DEVELOPMENT OF A LEARNING MANAGEMENT MODEL FOR ENHANCING TEENAGERS’ SOCIAL INTELLIGENCE

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ABSTRACT

This research aims to develop a model of learning management to enhance the social intelligence of teenagers. The specific purposes of this research were as follows: (1) to study the characteristics of social intelligence of teenagers in the context of Thai society; (2) to develop a model of learning management that enhances the social intelligence of teenagers; and (3) to study the effectiveness of a model of learning management to enhance social intelligence among teenagers.

The results of the research revealed that, in phase one, the characteristics of social intelligence among teenagers in the context of Thai society may be classified into four elements with eleven behaviors. Element one concerns coping with unfamiliar situations and two indicators. Element Two deals with communication with others, with three indicators. Element Three is about sincerity for yourself and others, with three indicators. Element Four is about accessing the feelings of others, with three indicators. In phase two, the learning management model is developed for non-formal education with the aim of enhancing the social intelligence of teenagers. The SEAR model has four steps in the learning management process: Step One: Stimulation; Step Two: Enhancement; Step Three: Application; and Step Four: Reflection. In phase three, the effectiveness of the learning management model found the following: (1) the results indicated that the learning management model enhances the social intelligence of teenagers. They have a level of social intelligence that increased over the experimental period with statistical significance at a level of .05; (2) the results of measuring the social intelligence of teenagers. They have higher levels of social intelligence before learning, according to a model of learning management that enhanced the social intelligence of teenagers with a statistical significance of .05.

Keywords: Learning management model, Social intelligence, Teenagers

I. INTRODUCTION

At present time, the situation of Thai children and youth across the country have found Thai children and youth have imitated western values and lifestyles. Living with a silent culture, lacking identity, with aggressive behavior hidden in life. Early learning about gender; self-interest over the public, lack of morals and ethics, sacrifices for others [1] and [2] due to social and cultural changes. There are universal values in both the west and the east to imitate independent behavior Freedom to express yourself and needs, as well as rapid changes through the virtual world, resulting in less interaction with the real world. This is consistent with findings juvenile Thailand in the lifestyle that the lives of children and youth, Thailand, mainly with the use of online media to talk communication, playing games and social networking as a primary tools for interacting. In society as result as, face-to-face interactions have a reduced role, resulting in problems with conflicts stress when encountering situations in the real world. There is also a behavior Corruption committee. [3] Those are parties results of the school management process. Teaching cannot create children and youth as individuals with knowledge, skills, expertise and competencies can be applied to life in society consistent with the problems of Thai education system in every aspect, such as too much content resulting in a focus on the transmission of academic content rather than on the development of desirable characteristics, including analytical thinking, pursuing learning and continually seeking knowledge, morality and ethics in the teaching and learning process. Teachers are unable to
properly apply various teaching-learning styles to manage instruction. As result, teachers were teaching the learner by significant percentage of 50-60 only for the evaluation found. There is only one measurement in academic terms. But they can't enough measure behavior in various fields due to problems in practice because the above measurements are personal opinions and cannot be measured clearly [4] is consistent with assessment results of the 2015 PISA (Programmed for International Student Assessment). The education management system is not ready for promote students and can support creation of society. [5]

Which such problems Consistent with the concept of social intelligence is one intelligence that is important in human development as a person who is ready and coexist in society understandably each other Social intelligence is the ability of a person to understand himself others and society in terms of emotions, relationship other persons. Lead to interaction with others in every situation, behavior adjust to be in accordance with the situation, helping in society. Participation responsibility leading to the right behavior for society and able to happiness in society [6], [7], [8], [9] and [10].In the future, social intelligence are important affects for children and youth. The youths, which forces of the nation being socially intelligent will succeed in driving the environment. Interpersonal relationships coupled with intellectual intelligence. Both people whom have skilled socially intelligent understanding other people, social situations sensitive by negotiating with people from different backgrounds, different cultures, which technology is unable to do. [11]

A study of research related to social intelligence in Thailand revealed that the social intelligence characteristics of teenagers have not been clearly studied and for the reasons mentioned above. The researcher had the idea of study the features social intelligence of teenagers because teenagers between the ages of about 12-15 are the most troubled due to hormonal fluctuations, stress from the environment and is the age that has the most problems This is due to inadequate communication with parents, teachers and others [8] and is also a preparation for teenagers to become adults in the future to live with others who have diverse in gender, age, personality, religion and culture, including the need to connect with other people for living and living in society including showing appropriate behavior. It represents the social development of teenagers [12] and guideline for the concept of learning to continue, to strengthen the social intelligence of teenagers.

