

Social Skill in Problem Based Learning with Sociocultural Insight

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Abstract

The research aim is to analyze the influence and effectiveness of problem based learning model with sociocultural insight to student social skill. This quasi experimental research used nonequivalent control group design. The sample consisted of Primary School I Krangkeng students as the experimental group and Primary School II Krangkeng as the control group. They were taken by purposive sampling technique. The technique of collecting data was questionnaire. Then, it was analyzed by Paired Sample t-test and Independent Sample t-test. The findings showed that problem based learning with sociocultural insight could improve the students' social skills. It was proven by social skill average improvement from pretest – 34.17 into posttest – 43.76, there was significant difference between experimental group – implementing problem based learning with sociocultural insight, and control group – implementing expository or conventional model. It was shown by the significant score, lesser than 0.05. It was $0.005 > 0.05$ and $0.003 > 0.05$.

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INTRODUCTION

Social science is a study reviewing about society in terms of human and environmental relationship. Through this science, students obtain knowledge and insight of social science basic concept, social skill or sensitivity, sociocultural awareness, reviewing and problem solving skills of social cultural problems in their environment.

Social skill is ability to communicate, adapt, and properly build relationship to other people. It is important to own and develop because it allows students to control themselves in interacting, acceptably behaving based on their environment, and adhering to current norms. It is in line with Maryani (2011) stating that social skill is an important ability to teach for students since it allows students to interact and to obtain positive or negative responses. Therefore, it is an important competence to own by each person, included students to keep social relationship positively with their friends, peers, societies, and broader environments.

However, in the reality, there are many students fail in building social relationship. They have difficulty in communicating to their teachers and parents as well as in interacting to their friends. Based on observation result on IV graders of Primary School I Krangkeng, Krangkeng district, Indramayu municipal, it was found several facts: there was less learning model innovation, the teachers used conventional model in delivering material which led to teacher centered learning without any relevance to daily life of the students, and there was less involvement of students in knowledge gaining process, the learning only focused on cognitive aspect as shown by emphasis on material mastery as much as possible.

The interview result with the students showed that the students were not interested in the learning. They were not brave to share their argument and post questions while the teacher allowed them to ask. They had low social skill as shown by less cooperation to solve problem while being grouped into smaller discussion groups.

To overcome this problem found during observation at IV graders of Primary School I Krangkeng, there was a need of innovative learning model to encourage and stimulate them thinking critically as well as to improve their social skills. One of learning model which was assumed capable of solving this problem was problem based learning model.

Problem based learning is a learning model which allows students developing their thinking and problem solving skills. It allows students to learn the authentic roles of adults and makes them into independent learners (Nurdin & Adriantoni, 2016). The purposes of problem based learning are to facilitate students in developing thinking and problem solving skills, to learn the role of adult by real life experience participation, and to make them into autonomous learners.

Rusmono (2012) states that *problem based learning* is a learning with real life problem as its initial learning point. Then, from this problem, the students are stimulated to learn problem based on their prior knowledge and experience so it fosters new knowledge and experience. Problem based learning is not designed to assist teachers giving information as much as possible to students. However, it facilitates students in developing their critical thinking, problem solving skill, intellectual skill, learning various roles of adults through factual experience involvement, and learning independency.

To connect learning by using problem based learning with factual problems, students need sociocultural insight. Nuswowati (2017) explained that there were many students in Indonesia had not developed their already learnt science with occurring phenomena in their environments. It could be caused by lack of experience to connect them during learning process. Learning with sociocultural insight facilitates students to be more intimate with social and cultural situations. Thus, they could absorb the applied values at the society from sociocultural interaction. Sociocultural could be used as the basis of Social Study material development to enrich students with cultural values and their own society.

Callado *et al* (2018) states that some of scientific knowledge emerges from local context and as the response toward local needs. It shows the importance of sociocultural in school learning to obtain knowledge for students. Shufa (2018) also stated that learning based on local wisdom is important and beneficial to improve knowledge and understanding of learners as well as a medium to internalize compassion to local wisdom, positive characteristics based on local wisdom, and to prepare them in facing various problems outside of school.

Sociocultural theory, or known as constructivism theory, emphasizes on the importance of how learners are assisted by other people assistance in their Zone of Proximal Development and mediation. The roles of students and teachers in this context become important. The role of teacher is as active facilitator and manager in assisting students, designing and carrying out meaningful learning situation, and managing learning sources needed by students. Students will be also involved in this learning process along with teacher because they will be guided, taught, and trained to explore, inquire, investigate an answer, manage and deliver their obtained result communicatively.

Sukiman (2012) describes sociocultural as a blue point to guide human behaviors in a society and is realized into family life. Socioculture in this research becomes a mediation in delivering learning material. It should not only be based on what it is on textbook since each region will have different social and cultural behaviors. Sociocultural uses local wisdom to be involved in learning.

The aim of this research is to analyze the influence and effectiveness of problem based learning with sociocultural insight to student social skill.

