

# Dimension Of Social Sensitivity In Elementary School

Anne Hafina, Pandan Primayasta, Dodi Suryana

**Abstract** : Social sensitivity is one of the skills that children need to have. Social sensitivity is also identified as one of the social and emotional intelligence skills. This sensitivity becomes an important spotlight in today's life because of the lower sensitivity of humans to other humans along with the times. The social sensitivity referred to in this article is the sensitivity of elementary school students regarding, acts of sexual harassment. The subjects of this study were 29 students of Class VI C who were at risk of sexual harassment. This study measures the level of sensitivity of students to acts of sexual harassment that may occur with, revealing indicators that build social sensitivity, namely fantasy, personal distress, perspective-taking, and empathy. Through this research, it can be seen that overall students in class VI C 37.9% have social sensitivity in the medium category with a total of 11 people. Students with a percentage of 31.3% with a total of 9 students are in the category of high social sensitivity.

**Keywords:** Social Sensitivity, Sexual Harassment

## 1. INTRODUCTION

Sexual harassment is an improper act committed by an individual with the approval, discussion, or even sexual activity of another individual. The issue of harassment in this section has become a massive problem not only in Indonesia but also in the world. Although there is no systematically compiled data every year in Indonesia, however, from a variety of reports that appear well through print and online media has become a minimum installation of harassment sections in Indonesia. The minimal picture that is obtained makes the problem of harassment in Indonesia an iceberg phenomenon, the larger debate being hidden so that only a small proportion of cases emerge. Unwittingly, sexual harassment does not only occur because there is physical contact between the involvement and the victim. More broadly, section harassment does not only occur due to physical touch, but section harassment also includes verbal action or through writing or commenting, discussing photos or drawings, or a combination of agreed actions[1]. One example of an action taken non-verbally is to throw words or comments that are introduced to a section that invites or invites others, this action is also commonly called a catcall[2]. However, according to research conducted forms of abuse that are most often seen are verbal, non-verbal, and unwanted physical touch. Although many incidents or cases of harassment have occurred, not many victims have struggled to report. Based on research conducted by Diraditsile about 300 students who mostly did not report the events visited the authorities[3]. Various facts and findings of the section harassment that occurred have been presented based on reliable sources. It is undeniable to increase the number of section harassment in the community because it increases understanding of the section harassment itself[4]. Tracking of sexy harassment,

the conversations of children who help them talk about harassment [5]. Concern and sensitivity to social problems such as section harassment need to be disseminated to avoid treating harassment. Not only understanding what is needed to prevent or remove acts of sexy harassment, empathy and altruist behavior will also be very necessary for reducing sexy harassment. Social sensitivity is present as one of the solutions that can be given to be able to reduce or reduce acts of harassment section[6]. Social sensitivity which has four indicators; take perspective, fantasy, empathy, personal distress, is expected to be able to increase the understanding and sensitivity of children to acts of harassment by understanding the level of social sensitivity that children need for sexual harassment.

Social sensitivity according to Blair[7] is a social skill that individuals need to be understood by others. Salovey and Mayer[8] view that social sensitivity is a domain of social intelligence (interpersonal) and is one of the characteristics of social intelligence that complements its abilities, accepts others with what is, accepts the feelings of others, can help social problems, thinkers, and has an interest towards knowledge.

## 2. METHODS

Research conducted using a quantitative approach with descriptive research methods. Arikunto said that quantitative research is a research approach that is often demanded to reveal numbers, starting from data collection, interpretation of the data, and the appearance of the results. While descriptive research is conducted by researchers by describing actual and accurate research results. This study uses the IRI instrument[9], which consists of four choice scales with each measuring different indicators: 1) empathy, feeling caring for others; 2) perspective taking, thinking about the perspective of others in thinking; 3) fantasy, character identification in books, films, etc .; 4) personal distress, negative individual feelings that are a response to the conditions of others. The purpose of this study was to determine the social sensitivity profile of class VI C students of SD Negeri Babakan Surabaya Bandung. Data collection techniques are carried out by using a sampling method through the filling of instruments that have been prepared. The results of the research carried out are as follows.

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### Population and Research Samples

The population of this study was 29 students of class VI C of SD Negeri Babakan Surabaya Bandung.

### 3. RESULTS

The results of the study tested empirical data on learners' sensitivity to the social situation of Grade VI C SDN Babakan Surabaya in Bandung, using the Interpersonal Reactivity Index instrument which was adapted from a research journal conducted by Davis in 1980[10]. Data on social sensitivity in class VI C SDN Babakan Surabaya Bandung obtained from instruments in the form of a Likert scale with all research subjects as many as 29 respondents. After the data is collected, the calculation results are as follows:

**TABLE 1.**  
**DESCRIPTIVE DATA OF SOCIAL SENSITIVITY OF STUDENTS**

Statistics	
Mean	66
Standard Deviation	6,9
Minimum	52
Maximum	78

From these results then obtained data from the frequency distribution results with the following details.

**TABLE 2.**  
**SOCIAL PRIVATE PROFILE CLASS VI STUDENT C**

Score Scale	Category	F VI C	Propose
> 76	VH	2	6,8%
69-76	H	9	31,3%
63-69	M	11	37,9%
56-63	L	3	10,3%
< 56	VL	4	13,7%
Total		29	100

From the results of table 2, it can be seen that overall students in class VI C 37.9% have social sensitivity in the medium category with a total of 11 people. Students with a percentage of 31.3% with a total of 9 students are in the category of high social sensitivity. Then in the very low category, there are 13.7% or 4 students. The next category with a percentage of 10.3% is in the very low category with a frequency of 3 people and the last category with a percentage of 6.8% is very high social sensitivity consisting of only 2 students. Elementary Students' Social Sensitivity based on Indicators The results of the study illustrate data about the independence of students in class VI C SDN Babakan Surabaya, which can be seen in table 3 regarding indicators of students' social sensitivity.