II. RESEARCH OBJECTIVES

The research aim to develop a model of learning management to enhance social intelligence of teenagers with specific objectives as follows:

1. To study the social intelligence characteristics of teenagers in the Thai social context.
2. To develop a learning management model that enhances the social intelligence of teenagers.
3. To study the effectiveness of a learning management model for enhancing social intelligence teenagers.

III. LITERATURE REVIEW

Social intelligence

Social intelligence (SI) or Social Quotient (SQ) is one of the most intelligence and important in the development of human and able to live together in society with mutual understanding. Social intelligence is the ability of a part person to understand himself, others and society in terms of emotions, behaviors of themselves and others. To lead interaction which others in every situation, change behavior to be in accordance about the situation, helping others in society. Participation in social responsibility leading to the right behavior for society and able to live in society happily [6], [7], [8], [9] and [10].

Developmental social intelligence

From the studies of documents and research related to Social intelligence database TCI at (Thai Journal, a Citation Index is Center) during the year 2012-2017 of 5 copies of the database ERIC (Education Research Information Center) during the year 2012-2017 of 6 issues original and. from the concept of social intelligence abroad during the years 1986-2011 of 7 volumes of the classified intelligence on social development. And the concepts of educators and psychologists can be divided into 3 groups as follows:

Group 1: The concept of early social intelligence
The concept of social intelligence in the first period (AD 1909-1920) was started by 3 educators and psychologists are: Dewey, who started the concept of social intelligence in the first year 1909, Lull, in the year 1911, Thorndike, in the year 1920, where the concept of social intelligence in the early days. That's just the ability to have social interactions. And social skills only while that era focused more on intellectual skills. As a result, social intelligence is not getting the attention it deserves [13] and [14].

Group 2: The concept of social intelligence developed from the concept of emotional intelligence.

The concept of social intelligence in this group caused by educators and psychologists who believe a person's success is not based on only intelligence. Due to social intelligence However, although emotional intelligence focuses on feelings in conjunction with rationality. But still lacking social interaction and social intelligence skills only. While at that time the emphasis on intellectual skills was greater, so social intelligence was not given the attention it deserved [9], [15] and [16].

Group 3: Integrated Social Intelligence Concept

The concept of social intelligence in this group developed from a combination of two or more concepts [2], [8], [17] and [19]. Which developed from the combination of intellectual intelligence concepts together with the concept of intelligent social educators and psychologists from the two or more concepts blended together form social intelligence. A study of the concept of social intelligence in this group found that many educators and psychologists use a combination of these concepts:

Marlowe, have developed a clever way out. Social intelligence together with intelligence in 1986, belief that Intellectual intelligence is essential to reasoning and problem-solving skills in the context of everyday life [19]

Tony Buzan, have developed a clever way out. Intellectual Intelligence Professor Robert Ornstein. Intelligence quotient are different. Different acts of Professor Howard Gardner. It is believed that. Smart people are able to manipulate the environment and interacting with everyone, whose brain and intelligence are related to every aspect of life [17]

Karl Albrecht, has developed the concept of social intelligence of Thorndike in the year 1920, has developed a concept of social intelligence. Intelligent 4 concepts include: 1) the concept of social intelligence of Thorndike of understanding and build relationships with others. 2) concept with the IQ of David Wechles and the brilliance of a variety of Howard Gardner which focuses on intelligence various fields of human and believed that the individual has the ability to vary 3) the concept of emotional intelligence of Daniel Goleman which focuses on emotional control, and 4) The concept of intelligence ethics cause the intelligence community a new so-called SPACE includes Situation awareness, Presence, Authenticity, Clarity and Empathy. [8]

Esther, N. Goody have developed social intelligence from the intelligence community. together with intelligence in 1995 with the belief that Socio-cultural differences such as dialects, cultures and interactions based on intelligence and social interaction which leads to social intelligence [21].

IV. RESEARCH METHODS

This study is conducted in the form of research and development, which has 3 phases as follows:

Phase 1: The characteristics of social intelligence among teenagers in the context of Thai society, which has 3 step as follows:

Step 1.Documentary Research Study and analyze data from concepts. Theories of social intelligence database TCI (Thai Journal Citation Index Centre) during the year 2012-2017 of 5 copies. From database ERIC (Education Research Information Center) during the year 2012-2017 of 6 issues. And from the intelligence community abroad during the years 1986 to 2011 of 7 volumes.

