

Integrating persistent in Elementary School Learning

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ABSTRACT-- *This article discusses how stackability can be grown as a soft skill for the learner. In general, the primary determinant of the person's success in work is to have the good quiet ability. Cultivating good soft power can only be done through education. One element of soft skills in school is stackability. Stickability is indispensable by learners to achieve success in learning. Stickability help leaners overcome the obstacles which occur in life. With a stackability, the student can find an away out of faced barriers. Stickability is a person's ability to drive herself/himself to be able to meet and overcome obstacles in a problematic situation by focusing on something day want to achieve. The study uses data from the questionnaire and focuses group discussion (FGDs). Observation, Interview, with some teacher and education practice in Toraja 2017. An additional interview with peer lecture of UKI Toraja. FGDs were organizing with some teacher at elementary school. FGDs encourage interaction among participants that can yield valuable data. Data from the FGDs, observation, questionnaire, and interview underwent the three steps qualitative data analysis: data reduction, data display, and conclusion drawing. Factors the shapes person's stackability are competitiveness, productive, creative, taking risks, motivation, repairing, perseverance, optimism, embracing change, tenacity. These factors should develop through learning in the classroom. Educators must be able to integrate these elements into their teaching materials. To discuss the factors is done by reading several books related to soft skill and books on learning. The result of this study will show that stackability must be grown in classroom learning through. It can be said activities of the teacher in teacher integrate into each teaching materials that thought, the teacher becomes examples in ethical behaviour, teacher communicates with the student, and teacher need allocate time to convey soft skill values. It can also say the School Effort, while School needs to provide particular time in extra-curricular activities involving the teacher and student as a whole, and School need is to organize events that can foster the values of soft skill. Also, the school need to provide the means to develop an attitude of tolerance and honesty and sportsmanship.*

Keywords-- *soft skill, persistent, learning, educators, and learner.*

I. INTRODUCTION

A formidable nation is a nation whose generation has a strong stackability to exist in the development of the times. A resilient and robust production is generally require through education. Through education, you can forge learners to cultivate the stackability as one of the elements of soft skill in various subject or courses. The educator should slip elements soft skill in their classes or subject. It is because education must tight three areas or domains, which are there the cognitive domain, that is associated with logic, the affective domain that is associated feelings, and than psychomotor domains that is associated behaviour or actions. The third domain must be touched by education.

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This element of soft skill plays a rule in determining someone achieving success in various jobs or professions. This element can be ignored or forgotten in learning because it is so important. The educator should continuedly integrate an aspect of soft skill in their subjects or courses. Several studies have shown that soft skill elements largely determines a person's success in working. They remain resilient in their work, persevere, and keep the spirit of working because the soft skill has been sharpened from an early age through education. Instant practice makes the generation weak and brittle.

For that reason, after reading this article educator are expected, to have a high awareness of integrated elements of integrated soft skill into their teaching materials. By combining soft skills in their learning, the next generation is expected to grow strong and powerful, and ready to work healthily. They can overcome various difficulties in brilliant ways.

A. *Result of Previous Research*

According to Murniyetti et al. (2016) with the topic of "Education Implementation Pattern Character of Elementary Student". It explained that there are eight critical themes about the pattern of character education implementation performed on the student. For example (1) learning materials, (2) school rules (Discipline, environmental care, responsibility), (3) science competition among the student (creative, love to read, curiosity), (4) award event student achievement (respect, hard work, democracy, care), (5) commemorate the national day (spirit of nationality, love of homeland, appreciate, care), (6) Practices of worship spiritual guidance (honest, religious, responsibility), (7) scout activities (creative, care, social, hard work, reliable, friendly, love peace, democratic), and (8) the axistence of the class talent and music (creative, and hard work) [1]. Research topic about character education today has been the concern of many parties, considering, the number of social, phenomena today is very alarming [2]-[3]. Unrest, moral decadence has become a daily treat increasingly unstoppable. Therefore, character education can be considered as one solution, to reduce the nation's current problems, to become a better nation, to the generation of the government that was born the grow and develops with the character breathes noble values and religion.". The Authors also statement that Values of nation's integrity in Khasanah Classical Sundanese Literature: Transformacy of Orality to literacy Carita Pantun Mundinglaya di Kusumah (Study Structural-Etnopedagogi) "Maintaining the existence of moral values, wich a contained in the Pantun, into the era insight the line with situation and condition, and interests of the Sundanese community at the time."

