

Increasing Social Talent with an Experiential Approach Learning for Muhammadiyah Primary School Students Flagship Program

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Abstract. Social talent is starting to weaken, so it needs to be applied at every level of education. Currently, social talents are given little attention by students and educators. As time progresses, social talents are increasingly important to improve, especially for students. The method used in this study is qualitative, with data collection techniques in the form of observation, documentation, and questionnaires. Test the validity of the data in this study using the triangulation method. The data analysis technique in this study uses ethnographic model analysis or ethnomethodology by (Spardley 2005) a qualitative research model that has the aim of describing the cultural characteristics found in individuals or groups of people who are members of a cultural community group. Creating documentation and analysis of certain cultures by conducting field research. The results of the study show that there is an increase in this research, namely an increase in social talents with indicators of conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony. The lowest increase was in the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81%, consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, which was 28.6% from 71.4% to 100%, which is included in the very high criteria, so the empathy indicator is still relatively low. This proves that Indonesian children's empathy is still relatively low. This research uses an Experiential Learning approach in which there are four stages including real experience, observation and reflection, conceptualization, active experimentation.

Keywords: Talent, Social, Experiential Learning

INTRODUCTION

The nature of a human being, apart from being an individual, is also a social creature. What is meant by the term "social" comes from the Latin "socius", which means friends and society. Social has a general meaning, namely society, and a narrow meaning, namely prioritizing common or community interests. Education is an effort carried out intentionally and continuously (Agus, 2012) with the aim of guiding, inspiring, helping and to develop an individual to increase all the potential he has with the aim of better self-quality (Mulyaningsih 2014). Education is a necessity and is planned to achieve a learning atmosphere and learning operations, so that students can competently develop their abilities to have the power to control themselves, attitudes, abilities, social talents, noble morals and skills needed by them, beneficial to the nation and state. . All processes in life progress from time to time, including in the world of education (Anggreni 2020).

The consequences that occur due to the progress of the times or globalization can be in the form of positive and negative impacts. The positive impact is that it can make it easier or faster for people to get information, while the negative impact is that children at elementary school age are already dependent on instant information and get everything easily. (Ofori et al., 2020) thus minimizing interaction with humans and ultimately reducing social talents in elementary school age children (Ardila & Hartanto, 2017). It is often found that things like this are manipulated by elementary school age children in everyday life, especially in the school environment.

What is most often found is that elementary school age children do not respect their teachers and parents, are lazy, play truant, cheat, disturb friends and so on because mutual help and love have been covered by abuse, lack of social attitudes.(Herliyanti 2017).

Students try to communicate their abilities, personal talents, and social talents with the aim of increasing perfect or established personal development. This is developed in students to create individuals who have social skills, to be able to adapt themselves to the social environment(Xiao 2018). Increasing social talents in students cannot be done in the short term. To create students who are skilled in communicating, repeated time is needed so that positive character in students' attitudes can be well developed in students(Umma 2021). Therefore, various methods are taken to achieve this goal, so that students can carry out useful activities to improve their social talents through extracurricular activities. Various social attitudes in schools and the surrounding environment still occur spontaneously as can be seen in various media. This situation certainly resonates with various parties, including other students who are in the period of character development.(Pramana et al., 2019).

Students experience a decrease in the manners of social life and moral ethics in the practice of daily life, both in the school environment and in the community(Andarini & Fatma, 2013). This decline can be seen based on what has happened in various schools in Indonesia(Handayani, 2017). The repetition of the application of social norms must be started jointly by all elements in the school, it cannot be denied, especially the role of the teacher. Social behavior which will ultimately shape students' character should be aimed at better character and in accordance with educational goals. The condition of the school environment is an important structure, especially a place to educate students to become better, including the formation of social talents, attitudes and honesty in actual students.(Fatma, 2557). However, the most commonly encountered facts are lack of politeness, lack of social feeling towards teachers, when meeting with teachers they do not greet, arrive late, make noise during teaching and learning activities and so on.(Nawir 2020). Habits are specific behaviors that individuals always display when facing a situation, such as greeting, smiling, or intangible ones such as thinking, feeling and behaving. Attitudes and habits in everyday life such as in social interactions, following rules, learning, as well as social behavior and habits in everyday life, especially social talents(Anwar and Sutoyo 2014).