Step 2.In-Depth Interview features a clever social context of a teenager in Thailand. Children and Youth National Outstanding Branch amoral moral and ethical level since 2015-2018 of 11 people selected by purposive Sampling with the Snow Ball Sampling from the results of the national award of outstanding children and youth in the field of morality and ethics at the national level with the following selection criteria:

2.1 Children and youth aged 12-15 years
2.2 Received the National Outstanding Child and Youth Award in the field of morality and ethics.

2.3 Being a person with outstanding characteristics in doing activities the nature of the activities that are done is close to social intelligence, consisting of being honest, well-behaved, ethical, devoted to the benefit of the public. By studying the history and portfolio

Step 3. Interpretation and Meaning

3.1 Gathering information from the interviews according to the specified issues. Organize information interpret by Significant statements obtained from the interview into categories.

3.2 Check the reliability of the information, consisting of:

3.2.1 Data Triangulation with proven data through manual research is correct or not. The sources to be considered in the audit include different sources, times, places, and people. But got the same information

3.2.2 Methodological triangulation using the method of collecting data. Collect different information to collect the same information both collecting information from documents and interview

3.2.3 Theory triangulation using the theory referred from related papers and research as a monitoring tool

3.3 The data obtained from the in-depth interview was compared with the data obtained from the study of documents and related research in step 1 leads to the conclusion of social intelligence characteristics of teenagers in Thai social context.

3.4 Summarize the social intelligence characteristics of teenagers. Came to form a behavior indicating social intelligence of teenagers and check the behavior the indicators of social intelligence of teenagers by 3 experts in psychology to check the validity of the interpretation by Index of item Objective Congruence (IOC) and adjusting according to the recommendations of experts.

Phase 2: Development of a learning management teenagers’ social intelligence. This is the application of the social intelligence attributes developed in Phase 1 to design learning management for the development of social intelligence of teenagers. The operation is divided into two steps as follows:

Step 1: development model to enhance learning. Build social intelligence of teenagers as follows:

1. Apply the social intelligence attributes developed in Part 1 to design learning management for the development of social intelligence of teenagers, together with the concepts, theories and principles related to social intelligence. The teens are making a wise society based on the concept of Albrecht is a key concept in the design style of learning. Together with social cognitive theory, Participatory Learning (PL) and Active Learning.

2. Select content and the media used in organizing teaching and learning activities which the selection criteria are as follows.

2.1 It is suitable for teenagers aged 12-15 years.

2.2 Content and media which is consistent with the problems and daily life of teenagers

2.3 Content and media used are categorized as creating morality, ethics, promoting life. And create society

3. Prepare a manual on how to use the learning management model to enhance the social intelligence of teenagers. which is a document that describes the history Elements of teenagers social intelligence Steps for enhancing social intelligence of teenagers and methods of measurement and evaluation consisted of: 1) Problem conditions and necessities 2) Principles of the learning management model 3) Objectives of the learning management model 4) Time spent on learning activities 5) Activities of learning management model 6) Guidelines for organizing learning activities 7) Behaviors indicating social intelligence of teenagers 8) Plans for learning management activities and 9) Measuring and evaluation tools.

4. The draft learning management model for enhancing social intelligence of teenagers was presented to 5 experters, Consider the appropriateness of the composition. And the steps of the learning management model to
enhance the social intelligence of teenagers. Consisting of 2 teaching and learning experts, 2 psychology experts, and 1 measurement and evaluation experts.

Step 2: Pilot study is a system of learning to enhance the social intelligence of teenagers that are similar to the population and the sample which is a teenager between the ages of 12-15 years living in the community of Huai Pong Sub district, NongPhai District, Phetchabun Province that are not the sample and nearby area voluntarily participate in research projects and signed a letter agreeing to participate in the project, totaling 10 people to find out the practical feasibility of the learning management model, as well as the problems and obstacles before it can be applied in practice in 5 aspects according to the elements of the learning management model: 1) Activities 2) Duration 3) Language used in social intelligence training 4) Media and learning resources and 5) Measurement and evaluation.

Phase 3: A study on the effectiveness of a learning management model for enhancing social intelligence. Conducting an experiment on a learning management model to enhance the social intelligence of teenagers This research was conducted among teenagers aged between 12-15 years living in Huai Pong Sub-District Community, NongPhai District, Phetchabun Province, which was a Volunteer Sampling, teenagers who voluntarily entered participate in research projects and signed a letter of consent to participate in the project of 20 people conducted in a Quasi-Experimental Research method using Time-Series Design. Divided into 2 phases, 1) prepare and assess the intelligence community before implementing the curriculum. It takes time to prepare a 3 hours period. 2) learning-based model of learning to enhance the brilliance of the social teenagers forms SEAR model (Stimulation-Enhancement-Application-Reflections) take on. 12 week trial, 3 hours each, measuring social intelligence every 4 weeks, for a total of 3 sessions.