According to Author in [4] with the topic of the building up the Nations Human resources through character Education and also The Indonesian nation is currently experiencing some sort of split personality. Some events cause moral decadence shows that is nation almost lost its identity as a nation civilized and dignified nation." In Character education in school, all components must be involved, including the element, of schooling itself, namely the contents curriculum, learning process and assessment, handling of management of subject, school management, implementation of activities, or co-curricular activity, empowerment of infrastructure, financing, and work ethic of all school residents, and environment. Besides that, character education must be interpreted, as a school community behaviour, which in caring out culture must be characterized [1] and [3].

B. *Soft Skill*

Soft skills define as a person's ability in dealing with others (people skills) which include (1) interpersonal skills and the skills of self-regulation; (2) interpersonal skills which can develop to the maximum performance. Hard power is the ability to produce something visible and immediate. The author of lessons from the top book (Neff and Citrin, 2001), who interviewed 50 of the most successful people in the United States. They mentioned ten success tips. There are (1) passion, (2) intelligent and clarity of thinking, (3) excellent communication skills, (4) high energy levels, (5) egos in check, (6) inner peace, (7) capitalizing early life experience, (8) healthy family live, (9) a positive attitude, and (10) focus on doing the right thing, doing things right. In addition to the ten tips the success, there are six principles included in the soft skill, which are: (1) live with integrity, (2) develop a winning strategy; (3) build a great management team; (4) inspire employees; (5) create a flexible organization; (6) the relevant implementation system [5] and [6].

Tips and soft skills principle that have mentioned the content of soft aspect skills, namely stackability. A problematic situation can shape a person's ability to solve the problem. In dealing with an awkward situation, a person can determine how to behave. A person chooses to avoid and not resolve that situation or face and overcome obstacles. Choosing to the front and overcome obstacles is called stackability. Stoltz (2007) termed the stackability as the intelligence of adversity, which is the ability of individuals in facing and overcoming daily obstacles, or difficulties with toughness and perseverance regardless of the barriers that exist around them and focus on the goal [7]. Phoolka and Kaur (2012) simplifying the definition of a stackability as the ability to survive in a difficult situation and overcome the condition [8].

According to Nofrianti, (2015) argues that the stackability is a person's ability to use his intelligence to direct themselves and change the views and behaviour when dealing with a situation that could make them powerless [9]. According to Rahmah (Lestari, 2014), stackability is the ability to maintain and achieve future goals persistently. Lestari (2014) says that the stackability is a person's intelligence in facing obstacles or adversity in his life. [10] From this definitions, we can conclude that the stackability is a person's ability to drive herself to be able to face and overcome an obstacle in a problematic situation by focusing on something that they want to achieve. Stackability helps a person to get through the challenges that occur in life. With the stackability, a person can find a way out of the difficulties.

C. *Factors of Affect Persistent*

According to Stoltz (2007), several factors can affect a person's ability in dealing with adversity. These factors shape a person's stackability.

(1) Competitiveness

A person's stackability can see through their response to adversity. People, who have a high stackability will respond constructively to adversity. Which uses focus and energy as required to succeed in the competition. People who have low stackability would be negatively. So, it is easy to stop trying in the game.

(2) Productivity

The response to the difficulties that occur affect a person's performance. When someone responds to adversity constructively, productivity is much better than when they meet destructively. That is evidenced by Seligman research's (2005) that people who respond to adversity with pleasure will have an excellent performance,

be more productive, and last longer with the various task assigned compared to people who respond to adversity with no joy [11].

(3) Creativity

Creativity is an innovation that does as a form of an expectation that something that previously did not exist can create to live. According to Barker (Stoltz, 2007), creativity can arise from despair so that this capability will continue forme when a person can overcome difficulties have lower creativity.

(4) Motivation

Stickability also formed from their motivation. People who are high motivation have Haig stackability. With motivation, one has reason to survive and fight.

(5) Taking risks

The belief that taking action on something that is not yet known might just be wasting energy is an attitude that does not dare to take the risk. Stickability formed when one responds to adversity constructively so that they are willing to take risks.

(6) Repairing

Someone needs to repair continuously to survive. People repair so as not to be outdate, both in relationship with others and employment. A person who repairs will increasingly develop their stackability.

(7) Perseverance

Stoltz (2007:95) says, "Persistence is the ability to strive continuously, even when faced with setbacks or failures". An excellent response to difficulties will help a person to keep trying while those who respond poorly will quickly give up.

D. Types of persistent

There are three types of persistent, which are: quitter, camper, and climber [7], Stoltz is using mountain climbing as an analogy for persistent. In the climb, some chose to be Quitter, Campers, or Climbers.

(1) Quitters are people who quit. In facing difficulties, they choose to reject them, refuse to perform their obligations, and retreats, or even stop.

(2) Campers are those who camp while climbing. They are the ones who are quickly satisfied and choose to set up camp in a safe and convenient sport for them.

