and multi-intelligence (MI).

Learning art in formal education is not to train students to become artists but to offer several beneficial experiences for developing their personalities. The experience of creating art will sharpen students' sensitivity to the material world, which makes them more able to appreciate their environment. This will help build impressions and increase students' ability to enjoy/appreciate a work of art. The purpose of art development is as follows:

a.   Develop sensitivity to sensory perception through various creative experiences in the art according to the character and stages of the development of children's artistic abilities at every level of education.

b.   Stimulate the growth of imaginative ideas and the ability to find various creative ideas in solving artistic or aesthetic problems through a process of exploration, creation, presentation, and appreciation according to the interests and potential of students at each level of education.

c.   Integrate art knowledge and skills with other disciplines that are allied or not allied through various integration approaches that follow their scientific character.

d.   Developing the ability to appreciate art in historical and cultural contexts to foster understanding, awareness, and the ability to appreciate local and global cultural diversity as a means of forming mutual tolerance and democracy in a pluralistic (plural) society.

Art learning, in general, has benefits that can be felt directly or indirectly by students. Learning functions that can be felt directly are self-expression media, communication media, play media, and channeling their interests and talents. Meanwhile, the function of learning art indirectly can be found in the educational/pedagogical aspects of art in developing various basic abilities (Brittain, 1985). The success of artistic activities is not measured by the beauty of the creations but rather by the creative process that gives freedom of expression in a fun way according to the personality characteristics of each child. In this process, the teacher guides students to be creative in their style.

Birgili (2015), the purpose of learning to create art is to train two competencies: skills and creativity. Skill competencies in the psychomotor domain have various characteristics, ranging from simple to complex/complicated skills. In kindergarten, skill competence focuses

more on exploratory experiences to train sensory and motor skills rather than making children proficient or experts. Meanwhile, creativity here includes the cognitive, affective, and psychomotor domains, as seen from the product/results of work and the process of being creatively busy.

Appreciation learning is not only limited to knowledge but involves the experience of observing, experiencing, living, enjoying, and appreciating the activities of practicing art directly. Appreciation learning in schools can be started from the closest environment, namely appreciating classmates' work, then increasing others' work. These various experiences will help develop all mental and behavioral functions in children (Zopiatis, 2010).

Various artistic experiences in this approach see the need for educators to pay more attention in an integrated manner to the cognitive, affective, and psychomotor domains. These various experiences are a means to change the behavior of children or students. The types of behavior or competencies that are developed at each level of education will be gradual, starting from low-level competencies to high-level competencies. Art learning materials in kindergartens are more focused on experiences that train sensory or sensory sensitivity through artistic (creative) experience and appreciation which are included in the categories of perceptual behavior and responsive behavior.

Collaborative Learning Methods in the development of Social and Art competencies

According to Ted Panitz (1996), "collaborative learning" is more than merely a teaching strategy. It is his contention that cooperation is an interaction structure meant to facilitate joint efforts to achieve common goals, and that collaboration is both a philosophy of interaction and a way of life. Collaboration is an approach of dealing with mutual respect and appreciating the abilities and contributions of each group member in any setting when several people are grouped together. In order to get things done as a team, members of the group delegate tasks and take on individual responsibilities. Collaborative learning's fundamental premise is a consensus created via cooperation among group members as opposed to competition that stresses individual achievement. Practitioners of collaborative learning apply this theory in a variety of contexts, including the classroom, committee meetings, communities, families, and more.

Collaborative learning is a pedagogical approach rather than a collection of methods meant to alleviate the burden on the educator and place it on the students. As a last point, this is important to stress because it is how many people envision collaborative learning. They believe that traditional education, which makes the teacher the ultimate arbiter of knowledge in the classroom, is superior than anything else (Laal et al., 2013).

Collaborative learning has a number of benefits. Hill and Hill (1993) cite a number of benefits associated with collaborative learning, including but not limited to the following: 1) improved academic performance; 2) enhanced comprehension; 3) heightened enjoyment of learning; 4) the cultivation of leadership qualities; 5) a more optimistic outlook; 6) greater confidence in one's own abilities; 7) more widespread participation; 8) a stronger sense of group identity; and 9) the acquisition of transferable skills.