V. RESEARCH RESULTS

In this study, the researcher was able to the results of the data analysis were divided into 3 phases as follows:

Phase 1: The characteristics of social intelligence among teenagers in the context of Thai society, divided the analysis into 2 parts.

Part 1 Qualitative Data Analysis The research leading feature of Documentary Research together with in-depth Content analysis interpretation conclusion Inductive classified intelligence community. Teenagers in the context of Thai society have 4 elements, 11 behaviors indicating as follows:

Element 1: Facing unfamiliar situations refers to the behavior that expresses attention and understand what is happening around from the social environment and the nature of the behavior of a person, both emotional and through the cognitive process, which consists of 2 behavioral indicators: 1. Interesting and understanding the surrounding environment 2. Making choices about the situation that arises.

Element 2: Communication with others means behavior, expression. Communicate with others through the verbal and nonverbal language with as a result the drug as friendly and take into account the rules of the society consists of three behavioral indicators include: 1. Communicate with other languages to others. Understand emotions, thoughts, feelings and which one wants. 2. Communicate with others politely. Do not deceive or seek benefits 3. Communicate with others in a language that complies with social rules.

Element 3: Sincerity to oneself and others, refers to behaviors that express decision-making and solve problems in different situations by choosing the right action including being responsible for what they do and building relationships with others with sincerity consists of 3 behaviors that indicate 1. Choose to do the right things. 2. Take responsibility for what you do and 3. Build a relationship with others sincerely.

Element 4: Approaching the feelings of others refers to the behavior that expresses understanding others' feelings, accepting and respecting other people's thoughts, attitudes and values it consists of three indicators: 1. Understanding others' feelings, 2. Respecting others' thoughts, attitudes, values, and 3. Inspiring others.

Part 2 Quantitative Data Analysis, Examination Results, Draft Behavior Indicators of Social Intelligence of Teenagers in Thai Social Context by 3 psychology experts to check the Validity of Index of Item Objective Congruence (IOC) is 1.00.

Phase 2: Development of a learning management teenagers’ social intelligence. The results of the data analysis were divided into 2 steps as follows:

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Step 1: development model to enhance learning. Build social intelligence of teenagers. The data analysis is divided into 2 parts:

Part 1: The results of Qualitative Data Analysis the results of Documentary Research together with in-depth interviews Phase 1 design patterns learning to strengthen the intelligence community's youth. The teaching activities are divided into 2 phases as follows:

Phase 1: Preparation it dissolves the behavior of the learners. For learners to know familiar with each other there is acceptance of each other, assertiveness lead to teamwork. The duration of the event is 3 hours.

Phase 2: Entering a learning management model to enhance social intelligence of teenagers it consists of 4 steps of learning management.

Step 1: Stimulation is the stage to stimulate the learners. So that students are interested in what they are learning

Step 2: Enhancement is divided into 3 sub-stages: 2.1. Observe the situation. It is the stage where the teacher presents the situation to the students. For students to brainstorm together in observing the model's behavior, 2.2 The emotional level is the stage where learners brainstorm together to describe the incident. 2.3 Finding an alternative stage is the stage where learners brainstorm together to decide how to act in that situation

Step 3: Application is the student and the teachers together summarize what they have learned. To apply to similar situations

Step 4: Reflections was downgraded to learners who have learned all. By explaining their thoughts and feelings about what they have learned

The nature of each activity will have content about different situations for learners. Observe the models from play and from reading the given passage to know the condition of the problem from actual situation in society and daily life, assertiveness, interacting with others, knowing the process of working in groups, accepting and listening to others based on individual differences, and integrating a wide range of knowledge and skills to link them into effective practices consistent with real-life situations The duration of the activities was 12 weeks, 1 day per week, 3 hours per day, including 2 phases, totaling 39 hours.

Part 2: The results of quantitative data analysis are divided into 2 sub-sections as follows:

2 .1 Assessment of the appropriateness of draft learning management model for enhancing social intelligence of teenagers Five experts found that the learning management model for enhancing social intelligence among teenagers was between 4.60-5.00 and the standard deviation was between 0.00-0.40.