There are two differences in human behavior, namely reflexive behavior and non-reflexive behavior. Reflective behavior is behavior that occurs unintentionally (spontaneously). Meanwhile, non-reflexive behavior is behavior that occurs in the center of consciousness or the brain. The development of talents in children is the responsibility of an educator(Andarini & Fatma, 2013), this responsibility is direction, guidance and education which will guide students in the path of forming social behavior, one of which is using the Experiential Learning approach.(Assabiqi & Pardijono, 2013), as the aim of the experiential learning approach is 1) changing students' cognitive structures. 2) change students' attitudes and 3) expand students' existing skills. In elementary school students, social attitude relationships experience expansion apart from the family sphere, students also interact with their friends, especially their peers, thus experiencing expansion.(Fatma, 2557).

The social talents of elementary school-age children are growing, which initially only socialize in the family environment, then gradually recognize interactions with the surrounding environment. Children at elementary school age are also familiar with the digital lifestyle, both at home, in the community and at school(Pramana et al., 2019). The digital age has a negative impact on elementary school children, this is where the role of educators is very important, elementary educators and the community environment guide and supervise students to live wisely, appropriately and have a positive impact on children and students.(Anwar and Sutoyo 2014). So character education plays a very important role in the school and community environment. Social talent can direct students to a positive path, can express any feelings or problems faced while at the same time making it easier for students to adapt in a new environment, so that students do not feel alone which ultimately has a negative impact on the students themselves.(P. BK 2016). Social talent is the skill to interact within a social concept in a specific way that socially other people can accept well(Sahara 2021). In addition, social talent is also a skillful ability that appears in behavior, being able to search for, sort and select positive information, with digital, the reduction of social talent in students is caused by students not interacting with the surrounding environment, especially in the school environment, so educators play an active role in this(Dasim 2005).

Social talents are really needed by students as a means to develop their talents. With social interaction, students can easily communicate and collaborate with other students to achieve the ultimate goal of maximum social development (Sahara 2021). If a student experiences a decline in social talents, it will have an impact on him/herself, for example being ostracized by his/her friends and even the student feeling oppressed and insulted by his/her peers.(Hidayat 2021). Thus, social talent is very important, so in the current condition, students' social talents have decreased, especially among school-aged students. The pressure on students is to increase social talents with the aim of saving students from various social threats that will occur in the future.(Manafe 2014).

Each student already has his own uniqueness, depending on how to process and communicate it in daily life, the superiority of social talent depends on the student and how to process it properly and correctly. Experiential

learning emphasizes students' strong desire to succeed in their learning (Dp 2021). Individual development depends on the experience he does (Barida 2018). Learning is the most important element in improving students' social talents. Learning from repeated activities makes it easier for students to absorb an experience. So learning from repeated experiences the researcher emphasizes using experiential learning as a teaching and learning process to build knowledge and skills through direct experience. The talent of students to communicate and behave positively is the most important point for students to live in a society (Nawir 2020). Both verbally and nonverbally according to the situation and conditions existing at that time (Dasim 2005). At this time, errors in the use of social talents often occur. With social talents, students can interact well, especially positively, in their environment (Destiyana 2016).

Increasing social talent cannot be separated from a teacher. Success in increasing social talent is not enough if you only provide knowledge. However, teachers must care about the social talents that a student has (Ningrum 2018). Based on data conducted by researchers in the field, teachers have maximized their role in creating good social skills in children, but teachers are less concerned about students who have low social skills (Mulyaningsih 2014). The low level of social talent in elementary school age children means that the needs that will occur can lead to negative things in the future, such as children not caring about the environment around them which is caused by individual needs (Xiao 2018).

Cases that usually occur in students are students who often view themselves as weak, feel inferior so that this can hinder their social talents. Caste positions are often viewed by students as those who are capable and incapable, both in terms of knowledge and finances (Mushfi 2017). Apart from that, the existence of groups in schools that differentiate caste between able and incapable students can make students not have concern for other students and social interactions between students are less harmonious and do not run smoothly. This has a very negative impact on student development and the learning process (Rahmawati, 2015). The efforts made are to increase social talent by using an experiential learning approach which is based on concrete or real experience processes (Assabiqi & Pardijono, 2013).

