

IMPROVEMENT OF SOCIAL SKILLS IN COOPERATION THROUGH APPLICATION OF MODEL PROBLEM-BASED LEARNING (PBL) ON IPS LEARNING IN BASIC SCHOOL

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ABSTRAK

This research was carried out at SDN 035 Soka Bandung City with the subjects of the fourth grade student participants totaling 30 people, this research was motivated by the phenomena that occur in elementary school students in teaching and learning activities that are lacking in collaboration with friends, very visible in learning activities when The teacher forms a discussion group to do group assignments, it seems that there are only a few group members who work while the other members seem indifferent to their assignments. Thus, there needs to be a problem solving that must be done to improve student collaboration in social studies learning, namely by applying the learning model of Problem Based Learning. The research method used was PTK with the Kemmis and Taggart models. Data collection techniques use observation, tests, documentation and field notes. The results of the study showed that the application of the Problem Based Learning model in social studies learning could improve cooperation among students. This can be seen from the percentage of the components of the formation of cooperation both from the aspect of knowledge and awareness that increases in each cycle.

Keywords: Problem-Based Learning Model, Social Skills, Cooperation.

INTRODUCTION

Education is the most important need that must be owned by a person to meet the challenges of the development of an increasingly advanced era in order to be able to create a generation that has a quality of self both in intellectual, social and good character. The essence of IPS is an observation of humans and their world. As human social beings need each other and live together forever, then humans must be able to face the challenges that come from their social environment. This is in line with Sapriya opinion (2006) explaining that IPS focuses on various activities or activities carried out by humans in their social environment. Thus, social studies learning in elementary schools is not only able to develop cognitive aspects but also shapes the values and attitudes of students to socialize well in their environment and create

good citizens. In fact, social studies learning in Elementary School emphasizes more on intellectual intelligence because IPS is widely regarded as a memorization lesson so that aside from various aspects, especially social skills, this can be seen when the teaching and learning process in the child class tends to be less social interaction among friends, especially in the aspect of cooperation. Based on observations made during Social Studies learning in SDN 035 Soka Bandung City children in the learning process lacked the attitude of responsibility and appeared from the students' responses when the teacher formed a study group and gave assignments only a few students were responsible for completing the group assignments while group members others tend to be indifferent to the task of the group.

Seeing these problems, there should be an alternative problem solving as an action to improve social skills in students, especially in collaboration. One alternative problem solving can be done by applying appropriate learning models to improve social skills in collaboration. Learning model that is suitable for use is by applying the Problem-based Learning (PBL) model which is part of the Social Studies learning model with a group learning pattern using a scientific approach so as to involve students to have a direct learning experience starting from analyzing problems, searching information, processing information to solving problems that are done with cooperation in groups. The research methodology that will be used is Classroom Action Research (CAR) which will be carried out for 3 cycles. The objectives to be achieved in this research are; (1) compile a Learning Implementation Plan (RPP) that is compiled in social studies learning using the Problem Based Learning (PBL) model to improve social skills in collaboration; (2) Implementing learning steps by applying the Problem Based Learning (PBL) model on social studies learning at Soka Bandung Elementary School 035; (3) improve social skills in cooperation in social studies learning using the Problem Based Learning (PPA) model in class IV SDN 035 Soka Bandung; (4) Knowing the average value of learning outcomes of students using the Problem Based Learning model.

Social skills are a part of social science that must be instilled in students to have the ability to interact with their environment. This is in line with the opinion of Merrel (2008: 23) which explains that "social skills as specific behaviors, initiatives, lead to social outcomes that are expected as a form of one's behavior". Thus it is necessary for the social studies process to

apply social skills to students so that students not only have broad knowledge but are also able to interact socially well and are accepted in various social environments.

Cooperation is one type of social skills that students must have and can be applied through social studies learning. The definition of cooperation according to Soerjono Soekanto (1987: 132) in Anjawaningsih (2006: 32) is "An activity carried out jointly by more than one person". Collaboration can be carried out in various forms but directed towards realizing common goals. As human social beings are creatures who cannot live alone and need other people, thus there needs to be mutual help among people who are interpreted as cooperation to solve problems in accordance with common goals.

The Problem Based Learning (PBL) model is one of the social studies learning models that provide direct experience to students to work together in solving problems through a scientific approach. The approach taken in the learning process includes gathering information, making hypotheses, processing information, solving problems and making research reports. This is in line with the opinion of Torp and Sage in Abidin (2014) who view PBL as one of the learning models that provide a direct learning experience in processing research, information to solve complex social problems.

Thus learning by applying the PBL model is expected to be able to improve students' social skills, especially in working together to solve problems both in the learning environment and later in their social environment.

METHODS

This study uses a Classroom Action Research methodology that aims to provide a direct understanding of the researcher in carrying out actions related to the research assignments carried out so that the data or information obtained is more accurate in accordance with the ongoing teaching and learning activities (Kasbolah: 1998).

PTK is collaborative where the researcher acts as a teacher as well as a researcher who is assisted by peers by designing, implementing and reflecting on the actions taken in the research process with the aim of improving the quality of learning or correcting errors that occur in the process of teaching and learning activities. This research was conducted for 3 cycles and included planning research activities to be carried out, the implementation of the

research process carried out by various actions, field observation activities, giving an evaluation of learning in the research process and reflection.