2 .2 Assessment of the coherence of draft learning management model for enhancing social intelligence of teenagers Experts of 5 people with Index of Item Objective Congruence (IOC) found that an average of 1.00 then each standard deviation of 0.00.

Step 2: pilot study

By adopting a learning management model to enhance the social intelligence of teenagers developed Pilot study was conducted with teenagers who were similar to the population and a sample of 10 people to determine the practical feasibility of the learning management model. Before being put into practice the experiment taught fourth event activity per 1 week found.

1. In terms of activities, it was found that teaching and learning activities were diverse. Suitable for learners Able to perform various activities as specified

2. In terms of time, it was found that the time spent on teaching and learning activities was insufficient, should be adjusted to increase the duration according to the teaching activities. So that the duration is appropriate for the teaching activities and allowing learners to perform part-time learning activities

3. On the language aspect, it was found that the learners understood the language used in the teaching activities exercises. Can answer questions and perform various activities as specified
4. Media and learning resources it was found that the learning media that was reading from the story content was quite difficult, the students were not able to read the book. Causing problems during the event Teachers improved the problem by having students with reading abilities volunteer to read the contents of the activity to their classmates. And improve the content of the reading activities to be more concise as for the learning media, which is a video, learners understand the subject matter. Be appropriate and the media organized in learning management activities can promote learners to achieve their objectives and defined behavioral indications

5. In terms of measurement and evaluation, it was found that it was appropriate. Able to measure and assess students' results comprehensively and according to the purpose and defined behavioral indications

Phase 3: A study on the effectiveness of a learning management model for enhancing social intelligence. the data analysis is divided into two parts:

Part 1: Quantitative data analysis, is divided into 2 sub-sections as follows:

1.1 Results of learning management a learning management model that reinforces the social intelligence of teenagers on learners during the experimental period, as assessed by the Social Intelligence Scale of the 4 elements of the generation, is component 1, facing unfamiliar situations. Component 2 is communication with others. Component 3 is sincerity with oneself and others. Component 4 accessing the feelings of others. The assessment was conducted before the start of the learning management, during and at the end of the learning management, 4 times, using a 3 segment measurement. The learners self-assessed friend as evaluator and teachers to evaluate students' mean scores intelligence community over a period of experimentation with different levels of statistical significance. 05.

1.2 Results of learning management a learning management model that enhances teenagers' social intelligence towards learners before and after learning management by assessing from The social intelligence measure assessed the social intelligence of teenagers on all 4 elements: Component 1 facing unfamiliar situations. Component 2 to communicate to others the care assembled at Component 3 sincere to themselves and others Component 4 accessing the feelings of others by making an assessment before starting the learning management and at the end of the learning management, with a 3 point measurement, the learners self-assessed friend as evaluator and the teacher was the learner's assessment. It was found that the average score of social intelligence before and after the learning management. There was a statistically significant difference at the .05 level.

Part 2: The qualitative data analysis revealed that the model of learning management for enhancing social intelligence of teenagers in SEAR model (Stimulation-Enhancement-Application-Reflections) It reflects that the 4 stages of learning management process and 13 learning management activities can develop social intelligence of teenagers and in order to apply the developed learning management model to be more effective. In learning management, teachers should get to know each other and observe the behavior of learners before teaching activities to stimulate and observe the development of learners during learning activities and teachers should increase the time to do some activities that allow learners to practice in real situations

VI. DISCUSSIONS

The researcher divided the discussion issues into 3 issues according to the research objectives as follows:

1. A study of social intelligence characteristics of teenagers in the context of Thai society. The results of this study were divided into four components as follows:

Component 1: Coping with unfamiliar situations is the behavior of teenagers showing interest and understanding of what is happening around them from the social environment and the nature of the person, both their emotions and thoughts. Through the intellectual process which is consistent with the country change model called Thailand 4.0 according to the 20 year national strategy by modifying the learning process from learning with an emphasis on theory. It is a learning that focuses on analysis and problem solving [20]. It is also consistent with the problem solving and conflict among teenagers, which is partly due to lack of listening to reason, lack of expertise in solving problems. Affects life, happiness and success in life [21]

Component 2: Communication with others, was the behavior of teenagers in communicating with others through verbal and non-verbal communication with friendliness and taking into account social rules which is consistent with the context of Thai society that has been dubbed by many countries as "Siam Land of Smiles" or "Siam
Phase 2: Learning Management Model (SEAR model) that the researcher has created. There are 4 steps of:

Step 1: Stimulation is the stage where teachers motivate students to be interested in what is about to be taught. They are interested and would like to follow the information that the teacher will present, and also having a structure about the subject to be taught. The activities at this stage are appetizers. Before starting the main meal to be good to create familiarity between the teacher and learner. It is a link between learners and between learners and teachers support learning with a narrative method that instructor has experienced, or from encounters situations in everyday, from news or movies, or stimulated by following up on the evaluation results from the past week's activities. How to organize to arouse the interest of the learners wanting to learn and lead to access to lessons or what the learners want to learn next. The activities at this stage, according to Social Cognitive Theory of the Institute of Bandura about the Motivational Processes and the Action a Learning is taking place. Individuals will learn and show that behavior it depends on the incentive process. And the process of motivation depends on the element of external temptation to stimulate perception. Which is tangible is something that is accepted by society and behaviors that follow that model [26] which are very important in the learning management process. Because these are activities that will make the learners curious or have motivation to study which the teacher must use techniques or activities to make students interested and would like to follow the information that the teacher will present, and also found that the structure of activities introduction into the lesson. To be good create familiarity between the teacher and learner. It is a link to the subject to be teach. As a result, students are ready to learn. And to draw the attention of students to the subject to be taught the preparation activities for teaching are like appetizers. Before starting the main meal to

Component 3: Sincerity to oneself and others, is the behavior of teenagers in their decision-making and solve problems in different situations by choosing the right action including taking responsibility for what they do and build relationships with others with sincerity, consistent with the report "Thai people" monitor found that the lifestyles of Thai youths still have behaviors of corruption, such as copying a friend's exam. Signing on behalf of a friend giving money to police officers to avoid a ticket Bribery and Voting Rights Which is seen as a common thing and is an act that is not very wrong or not at all so in the issue of being responsible for what one does. It will help teenagers to differentiate between what should and should not be done. Including being responsible for solving problems in what they do as well.

Component 4: Access to other people's feelings, is the behavior of teenagers' expressions of understanding others' feelings, accepting and respecting others' thoughts, attitudes, and values and inspire others which is consistent with [28] which has been mentioned about accessing the feelings of others. Those are the basic skills and techniques of acceptance and trust gives you the courage to reveal yourself and behavior change There are 3 important elements: 1) Sincerity, If the more sincere you are. It will only change a lot. 2) Unconditional acceptance which must show a good attitude unconditional recognition, not assessing, not judging the feelings and thoughts of others. 3) Empathy. It truly shows understanding of others. They can express feelings such as joy, anger, fear, and love. These feelings help us and others understand each other better also, inspiring others. It is also consistent with [25] that inspiration is the key to success in many areas of life impression from the subconscious or other experiences used to influence ideas including bringing inspiration to continue to develop and develop creativity.

2. Development of a learning management model to enhance social intelligence of teenagers. The researcher developed a learning management model divided into 2 phases as follows:

Phase 1: Prepare. This is the stage where teachers build familiarity with each other. Between students and teachers and between learners and learners themselves by way of talking creating an atmosphere for students to relax and to dissolve the behavior of learners so that learners and teachers know and become more familiar with each other learners accept each other know how to be assertive. The teacher explains the objectives of the learning activities and measures the intelligence of the learners before entering the learning management model. To lead to Phase 2, and at this stage is consistent with Bandura's Social Cognitive Theory in the Motivational Processes, which is for humans to learn, be able to show and behave. It will come out depending on the incentive process. Incentives and processes, depending on the composition of a distraction from the outside, which will raise awareness is tangible is something that is accepted by society and behaviors that follow that model [26].

Phase 2: Learning Management Model (SEAR model) that the researcher has created. There are 4 steps of learning management as follows:

Step 1: Stimulation is the stage which the teacher motivates the students to be interested in situation. They are learning with a narrative method that instructor has experienced, or from encounters situations in everyday, from news or movies, or stimulated by following up on the evaluation results from the past week's activities. How to learners change themselves for learners to be interested in? What they are learning which the stimulation stage is organized to arouse the interest of the learners wanting to learn and lead to access to lessons or what the students want to learn next. The activities at this stage, according to Social Cognitive Theory of the Institute of Bandura about the Motivational Processes and the Action a Learning is taking place. Individuals will learn and show that behavior it depends on the incentive process. And the process of motivation depends on the element of external temptation to stimulate perception. Which is tangible is accepted by society and behaviors that follow that model [26] which are very important in the learning management process. Because these are activities that will make the learners curious or have motivation to study which the teacher must use techniques or activities to make students interested and would like to follow the information that the teacher will present, and also found that the structure of activities introduction into the lesson. To be good create familiarity between the teacher and learner. It is a link to the subject to be teach. As a result, students are ready to learn. And to draw the attention of students to the subject to be taught the preparation activities for teaching are like appetizers. Before starting the main meal to
help the students taste food to eat the next [27] This is consistent with the concept of John, M. Keller the design inspiration for. Efficient learning discusses the concept of motivation theory as a bridge to successful action steps, i.e. every successful practice. All from motivation which good motivation encourages learners to learn effectively and succeed