Reducing social talent in elementary school-age children, the needs that will occur can cause negative things in the future. Children do not care about the surrounding environment due to individual needs (Agus, 2012). Teachers often find social behavior in the classroom difficult to deal with (Antara, 2015) because it has often happened and become a habit. This paradigm can be understood that the older the child, the more complex the development of social talents (Angelia Widyastuti & Widian, 2020). Based on the explanation above, the researcher is interested in researching "Increasing Social Talents with an Experiential Learning Approach in Muhammadiyah Elementary Schools Excellent Program"

METHOD

The type of research used is descriptive qualitative research. The time and place of the research was carried out for approximately 2 weeks at the Muhammadiyah Primary School Flagship Program, the research subject was someone from whom information was obtained and hereinafter referred to as an informant. The subjects of this study were students of the Muhammadiyah Elementary School Excellent Program. Which is based on the reason that students are the main implementers of learning. The sample for this research is class 6A students because the researcher only conducted research on classes that were proven to have low interaction problems which can be seen from social interactions including communication, attitudes and group behavior.

The research approach used is pre-experimental design. It is said to be preexperimental design because this design is not yet a true experiment, because there are still external variables that influence the formation of the dependent variable (Dasim 2005). Instruments and data collection techniques using observation instruments, interviews, and questionnaires carried out posttest and pretest. Various data collection techniques (data triangulation), at the time of giving the questionnaire. To find out the differences before and after the research, it can be seen from the results of observations as well as the results of the posttest and pretest after students were given treatment regarding things that can improve social talents. The test is a measuring tool to determine success in the learning process (Novianti et al., 2019). The data analysis techniques used are domain analysis, taxonomic analysis, compensation analysis and cultural theme analysis (Spardley 2005). Domain analysis is an analysis that describes the research problem in general. Taxonomic analysis is a more detailed explanation of the sub-domains of the problem being studied. Compensatory analysis means being able to find meaning through identification in a domain which is then used as the focus of research. Cultural theme analysis is a process of connecting subdomains and then drawing conclusions. The results of this research will be made into narrative text which aims to make it easier to understand the research results. A qualitative research model that has the aim of describing the cultural characteristics found in individuals or groups of people who are members of a cultural community group. Creating documentation and analysis of certain cultures by conducting field research.

RESULTS AND DISCUSSION

Based on research that has been carried out at the Muhammadiyah Primary School of the Flagship Program, the research was carried out by providing treatment in 6 meetings in the form of group guidance using experiential learning stages. Muhammadiyah Elementary School students with the Flagship Program still have low social talents, so researchers provide treatment with four stages in experiential learning. (Dp 2021). In this stage there are four stages in experiential learning which are used as a reference as a process of increasing social talent (Anggreni 2020). In one of the cases above, improving students' social talents can be done using various varied models, with the aim of active student interaction in increasing social talents with an experiential learning approach. There are indicators that must be improved, including: (Andarini 2013).

Implementation of Social Talent Improvement Using Four Stages of Treatment in Experiential Learning

TABLE 1. Stage of concrete or real experience and reflection observation

Description	The number of students	Percentage %
Stage 1 Concrete or real experience		
Demonstrate appropriate behavior according to emotions in communication	3	14,28
Reveals the types of emotions that arise in communication	7	33,33
2nd Stage Observation and Reflection		
Care about the state of the environment around the class	5	23.8
Able to respect other people	3	14,28
Able to Adapt in groups	3	14,28

In implementing the Social Talent abilities of students at Muhammadiyah Elementary School with the Flagship Program through the Experiential Learning approach, it can be analyzed as follows:

Analysis of students' abilities in implementing the Experiential Learning stages

Based on research in the early stages, namely concrete or real experience in class 6A Muhammadiyah Elementary School Excellent Program. 28%. At this early stage students are able to experience events as they are, students can see and feel them, can tell events according to what is experienced (Novianti et al., 2019). At this stage, students in class VI A SD MPU do not yet have awareness of the nature of the incident (Andy Sapta, 2017). Students can only feel the event exists and have not been able to interpret how the event occurred (Wulandari Septi, Setyowati Ninik, 2012).

Based on the research in the second stage, namely observation and reflection in class 6A SD Muhammadiyah Excellent Program, in the observation and reflection stage, especially caring for the surrounding environment, there were 5 students who were able to show a sense of concern for the surrounding environment, especially around the class with a percentage of 23.8%. At this stage, the longer the students are, the more they will be able to actively observe the statements at the end (Qusyairi, nd 2017). He began to look for answers to the events he experienced (Esty Pan Pangestic and Fendahapsari Singgih Sendaya, 2016). Reflect by developing various questions related to the events they experienced (Xiao, 2018).