(3) Climbers, they are the real climbers because they are not only satisfied with climbs before reaching the summit. Climbers venture out of their comfort zona and choose to continue to climb for the sake of development and self-improvement.

Based on the description of soft skill element that has described, the learning must integrate teaching materials with aspects of competitiveness, productivity, creativity, motivation, taking risks, repairing, and perseverance

E. Learning

Learning is a process to make individuals learn. How does learning happen to individuals?. It makes learning occur in the individual's self, conditions of creative and fun learning must design. In the process of learning, individuals learn about hard skills and soft skill. Unfortunately, learning hard skills is very dominant and soft skills are much less so consequently, today's generation is not tight but tend to be brittle

F. Educators and Learner

To apply the soft skill to the students, educators should have and give examples to students. If we want to apply perseverance, the educator must first have a perceiving. If educators expect their students to be creative, educators should firstly give creative examples. If educators expect their students to be passionate, they first have to be passionate educators.

II. METHODOLOGY

The study uses data from quesinare and Focus Group Discussions (FGDs). Observation and interviews with some teacher and education practice in Toraja, 2017. additional interviews with peer lecture of UKI Toraja. FGDs organize with some teacher at elementary school. FGDs encourage inter-action among participants that can yield valuable data [12]-[13] Data from FGDs, observation and interview underwent the three-step of qualitative data analysis: data reduction; data display, and conclusion drawing [14]

III. RESULTS

Research data on the integration of persistent in elementary school does from two aspects.

a. Activities of teacher integrating character education in implementing learning:

- (1) I hone the competitiveness of learners by giving awards;
- (2) To cultivate the productivity of learners I provide examples of work that they imitate;
- (3) I develop student creativity through assignment;
- (4) I often tell successful people to students to increase motivation to learn;
- (5) If not perform the task, must dare to take risks means having a responsibility;
- (6) I always improve the attitude and behaviour of learners in learning;
- (7) I develop the diligent nature through completing the task to completion;
- (8) I designed learning materials by integrating the elements of persistent.

b. School effort integrates persistent:

- (1) To familiarize the student with discipline, care about the environment, and be responsible, the school make school rule;
- (2) For leaners to be creative, like to read and cultivate curiosity, must be held science competition among student;
- (3) Respect, hard work, democracy, caring can grow through awards of outstanding students
- (4) The spirit of nationality, love of the homeland, respect, attention, trained through national day commemoration;
- (5) Honest, religious, responsible, attitude toward the learners by practising worship and spiritual guidance in school;
- (6) Scouting activities can use as a means for learners to foster creativity, social care, hard work, honest, friendly, peaceful love, democratic;
- (7) Procurement of talent and music classes can be a means of creative exercise and hard work.

From the data obtained through questionnaires can be interpreted that persistent has done at the primary school level. The teacher has thought of integrated persistent in their learning. Likewise, the school have tried to instil stackability to the student through various rules and joint activities. The teacher has done teaching and education through the application of element on teaching materials. The school have also developed many regulations to improve persistently. Example, activities have done by the teacher in every learning to grow persistent, among others. Gift award with a more oriented toward spontaneous psychological reward such a giving student around of applause. The other activities, the teacher gives an example of behaviour, assignment, social concern, sanction, hard work, honest, friendly, love peace, democracy. This thing integrates into the learning done by the teacher. For Example, the school efforts in growing and developing student persistent that has set the rules for the student who must be obeyed. That has been science following the competition. So, soft skill and hard skill an inline.

Based on the data obtained, it can be interpreted that persistent in elementary school have not been implemented intensively. The teacher still has to allocate more time to foster stackability, especially the creativity teacher and student. The information board on display at school have appeal to readers. It also has not provided the room of creativity. To develop stackability, the teacher assigns the task to the student. Then the job corrected together in the class. Teacher gives an example to imitate. The student who has high to persistent is not easily discouraged, and always see the change to succeed.

The exciting thing done by elementary school instilling that discipline is if student or teacher comes to school at the time the school ceremony has begun, then they should stand on the numbers according to their class, which has provided. Finish the ceremony, and then they can join the class. Besides, every month there is a board meeting of the teacher to reflex on learning for a month. What is superior and what needs improvement. Besides that, the teacher an also a source of information for parents. So communication between teacher and parents intensive. Another strategy, which the school does is write down in school rules, and principles of education on the payment cards of school fees. On Saturday school allocates time to develop art, sport, and reading.

IV. CONCLUSION

As the conclusion of the research that 1). The aspect of the persistent need to install early on, 2). Teacher integrate persistent in each tough teaching materials and 3). Teacher and schools collaborate to foster students persistent and also 4). The teacher must be creative to foster student persistent

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