Step 2: Enhancement is the stage where the teacher enhances social intelligence for learners divided into 3 sub-stages as follows:

2.1 Steps to observe the situation It is the stage where the teacher presents the situation to the students. Then have students brainstorm together. By observing the relationships seen in communication, language use, situational observations are organized to allow learners to observe the actions of the models in the video. and taking into account the feelings with the given situation This is consistent with the principles intelligence community to the idea of Albrecht on how to create Situational Awareness began by noting the relative level of the situation seen from the TV. or from the movie to observe the relationship How to communicate, roles, and then learn about self-discovery contexts. and then practice the language signals that are used to build relationships with groups of people at different levels [8], which Albrecht's concept of social intelligence is consistent with the theory of Social Cognitive Theory in the self-regulation that believes that Our human behavior is not the result of reinforcement. and only external punishment But humans can do certain things to control their thoughts, feelings, and actions. called self-direction This self-regulation at the observation stage is consistent with the self-regulation mechanism. In processes 1 and 2, as follows: 1) the process of self-observation, observing one's own actions, and 2) Judgment Process is the application of information obtained from observations into the decision-making process. based on the assessment of social reactions [26].

2.2 Steps to describe feelings This is the stage where students brainstorm together. Explain what happened in the event. What did the person do, what did they say, what did they feel, what did they think, and how did the group members feel about the given situation? in which the situation was observed So that students can understand the feelings of the model. and understand the reason why the model acted This is consistent with the principles intelligence community to the idea of Albrecht way of Presence by searching for a natural way to express yourself, [8 ] which. This research was done by watching videos and asking students to write a description of the situation that occurred, who did what, where, how and how the learners felt. to describe the feeling and self-expression The principles for building social intelligence according to Albrecht's concept are also consistent with the Participatory Learning Theory in Step 2. Considering the Experience.Learners will describe the experience as what happened. What did the person do, what did they say, what did they think, and how did they feel about the experience? How do you feel about the person in the experience? How important is this event to us? And is there anything that we still don't understand in that event? Which exchanging experiences will help learners to connect things together and also in accordance with the Social Cognitive Theory of Bandura in the mechanism of self-directed process 3 is a reaction to self-reaction into the implementation of the results of the assessment and the decision to display or treat themselves [26].

2.3 Steps to find alternatives It is the stage where learners bring their observations and brainstorming sessions to share their learning experiences within their own group and brainstorming in deciding how to act in such a situation How to communicate correctly and appropriately to the situation you face along with explaining the reason and let learners choose a method for presenting the results of brainstorming together. Which is up to the learners to agree then presented to convey the guidelines for their practice which step to find alternatives it is organized for learners to apply what they have observed from such situations.Let's brainstorm together and make decisions on how to behave yourself in that situation and exchange learning, listening and accepting the opinions of others which is consistent Participatory Learning Theory used in the analysis experience. It is the stage where the learner tries to understand the experience in depth. for learning and truly understand the experience [28] . And apply knowledge to new situations In which the teacher must give students the opportunity to find different ways to solve problems. and there may be interfering activities during the teaching To provide learners with knowledge, skills and attitude [35]

Step 3: Application is the stage where learners apply what they have learned from practice to practice in a new situation that is close to the previous situation learned by role play, let learners share their learning, and summarizes what has been learned from the new situation. which the application stage is organized for learners to apply the knowledge gained used in each step with the new situation that is similar to the old situation This is consistent with Participatory Learning Theory and the theory of Social Cognitive Theory is to give the students
Step 4: Reflection is the stage which learners must reflect on all what they have learned with their own thoughts. by explaining the idea and express their feelings about what they have learned, such as the knowledge that the learner has received feeling in teaching and learning. What students will use to improve and develop themselves, additional comments from teaching, learning management for teachers to improve and plan for the next time. The reflection stage is organized so that students can reflect on what they have learned. In order to review what we have learned together and allow learners to apply the knowledge they have received to improve themselves. Which is consistent with the Participatory Learning Theory in the 7 steps are the evaluation and follow-up support. in which learning management will be evaluated Before-During-End and after the process has passed for a while to follow up and encourage learners to apply the learning outcomes to use continuously [28] These processes of reflection are also consistent with Action Learning in closing activities that make learners remember. Not forgetting to organize teaching activities who spent the rest of the hour to give students the opportunity to complete by reflecting on what was learned and express feeling at the end. It's like eating an appetizer, a main dish, and ending with a dessert. will make the diners feel happy as well as learning management. When students are encouraged to learn with activities brought into the lesson. Presenting content activities, the last activity the teacher should do it is a review activity that makes the learners remember and never forget. or giving learners a dash of self-planning for the future and expressing opinions to reflect what learners received [27].