TABLE 2. Active Conceptualization and Experimentation Stage

Description	The number of students	Percentage %
Stage 3 Conceptualization		
Provide conclusions on the object	5	23.8

Be polite and courteous towards teachers (Parents)	3	14,28
Show behavior Which appropriate in communicating	4	10.04
4th Stage of Active Experimentation		
Receive news from others	7	33,33
Understand the media or means of communication	2	9.52

Based on research at the initial stage, namely the conceptualization experience in class 6A of Muhammadiyah Elementary School, the Flagship Program. At the concrete or real experience stage, at the stage of providing conclusions about objects, there were 5 students who were able to provide conclusions about objects with a percentage result of 23.8%. In its implementation, students in class VI A at SD Muhammadiyah Flagship Program were able to create abstracts and develop a concept about something they experienced (Barida, 2018). Students will also build an understanding of life which is the focus of their attention (Wulandari Septi, Setyowati Ninik, 2012). This stage is often called the viewing stage (Cliffs, 2006).

Based on research in the second stage, namely active experimentation in class 6A of SD Muhammadiyah Primary Program, in the active experimentation stage, receiving news from other people, there were 7 students who were able to receive news from other people, especially around class 6A with a percentage of 33.33%. In practice, students carry out experiments actively. Students are able to apply understood concepts to real situations (Hayati, 2020). Students are able to abort these concepts to solve the problems they are experiencing (Mahardika, 2020). At the stage of understanding media or communication tools based on research with observation (Fauzi, 2019). There are 2 students who are able to understand media or communication tools well based on active experimentation with a percentage of 14.28%.

TABLE 3. Differences in the results of the Percentage of Students' Ability on the Social Talent Indicator based on before and after receiving Treatment.

Description	Posttest		Pretest		Enhancement
	The number of students	Percentage	The number of students	Percentage	
Conversation	19	90.5 %	21	100%	9.5 %
Make eye contact	16	76.2 %	19	90.5 %	14.3 %
Mutual Understanding	15	71.4 %	21	100%	28.6 %
Cooperation	10	47.6 %	18	85.7 %	38.1 %
Openness	17	81 %	20	95 %	14 %
Empathy	9	42 %	16	76.2 %	34.2 %
Peer support	12	57.14 %	19	90.5 %	33.36 %
Tolerance	14	66.6 %	19	90.5 %	23.9 %
Harmony	13	62 %	20	95 %	33 %
AVERAGE		66.04 %		92.02 %	

Based on table 3, it can be seen in the indicators of students' social talents before receiving treatment through four stages in the experiential learning approach including real experience, observation and reflection, conceptualization, active experimentation. The average level of social interaction is in the low category with a percentage of 66.04%. Meanwhile, after getting the four stages of treatment in experiential learning through group guidance, the average indicator of students' social talents was in the high category with a percentage of 92.02% so that an increase occurred by 25.98%. Of the nine indicators that have the lowest percentage, namely the empathy indicator, it is proven that the sense of empathy for Indonesian children is still low. Based on data regarding social talents in students after providing treatment with four stages in experiential learning through

group guidance in each indicator of social talents, namely conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony. So it can be concluded that of the nine indicators has increased. The lowest increase was the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81% consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria. So it can be concluded that of the nine indicators has increased. The lowest increase was in the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81%, consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria. So it can be concluded that the nine indicators have increased. The lowest increase was the empathy indicator with a percentage of 42%, but after receiving treatment it increased to 81% consisting of 17 students. Meanwhile, the indicator with the highest increase was the mutual understanding indicator, namely 28.6% from 71.4% to 100%, which is included in the very high criteria.

The ability of class VI A students at Muhammadiyah Elementary School in the Featured Program in implementing social talent indicators.

In the conversation indicator, in its implementation, class VI A students at Muhammadiyah Elementary School Superior Program were able to carry out the conversation indicator easily and quite well. Based on the data found, before the implementation of the four-stage treatment in experiential learning as many as 19 students (90.5%) were able to carry out the conversation indicators quite well (Hidayat 2021). After the treatment with four stages, there was a significant increase, namely 21 students (100%) were able to carry out conversations well. In the implementation of the treatment, students have conversations with peers on the topic "asking for help or assistance" to friends who were not previously familiar. Based on this topic, students were asked to ask for help from friends who had never chatted face to face before (Rohmadi 2014). In practice, students are good at determining sentences to ask for help from friends, even though there are some students who have difficulty due to a lack of social feeling towards other students (Pramana 2019).