**TABLE 3.**  
**SOCIAL PRECISION BASED ON INDICATORS**

Indicator	INF	VH	H	M	L	VL
Fantasy	F	0	13	9	6	1
	%	0	44,8	31	13,11	2,6
Perspective	F	0	12	10	5	2
Taking	%	0	42,2	34,4	17,2	6,8
Emphaty	F	3	6	8	5	6
Concern	%	10,34	13,11	20,68	17,5	13,11
Personal	F	2	6	14	7	0
Distress	%	6,89	13,11	48,2	24,13	0

Table 3 as a whole shows the percentage of social sensitivity of class VI C students in each indicator, namely fantasy, perspective-taking, empathy concern, and personal distress. With the percentage of each indicator namely in fantasy, there are 13 students (44.8%) in the high category, 9 people (31%) in the medium category, 6 people (13.11%) in the low category, and one person in the very category low. In perspective-taking indicators, 12 people (42.2%) are in the high category, 10 people (34.4%) in the medium category, 5 people (17.2%) in the low category, and 2 people in the very low category. In the empathy indicator 3 people (10.34%) in the very high category, every 6 people (13.11%) in the high and very low categories, 8 people (20.68%) in the medium category, and 5 people (17, 5%) in the low category. The next indicator is personal distress, there are 48.2% or 14 of 29 students in the medium category, then followed in the very low category 7 people (24.13%), high category 6 people (13.11%), and categories very high, 2 people (6,895).

### 4. DISCUSSION

Social sensitivity, according to some experts[11], is related to social care and self and social awareness. According to Davis[10], social sensitivity consists of several indicators. (1) Perspective-taking is an individual's attitude toward understanding other individuals by seeing the views or perspectives of that person as consideration. Perspective-taking includes considering the thoughts, feelings, and mental conditions of others[12]; (2) Fantasy, the ability of individuals to imagine or imagine in feeling and acting as another individual, this can be done by imagining being a character in animation or film. Usually, this is done when trying to understand the situation of other individuals; (3) Empathy concern, individual orientation towards problems faced by others including feelings of sympathy and attention. This is a reflection of warm feelings and sympathy associated with sensitivity and cares for other individuals; (4) Personal distress. Before someone has this skill (social sensitivity) that person must maintain self-awareness, there are related skills, such as self-monitoring, self-regulation, and selfassessment[13]. That is why not many individuals have good social sensitivity because there are so many things that support the formation of social sensitivity that needs to be improved. social sensitivity also influences a person to have a willingness to help others[14]. As has been explained, that social sensitivity also affects the level of empathy possessed[15]. Social sensitivity is the ability of individuals to understand the situation and feelings of other individuals. Another definition of social sensitivity arises, social sensitivity is a changing motivation that focuses on attention, characteristics, and emotions involved in the processing of social cues[16]. Two definitions that have been presented are then reinforced by McAdams and Olson[17] who argue that social sensitivity is an individual's ability to realize the condition of others based on that person's perspective. From the three definitions previously explained, it can be concluded that social sensitivity is an individual's ability to understand social situations by paying attention to emotions based on the perspective of other individuals. With the foundation that was owned during infancy, the process of the formation of an individual's social sensitivity will begin to form a social sensitivity starting from the individual who begins to pay attention to others called sympathy. Then, move on to the process of positioning or

imagining his position in the position of others who experience certain social situations by trying to pay attention by understanding the feelings and behavior of others by being personally involved. In the last stage when all the processes are passed a social skill is formed which is social sensitivity an individual's ability to assess and feel the social conditions that occur[18]. Darley and Latene[19] suggested several factors that could affect social sensitivity, including (a) Bystander people who were around the scene, in this case, an incident of sexual harassment. People around these events may not necessarily have an understanding of the social situation that is happening or even these people understand but are reluctant to do something about the event or situation that occurred; (b) attribution, the ability to investigate the reasons or an assessment of why a particular event occurred; (d) models, individuals provide examples of certain behaviors that would normally be followed by other individuals; (d) Personality and mood; (e) development, social sensitivity at the beginning of its development is better known as a social skill that must be possessed by an individual. this skill is an individual's ability to empathize, judge others, understand the condition of others[20]. Overall based on the results of the research that has been done, social sensitivity class VI C is in the medium category. According to Satialisa[21], a very high social sensitivity is shown through the level of awareness of the social environment that ultimately shapes their level of social awareness, in this case, is an act of sexual harassment. In this case it means that the social sensitivity of class VI C students is at the middle level that is, they already know and understand the risk of sexual harassment. But with this knowledge and understanding students do not yet understand the actions that must be taken when someone is confronted or experience harassment. Furthermore, social sensitivity can help improve all aspects of the socio-emotional individual's[22]. According to other research[23] also shows that social sensitivity has an influence on group work.

## 5. CONCLUSION

Based on the results of the research that has been carried out it can be concluded that students of class VI C of Babakan Surabaya Elementary School in Surabaya have various social sensitivity categories ranging from very high, high, medium, low, and very low. Although the research conducted only occurred in a class of 29 students, this result can generally describe students' sensitivity to issues such as sexual Harassment that can be experienced by anyone, anywhere, and at any time. It is hoped that with this research, all students are more sensitive to acts of sexual harassment, because according to what was done in America[24] 80% of students at school have abused peers, intentionally or unintentionally. It is also discussed in one of the books where students are not aware of the behavior that leads to acts of sexual harassment[25].

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