METHODS

This quasi experimental research design used nonequivalent control group in which there were two groups: experimental – intervened by problem based learning with sociocultural insight, and control group – intervened by

expository or conventional models. The research design is presented on Table 1.

Table 1. Research Design

Groups	Pretest	Treatment	Posttest
Exp	Q ₁	X ₁	Q ₂
Control	Q ₃	X ₂	Q ₄

The population consisted of IV graders of Primary Schools, located in Kresna cluster, Krangkeng district, Indramayu municipal. The sampling was done by purposive sampling by considering: the class situation before implementing innovative learning model, problem equivalence, and learning accomplishment in final semester assessment. It was gained that Primary School I Krangkeng as experimental group while Primary School II Krangkeng as the control group.

The technique of collecting the data was non-test technique in the form of questionnaire to collect social skill data of the students. The questionnaire was used to measure the skill within several developed indicators which had 4 choices.

Before being analyzed, requirement test of the data was done. The requirement test was done to determine statistical method to use in analyzing the data. The tests covered normality and homogeneity test. Data analysis technique used Paired Sample T-test to find out the difference between pretest and posttest results. Then, Independent Sample T-test was done to find out social skill difference between the groups.

RESULTS AND DISCUSSION

On the requirement test, normality test used Liliefors test on Kolmogorov-Smirnov column under 5% level significance. Its score was $0.200 > 0.05$, showing normal distribution of the data. Thus, homogeneity test was done by Levene's test under level of significance $0.392 > 0.05$. It showed that the data was homogeneous. Based on the result, then statistics parametric was done to test the hypotheses.

The test showed improvement of social skill with average of pretest and posttest tested by Paired Sample T-test as seen on Figure 1.



Figure 1. Social Skill Average

The figure shows here is improvement of the students' social skill average found in both groups seen from pretest and posttest average scores. Besides looking at the pretest and posttest average scores and the improvement of both groups social skills, Paired Sample t-test was also used as presented in Table 2.

Based on Paired Sample T-test, the Sig score (2-tailed) was 0.00. It showed that the obtained significant score was lesser than 0.05 with significant level 5% or $0.00 < 0.05$. Thus, it could be concluded that the significant influence in implementing problem based learning with sociocultural insight to improve the students' social skills.

Table 2. Paired Sample t-test of Social Skill

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. deviation	Std. error mean	95% Confidence interval of the difference				
				Lower	Upper			
Pretest – Posttest Social Skill	9.58824	4.87515	.68266	-10.95939	-8.21708	-4.045	50	.000

The researcher also explained the improvement or N-gain of each student on both experimental and control groups. On experimental group, 9 students, or 18% of the students, obtained poor category improvement. 39 students, or 76% of the students, obtained moderate category improvement. 3 students, or 6% of the students, obtained high category improvement. The average of social skill N – Gain for experimental group was 0.38 with moderate criterion.

Meanwhile, on control group, 12 students, or 44% of the students, obtained poor category improvement. 15 students, or 56%, obtained moderate category improvement. The N-gain average score of critical thinking skill of control group obtained 0.25 with poor criterion.

Then, after being tested in terms of both experimental and control groups' social skill variances, the data were processed and analyzed as presented in Figure 2.

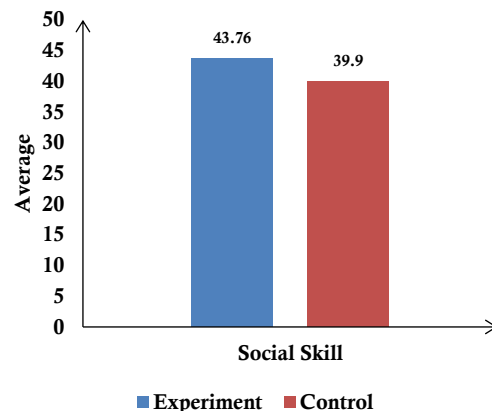


Figure 2. Social Skill Average

Based on the figure, it could be known that the social average score of experimental group was 43.76. Meanwhile, the control group obtained average score 39.9. Based on the results, it could be stated that the students' social skills between experimental group – implementing problem based learning with sociocultural insight, and the control group – implementing expository was difference. After considering both groups' social skill average, Independent Sample t-test was used to analyze significance of both

groups. The significance analysis of both groups is presented in Table 3.

Table 3. Independent Sample t-test of Social Skill

		Levene's test for equality of variances		t-test for equality							
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference		
										Lower	Upper
Social Skill	Equal variances assumed	.740	.392	2.908	76	.005	4.76471	1.63876	1.50083	8.02859	
	Equal variances not assumed			3.053	60.816	.003	4.76471	1.56046	1.64419	7.88523	

Based on the Independent Sample t-test, it was known the sig scores (2-tailed) were 0.005 and 0.003. It showed that the obtained significant score was lesser than 0.05 with significant level 5%. Based on the criteria of the test, if sig score (2-tailed) < 0.05, then H_0 is denied or with another word $0.005 < 0.05$ and $0.003 < 0.05$, then H_0 is denied. Thus, it could be concluded that the students' social skill average implementing sociocultural insight was higher than the one implemented expository model.