In terms of making eye contact, making eye contact is body language. In its implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program based on the data results before being given treatment, there were 16 students (76.2%) who after being given treatment experienced an increase, namely 19 students (90.5%). In its implementation, this means having conversations with peers and educators paying attention to how the students' eyes react (Herliyanti 2017). Some students lack focus in carrying out conversations because of eye contact (Srimardayeti 2022). Body language is an important social activity (Official 2016). After being given treatment, students who could communicate by making good eye contact experienced an increase of 14.3%.

In terms of indicators of mutual understanding in implementation, students in class VI A of the Muhammadiyah Primary School Flagship Program were able to implement it quite well, however there were several students who experienced obstacles in implementation. Based on data found before the implementation of the four-stage treatment in experiential learning, 16 students (76.2%) were able to carry out indicators of mutual understanding quite well after the four-stage treatment (Hidayat 2021). There was a significant increase, namely 21 students (100%) who were able to realize the indicators of mutual understanding well. During the implementation of treatment, students realize it with their classmates. This can be seen through direct observation and the results of student questionnaires which can be said to be mutual understanding, namely reminding each other in their group about the assignment that will be made and how to coordinate with their friends (Andarini 2013). The majority of class VI A were able to do it well before receiving treatment and after receiving treatment all class VI A students were able to do it quite well (Lina, The influence of implementing the experiential learning model on the social studies learning outcomes of fourth grade students at Seyegan Pundong Public Elementary School, Bantul, 2015).

In the Collaboration indicator in its implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program before receiving the four-stage treatment in experiential learning, only 10 students (47.6%) were able to carry it out well. After the four-stage treatment in experiential learning, there was an increase of 38.1%, namely as many as 18 students (85.7%) who were able to carry out well after the treatment. In practice, class VI A students were divided into four groups (Ningrum 2018). Each group was given a task with the command "make a timeline in Indonesian language" when carrying out this task in class VI A. If seen from direct observation through the four stages of experiential learning, the difference between before and after treatment is very clear, especially in the Collaboration indicator (Sahara 2021). This is also proven from the results of the data before being given treatment there are still many students who have not paid attention to how progress is in making group

assignments due to the lack of cooperation of each group member.(Manafe 2014). After being given treatment with four stages, each group member clearly saw how together they were in carrying out their group tasks. This could be seen from the data results which had increased by 38.1%, namely from 47.6% to 85.7%.

The indicator of openness in its implementation, class VI A SD Muhammadiyah Excellent Program, when viewed from the results of the data, is quite good. Before the treatment with four stages was carried out, there were 17 students (81%) who had done pretty good indicators of openness. After being given the four-stage treatment in experiential learning, it increased to 20 students (95%) who carried out well, during the implementation the majority of VIA classes were quite good. Good(Sutikno 2018), after being given treatment there were 20 students out of 21 students, only 1 student had a low sense of openness, because the student did have a quiet and introverted nature(Barida 2018). In carrying out the openness indicators, class VIA was given a group assignment with the command "make a question on social interaction material, then throw the question to another group". answers given by other groups(Utami 2016). Class VIA students looked very active and open during the implementation.

On the Empathy Indicator in its implementation, class VI A SD Muhammadiyah Program Excellence is still relatively low, it can be seen from the results of the data before being given treatment there were 9 students (42%) who had a pretty good sense of empathy, after being given treatment in the form of four stages in experiential learning there 16 students (76.2%) had a good sense of empathy(Destiyana 2016). Based on the results of these data, the sense of empathy for class VI A is still relatively low. Thus the role of the teacher is very important to increase student empathy(Widiarti 2013). The ability to empathize in children can be grown and developed in children with various approaches including example, moral stories/tales, use of verbal words, direct experience and playing with friends.(Zainudin 2016). Based on the results of empathy data, Muhammadiyah Elementary School students in the Superior Program experienced an increase after implementing these various approaches, one of which was telling moral stories, which increased by 34.2%.

On the indicator Peer support in the implementation of class VI A SD Muhammadiyah Excellent Program is quite good, it can be seen from the results of the data before the four-stage treatment in experiential learning was carried out there were 12 students (57.14%) after being given the four-stage treatment in experiential learning increased to 19 students (90.5%) experienced an increase of 33.36%. In this peer support indicator, the implementation uses informational support, providing information, advice, suggestions or feedback about what other people in need should do.(ULFAH 2018). In this peer indicator, it plays a very good role in increasing students' social talents(Wahyuni 2016). Then there is also reciprocal social behavior of students with one another(Utami 2016).