3. The effectiveness of the learning management model for enhancing the social intelligence of teenagers

The study of the learning management model to enhance the social intelligence of teenagers created by the researcher has been learning management process according to SEAR model. This form is learning management, there are tools used to train social intelligence among teenagers, including preparatory exercises, and social intelligence exercises and then check the learning outcomes from the behavioral observation form in class. Monitoring of learners' behavior from the Student Behavior Tracking Form Together with the lessons learned by Story Telling through Focus Group Discussion, in-depth interviews and measures the effectiveness of the arrangement.

Learning from the Social Intelligence Scale every 4 weeks showed that the learners developed an increase in social intelligence with the duration of learning disabilities. Have self-development all the time I feel fun and happy every time I organize teaching activities. Which is consistent with the work of the brain, found that learning is a process of connection of different neurons, enabling the transmission of nerve signals to connect to each other. It was found that one main brain cell was linked to other brain cells by laying the brain fibers linked together. and have connected points show that learning It was also found that the learning management process was happy. affect the functioning of the brain and chemicals in the brain as well. That is to say, learning will take place well. If it is in a happy state, not stressed because when learning happily There will be chemical changes in the brain. which secretes chemicals that are substances related to happiness, memory, enthusiasm. This will be the power to make you want to learn more things and is the source of the learning management process that focuses on fun, in a friendly atmosphere. Let the children learn according to their own development without stress or pressure. It will help promote the ability of learners to manage learning. Encourage students to pay attention falling in love with what you're learning to make the students happy and happy, It is secreted in brain chemicals such as dopamine, norepinephrine make happy and increase the learning process in the brain [29] and also found that parenting It has a positive effect on the brain on social intelligence, raising children and teenagers to experience. Improve life skills have taken care of or appropriate stimulation early in life will have good development. Parenting can reduce a child's aggression and anxiety, and by cultivating important skills, children can adapt to obstacles and pressures as adults [30].

VII. CONCLUSION

Development of a learning management model for enhancing social intelligence of teenagers. This time, the researcher built upon a combination of concepts, principles and theories under the belief that social intelligence of teenagers It can be developed by managing to learn from real-life situations. together with the modification of the learning management process to be in line with the 4 learning principles: learning to know, learning to practice, learning to live together and learning for life by modifying Passive learning to active learning. The
transformation of learning in the classroom, in the school and in the system is learning outside the classroom, outside the school, outside the formal, changing learning from facts. It is learning that begins with the use of thinking. Modify the transcribed learning It's a guided lesson. and learning modifications to cultivate a public mind taking the common interest, It emphasizes the common interest. Emphasis on creating shared values The change in the learning management process also allows learners to apply the knowledge gained in real situations, can solve various problems and obstacles that will be faced in the 21st century by applying the principles of social intelligence building according to Albrecht concept as the main guideline in the design of learning management models. together with learning theory, which consists of Social Cognitive Theory of Participatory Learning (PL) and Active Learning to create a learning managements to enhance social intelligence. Teenagers' society, SEAR model, has 2 phases of learning management process: Phase 1: preparation is building familiarity between learners and teachers. and dissolve learner's behaviors. Phase 2: learning management SEAR model is the process of building social intelligence of teenagers. It consists of 4 steps. Step 1: Stimulation is a step. to motivate the learner's attention to the situation was to learn. steps 2: Enhancement was downgrade to develop key skills for enhancing the intelligence community step 3: Application is summarize what has been learned and apply what has been learned to new situations that are close to the original situation, such as role play, concept mapping, and participation in activities in real situations. step 4: Reflect on what they have learned and applied. and apply the knowledge gained to self-development

Acknowledgement
This research was supported by a research grant from the National Research Office for Graduate Studies. Fiscal Year 2020

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