RESULTS AND DISCUSSION

Results

The acquisition of the results of the preparation of the learning implementation plan increased significantly, this was seen in the first cycle, the score was 78%, the second cycle was 88% and the third cycle 96%.

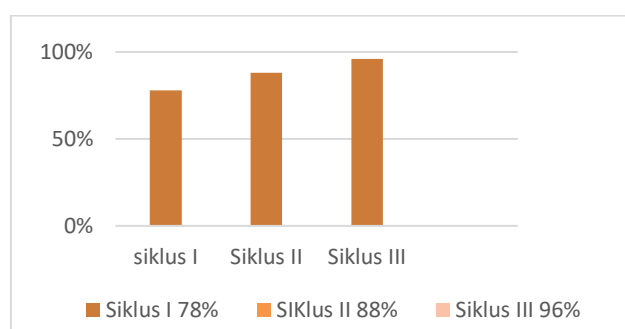


Figure 1. Preparation of the Learning Implementation Plan

The results of the percentage of learning implementation increased significantly and can be seen from the percentage acquisition of the first cycle students have a percentage of 75% (good), and cycle II 84% (good) and cycle III have a percentage of 95% (very good). The implementation of learning for teachers and students has exceeded the desired target of 85%.

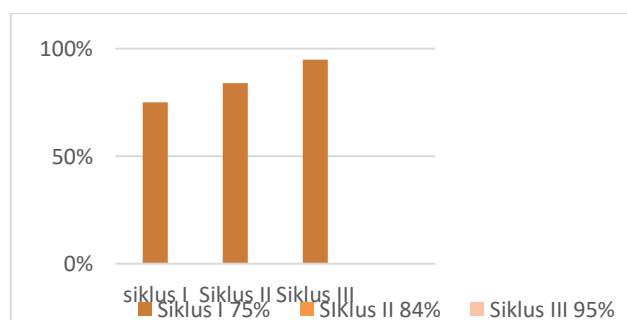


Figure 2. Improving Learning Implementation in Each Cycle

Optimization of social skills in collaboration after applying the Problem Based Learning model in social studies learning in elementary schools has increased in each cycle, this can be seen from the acquisition of data in cycle I with a percentage of 73%, cycle II with 87% and cycle III 93%. Thus the percentage experienced a significant increase which reached more than a success indicator of 85%.

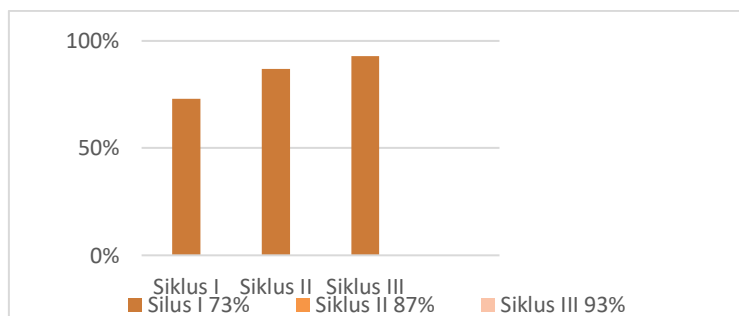


Figure 3. Social Skills in Cooperation

The average value of student learning outcomes in social studies learning by applying the Problem Based Learning (PBL) model in each cycle has increased. In the first cycle the average value of learning outcomes of students reached 65% and in the second cycle reached 75% and cycle III 91%. Thus the percentage experienced a significant increase which reached more than a success indicator of 85%. So it can be concluded that the average value of students' knowledge can be declared successful.

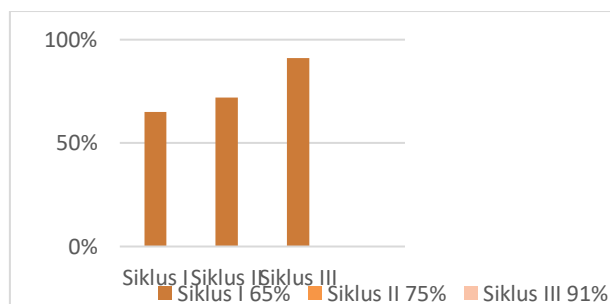


Figure 4. The Average Value of Learning Outcomes of Students in Social Studies Learning

Discussion

Based on the results of the research in the preparation stage of the Learning Implementation Plan (RPP), there was a significant increase in this matter as seen from the percentage of RPP assessment that rose in each cycle that succeeded in exceeding the desired

target. The results of the study in the implementation of learning in the three cycles carried out can explain that the implementation of the learning process with the use of Problem Based Learning (PBL) models has increased significantly. The improvement in the planning and implementation of learning affects the optimization of the attitude of cooperation in students and is seen in the attitude shown. The learning achievement of students who were observed in the research conducted was able to show a significant change in student learning achievement.

CONCLUSION

The conclusion of the research that has been carried out using the PTK method in elementary school is that there is an increase in the cooperation of students which can be seen from the increase in understanding, knowledge, attitudes, and awareness of students in the learning process which can be seen from the attitude of students who want to do group assignments. The teacher with full responsibility.

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