In terms of indicators of tolerance in implementation, students in class VI A of the Muhammadiyah Primary School of the Flagship Program are quite good. It can be seen from the results of the data before receiving treatment consisting of 16 students (66.6%) and after receiving treatment it increased to 19 students (90.5%) experiencing an increase of 23.9%. The tolerance indicator is implemented by giving students questions about cultural and religious diversity(Rohmadi 2014). Students are asked to explain their opinion about how to appreciate and respect fellow friends of different religions, ethnicities and cultures(Setiyatna 2022). From these questions it can be seen that 16 students have answered well(Destiyana 2016), after being given treatment increased to 19 students. Apart from that, it can also be seen from daily attitudes while at school, how to respect teachers and colleagues.

In terms of the harmony indicator, the implementation of class VI A SD Muhammadiyah Program Unggulan students was quite good, before being given treatment there were 13 students (62%) and after being given treatment with four stages of experiential learning it increased to 20 students (95%). In practice, students are given a story that has Islamic values as a form of harmony between friends and students.(Umma 2021). At this stage students are asked to listen to the story and then students are asked to retell it and state the values contained in the story(Princess 2022). Then implement it into everyday life, especially life in the school environment so that harmony between colleagues is maintained(Herliyanti 2017). After the treatment, there was an increase of 33%.that most students do not have good social interaction skills.

The low levels of communication behavior, attitudes and behavior of groups in class VI A of the Muhammadiyah Primary School Flagship Program include less ability to receive news from other people, less understanding of media or communication tools, low understanding of symbols (non-verbal) in communication. Low level of conveying information to other people, low level of expressing the types of emotions that arise in communication, lack of understanding of appropriate behavior according to emotions, lack of respect for other people, low level of adaptation in a group(Destiyana 2016). Games used wisely can add variety, enthusiasm and interest to some learning programs(Anwar and Sutoyo 2014). Meanwhile, stating that games are fun activities that are done for fun and social games are one type of social participation activity that can be done through simulations

and games which are learning processes or activities where students learn to know the rules, compete and at the same time become players. who may at some point be the winning or losing party (Wulandari Septi 2012).

Social interaction has increased in class VI A students at Muhammadiyah Primary School, the Flagship Program, indicating that students are able to interact well. This can be seen from the behavior of students who are able to apply social interactions using experiential learning stages in the social environment, namely school (P. BK 2016). There are factors that influence and determine the success or failure of social interaction, including problems in each individual, for example students deliberately limit themselves socially, students who prefer to be quiet when in class and only hang out with close friends. (Rachmadyanti 2017). revealed that individuals who have introverted personalities tend to deliberately isolate themselves from the social environment because for the sake of inner peace, this will also affect social interactions in their social environment. (Ningrum 2018). The results of this research show that students are able to interact socially through the application of experiential learning treatment which is used as a benchmark.

CONCLUSION

Based on the data results, it can be concluded that the results of observations, interviews and questionnaires to determine posttest and pretest scores obtained good results in the research criteria through four stages of experiential learning, this aims to improve the social talents of elementary school age children which are currently almost extinct due to along with the progress of time. Apart from being able to increase social talents in elementary school children, through an experiential learning approach students' grades also improve. This is evidenced by the results of the posttest and pretest. Students' social talents before participating in treatment with four stages in the experiential learning approach show that the indicators of students' social talents are conversation, making eye contact, mutual understanding, cooperation, openness, empathy, peer support, tolerance, harmony. The average of all indicators of social talent is in the low category while for some indicators it is in the high category. The social talents of students after following the treatment with four stages in the experiential learning approach showed that each indicator experienced an increase in the eight indicators increasing to high, namely conversation, making eye contact, mutual understanding, cooperation, openness, tolerance, harmony. However, the tolerance support indicator increases to a very high category. The empathy indicator is an indicator with a very low percentage, which can be seen from the results of the data. This proves that student empathy is still relatively low. Students' social talents have increased after getting four stages, namely real experience, observation and reflection, conceptualization, active experimentation. A significant increase can be seen from the results of the research in Table 3. The social talent indicator that experienced the highest increase was the tolerance indicator.

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