

CONSTRUCTING AND VALIDATING MODULE OF “SOCIAL LIFE SKILL” FOR PRESCHOOL EDUCATORS

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Social Life Skill is a very important ability for human life in society. The current situation in Indonesia shows the skill is not developed properly so that conflict happened everywhere and physical as well as mental destruction happened at the end. Therefore the social life skill is very important to be educated since early childhood. This second-year-research is intended: (1) to construct module of “social life skill” for preschool educators based on the finding of the first year research in connection with preschool educator knowledge on social life skill and how to implement it in educating children; (2) to evaluate the validity of the module, either its content or readability; and (3) to make the module perfect/better based on the result of try out.

The study used research and development approach with the design model of Borg and Gall. Operational variable used is the concept of social life skill, consists of three aspects: (1) Empathy, (2) Affiliation and conflict resolution, and (3) Developing positive manners. Each has 3 sub aspects. Therefore there are 3 modules constructed and each has 3 sub modules. The research subjects are kindergarten teachers which institution where they work located in village area, and in the city. Their level of education consist of: junior secondary, senior secondary, 1, 2, 3 years diploma and S1 from various study programs, some are not related with early childhood education. They are also ranged from 1 to 30 years working experience. The content of the modules was validated by experts in early childhood education and Indonesian language judgment. There are 9 sub modules being evaluated its content and readability so that it will be easy to be read by preschool teachers. Readability test using cloze method which means the text of the module taken the 7th word and made it blank which should be filled by reader for readability testing. The sub modules were checked its readability two times, first with 6 preschool teachers. The second was involving 68 – 72 preschool teachers for each sub module. The criteria of readability are: if more than 60% readers could answer the right words, the text of the sub module is considered to be easy to understand ; if 41% – 60% readers could answer the right word, the text of the sub module is considered to be medium and needs instructor to help understanding the text ; whereas if only 40% or less readers could answer the right words, the text is considered difficult to understand and should be revised. The norm used to accept the module is the criteria of more than 60% readers could answer the right words. The finding of the first try out ranged from 44.54% to 77.02%, and the second was ranged from 61.54% to 83.70%.

The result of the research are: (1) There are 3 modules of “social life skill” constructed, each has 3 sub modules, so there are totally 9 sub modules constructed; (2) The content validity of the modules were evaluated by expert judgement, and the readability testing of sub modules (using Cloze method) was all reach level of readability: easy to understand; and (3) In order to make the modules easier to understand, the words considered difficult were revised or presented in glossary.

Keywords: module, social life skill, preschool educator

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