Habits of understanding what is learned, attitudes of wanting to do something, and abilities of how to do something are all things that can be cultivated through collaborative learning activities. In accordance with this is the belief (Medsker & Holdsworth, 2001) that attitudes consist of three primary things: 1) information (the what, where, when, and why), 2) motivation (they want to), and 3) competence (they can) (the how-to). Students in a

collaborative and cooperative learning environment study in small groups and are given assignments they must complete as a group (Cruickshank et al., 2006).

Working principles are emphasized in a collaborative learning environment. The following are some of the most crucial guidelines to keep in mind when engaging in collaborative learning. Collaboration skills are taught, exercised, and evaluated based on their effectiveness in actual situations; individuals are held accountable for their own learning and actions; the class or group is encouraged to work together toward the implementation of a unified group work activity; and so on.

Collaborative learning strategies related to the principles mentioned above are applied based on the existence of mutual relations with each other or carried out by applying it repeatedly (a cyclical way); for example, collaborative or cooperative skills training will also increase cohesiveness or cohesiveness and responsibility. answer. A cooperative activity can exist when two or more people work together to achieve the same goal. Hill & Hill (1993) suggested two very important elements in various cooperative activities, namely (1) common goals and (2) positive interdependence.

In creating good social and artistic competence for students through collaborative learning methods, according to Driver & Leach (1993), a class environment with a constructivist perspective must be created, including the following:

a.   Students are viewed as active, rather than passive, learners; they bring their notions to learning situations.
b.   Prioritize students' active processes of meaning construction, which frequently involve interpersonal bargaining.
c.   Teachers also bring their concepts into learning situations, not only in terms of their knowledge but also their perspectives on learning and teaching, which can influence the way they engage with students.
d.   Teaching is not the transmission of knowledge, but rather the arrangement of classroom conditions and the creation of tasks that make it simpler for students to acquire meaning; and
e.   The curriculum consists of programs of learning tasks, materials, and discourse from which students develop their knowledge.

Furthermore, collaborative learning steps for students can be carried out in the following way:

a.   Students in groups establish learning objectives and divide assignments.
b.   All group members read, talk, and write.
c.   Collaborative groups collaborate synergistically to identify, illustrate, study, analyze, and construct answers to worksheet or self-generated tasks or problems.
d.   After the collaborative group reached consensus on the problem-solving solutions, each student prepared a comprehensive individual report.
e.   The teacher randomly selects one group to present the outcomes of their collaborative group discussion to the class; students in other groups observe, compare, and reply to the results of the presentations. This activity was conducted for between 20 and 30 minutes.
f.   Each student in the collaborative group is responsible for the formulation, inference, and (if necessary) amendment of the to-be-collected reports.
g.   Each student's report on the collected tasks is organized in collaborative groups.

h.   Student reports are revised, annotated, evaluated, returned at the following meeting, and discussed.

Therefore, in order to develop students' social and creative competences, collaborative learning must take place in an atmosphere that is conducive to the implementation of interactions that bring together all of the students' learning capacities and will. The atmosphere that is created in the form of small groups, which can consist of as little as four students and as many as five students in each classroom, can make a significant contribution to enhancing students' social and creative competency.

Conclusion

Social competence is an important part of human development, which individuals need to function properly in social life. Individuals with good social competence will be able to develop according to human development tasks properly. Social competence is influenced by factors such as age, socioeconomic status, parenting patterns, emotional maturity, and the level of education adolescents have. Students who have developed social competence will be able to communicate actively, be responsive to what they hear, behave positively towards motivating others, be able to understand how to interpret and participate in social roles, act in harmony and harmony with others, be able to share and be more altruistic, and do not like to fight. Art is the ability to make something concerning an effort to achieve a goal determined by certain ratios/logic or ideas. In art education, students can develop basic competencies such as physical, perceptual, thinking, emotional, social, and aesthetic creativity. Developing artistic competence can be done by developing sensory sensitivity, stimulating the growth of imaginative ideas, developing abilities and skills, and the ability to appreciate art. Appreciation learning is not only limited to knowledge but involves the experience of observing, experiencing, living, enjoying, and appreciating the activities of practicing art directly. Collaborative learning is one of the appropriate learning models for developing social and artistic competence because the elements of collaborative learning contain a teaching philosophy that replaces student-based learning and is not only teacher-centered. Collaborative learning activities are directed at instilling habits (habits) to understand what is learned, attitudes to wanting to do something, and skills for how to do something, which is in line with the development of social and artistic competence by emphasizing the principles of collaboration between members and each individual. Take responsibility for the basis of learning and individual behavior with the practice of skills applied in a cohesive group.

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