To analyze the difference of the students' social skill improvement on both groups, N – gain was used to analyze. The N-Gain result is shown on Table 4.

Table 4. N-Gain of Social Skill

Groups	Mean		N-Gain	Remarks
	Pretest	Posttest		
Exp	34.17	43.76	0.38	Moderate
Control	32.22	39.00	0.25	Poor

Based on the result, there are differences of both groups' *posttest*: 43.76 and 39.00 respectively. They show that the experimental group's social skill improvement is higher than control group. The improvement of both groups was also analyzed by N-Gain test. The result shows that experimental group obtains score 0.38, categorized moderate. Meanwhile, the control group obtained improvement 0.25, showing poor category.

The social skill differences between both groups was also supported by percentage of social skill achievement on each indicator as seen on Table 5.

Based on the table 5, the experimental group obtains average score 73% for each indicator. Meanwhile, the control group obtains

average score 65% for each indicator. The first indicator is confidence. The experimental group obtains 75% while control group 66%. The second indicator – honesty – is obtained by experimental group with 76% and control group 65%. The third indicator – carefulness – experimental groups obtains 65% while the control group 61%. The last indicator – cooperation – the experimental group obtains 77% while control group 70%.

Table 5. Percentage of Achieved Social Skill Indicators

Indicators	Groups	
	Exp	Control
Confidence	75%	66%
Honesty	76%	65%
Carefulness	65%	61%
Cooperation	77%	70%
Average	73%	65%

It could be said that the social skill of experimental group taught by problem based learning with sociocultural insight was higher than critical thinking skill of control group taught by expository model. It is in line with Nunzairina (2018) findings, stating that problem based learning model implementation could improve student social skill. It was shown by increasing score percentage on each meeting. It was in line with Khoimatun & Hadiansah (2019) stating there was positive and significant influence between problem based learning model implementation and student social skill. Then, it was also in line with Silalahi & Adrina (2018) stating that the implementation of problem based learning model could improve student social skill, especially on social study under material: social problem around environment. It could be seen from the skill improvement on each meeting.

The implementation of problem based learning with sociocultural insight on experimental group was done based on the already determines steps. On the implementation of this model, it emphasized the students' interaction to solve problem concerning with local culture in group. In small group setting, students would be more able to share opinion, argument, and respect others' arguments. On the first phase, the students were oriented toward problems by posting several questions dealing with the discussed problem. It was useful to motivate them and find out the students' understanding about the materials to learn.

The used problems in the learning concerned with local sociocultural, close to their real life, so they would be more active and enthusiastic in learning. Thus, learning would be more meaningful for them. It was in line with Afifah (2017) stating that multicultural and local culture based learning could improve students' respects in response to different culture. It also provide them cooperative chance with other different ethnic, race, religion, and language of other people directly. It is in line with Silondae (2013) stating that Tolaki's tribe - cultural value based group discussion was proven effective to improve students' social skills. On its implementation, the group guidance was internalized by Tolaki's tribe cultural values in each stage to improve the social skill. The next research was done by Dewi, Sumarni, & Amirudin (2016) stating that problem based learning could improve student social skill. The model also could students' activeness significantly. The improvement could be seen on average of achievement score on each meeting. In this stage, teacher motivated students to solve problem by discussing.

On the second phase, it was done by orienting the students to identify the given problems. The students were assisted to identify all problems concerning with sociocultural. Then, they were grouped into smaller groups to discuss problems concerning with sociocultural. On this stage, the students learned to bravely share arguments and to defend it. They also learned to acknowledge their argument weaknesses and to

respect different opinion among the members. They also learned how to respond when their arguments were not taken by the group. The teacher as scaffolding provider guided students to discuss when there was a group having problem. After discussing, the students presented their works, and with the students, the students reflected or evaluated the learning results. It was different with expository or conventional model. The students seemed to be more passive and only listened to the teacher's explanation due to teacher – centeredness in providing whole – complete concept.

Based on the findings and discussion, it could be concluded that appropriate problem based learning with sociocultural insight implementation based on the syntax could improve the students' social skills. With other words, the social skill of both groups were different, the one implementing problem based learning with sociocultural insight and the one implementing expository model. It was in line with Pertiwi, Yuliati, & Rahayu (2014) stating that problem based learning model could improve social skill. On the implementation, the skill improvement of college students could be seen from their independencies, responsibilities, cooperation, and respects. It was supported by Atmojo (2015) and Imro (2018) stating there was social skill difference of primary school students taught by problem based learning to conventional model, lecturing.

CONCLUSION

The conclusions are: problem based learning with sociocultural insight was effective in improving the student's social skills, there was significant difference of the students' critical thinking skills taught by problem based learning with sociocultural insight to expository or conventional model.

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