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The Impact of the Problem-Solving Model in Social Studies Learning on Social Sensitivity of Elementary School Teacher Education Students

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ABSTRAK

Mahasiswa dan siswa sebagai status pelajar seharusnya memiliki kepekaan terhadap masalah-masalah yang muncul dalam masyarakat, terutama yang terkait dengan bidang yang menjadi pilihannya. Penelitian ini bertujuan untuk menganalisis pengaruh model problem solving terhadap kepekaan sosial pada mahasiswa Pendidikan guru sekolah dasar. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Pengumpulan data dilakukan dengan menggunakan instrument berupa kuesioner. Kuesioner tersebut menggunakan skala likert Likert 1-5. Subjek dalam penelitian ini berjumlah 61 orang. Proses analisis data dilakukan dengan menggunakan analisis regresi linier berganda, yang didahului dengan uji prasyarat analisis. Menurut temuan penelitian ini, tidak semua proksi keterampilan pemecahan masalah mempengaruhi kepekaan masalah sosial mahasiswa IPS hanya focus, reason, situation dan overview berpengaruh terhadap kepekaan masalah sosial sedangkan variable inference dan claritu secara parsial tidak berpengaruh terhadap masalah kepekaan sosial. Namun, secara simultan seluruh variabel tersebut berpengaruh terhadap kepekaan masalah sosial mahasiswa IPS. Berdasarkan hal tersebut, disarankan untuk penelitian selanjutnya dapat mengkaji komponen-komponen yang mempengaruhi kepekaan masalah sosial sehingga dapat diketahui variabel lain yang berpengaruh terhadap kepekaan masalah sosial.

ABSTRACT

Students and students as student statuses should have sensitivity to problems that arise in society, especially those related to their chosen field. This study aims to analyze the effect of problem-solving models on social sensitivity in elementary school teacher education students. This study uses a quantitative descriptive approach. Data was collected using an instrument in the form of a questionnaire. The questionnaire uses a Likert Likert scale of 1-5. Subjects in this study amounted to 61 people. The data analysis process was carried out using multiple linear regression analysis, which was preceded by a prerequisite analysis test. According to the findings of this study, not all proxies of problem-solving skills affect the social problem sensitivity of social studies students. Only focus, reason, situation, and overview affect the sensitivity to social problems, while the inference and clarity variables partially do not affect the problem of social sensitivity. However, simultaneously all of these variables affect the sensitivity to social problems of social studies students. Based on this, it is recommended for further research to examine the components that affect sensitivity to social problems so that other variables that affect sensitivity to social problems can be identified.

1. INTRODUCTION

A good education will impact the quality of human resources (Hasanah et al., 2021). Education is one measure of the quality of a nation's life. It is because the level of education can indicate the quality of the resources possessed by a nation (Muspita & Sholihah, 2019; Puspitasari et al., 2021). The rapid development of science and technology is slowly changing the order of life in terms of economy, politics, culture, and even education (Kurniawatik et al., 2021; Shodiq, 2021). Education that functions as a medium for inculcating noble attitudes and character that is full of human values so that in its implementation, education does not only improve students' academic abilities but also seeks to increase the social sensitivity of each student (Hanipah & Dewi, 2022; Santika, 2021). Social sensitivity can be interpreted as a person's reaction to react quickly and precisely to objects or social situations in the surrounding environment (Anggraini, 2020; Heiriyah & Hayati, 2020). Therefore, social sensitivity must be developed, especially in addressing social problems that occur in the community (Pertiwi et al., 2020; Pitoweas et al., 2020; Wijayanti, 2019). Students and students as student statuses should have sensitivity to problems that arise

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in society, especially those related to their chosen field. He must identify problems appropriately by thinking critically and creatively and conducting analysis or research to find alternative solutions to the problem (Sueca, 2019). There are two alternative types or categories for social sensitivity: empathy is a response to behavior, actions, or sentences that are by what others expect, and social care is an interest in wanting to help others (Sutarna, 2019). This social sensitivity is shown through the level of awareness of the social environment which ultimately shapes their level of social awareness. This increase in social sensitivity can be trained and learned through the social studies learning process (Hilmi, 2017).

Social Studies contains a collection of concepts from a combination of social science and other disciplines based on educational principles (Kusuma & Rahmawati, 2019; Rismayani et al., 2020). Social Studies is a field of knowledge and analysis of social phenomena and problems to find solutions (Ollila & Macy, 2019; Whitlock & Brugar, 2019). So social studies learning in schools is focused on the information, attitudes, and abilities related to various social problems that occur around students (Adela & Permana, 2020; Azis et al., 2020). Social studies as a subject at the basic education level to tertiary institutions are integrated based on social realities and phenomena that embody an interdisciplinary approach from aspects and branches of the social sciences. (Febriani, 2021; Hidayat, 2017). Social studies learning is carried out to develop responsible ways of thinking, acting, and behaving as individuals, citizens, citizens, and citizens of the world, as well as to increase students' knowledge and understanding of their social position, rights, and obligations as citizens (Rahmawati & Zidni, 2019; Rhomadhon et al., 2016). Another goal of social studies education is to help students learn to use problem-solving thinking to solve any situation they encounter (Umbara et al., 2020; Utomo et al., 2021).

The reality shows that the sense of caring for fellow human beings is decreasing. Humans are increasingly not thinking about what happens to their social environment. There is also learning that shows a decrease in social sensitivity attitudes, such as a lack of socialization in learning. Students tend to be passive, marked by students who tend to be silent without issuing arguments or opinions. There is no interaction during the discussion process. It creates social problems. In addition, social studies learning is still teacher-centered. It is because lecturers still tend to use conventional learning methods and many learning materials are difficult for students to understand. Such conditions certainly make the learning process only controlled by educators.

One of the efforts that can be made to overcome these problems is to apply appropriate learning models, such as problem-solving learning models. Problem-solving is a process taken by someone to solve a problem (Atsnan & Yuliana, 2018; Maesari et al., 2020; Nababan, 2020). These problems need to be solved, among others, by preparing students to have social skills as citizens through innovative learning models, namely creative problem solving (Fahmi, 2016; Nana, 2018). With the problem-solving learning model, students are faced with various problems that will make students try to connect the knowledge they already have so that it will make it easier for students to face situations that are full of various problems that must be solved (Erika et al., 2021; Khoeriyah & Ahmad, 2020). Problem-solving can also improve students' knowledge, skills, abilities, and other components (Setyoko et al., 2017). The characteristics of the problem-solving learning model are that the learning process begins by asking questions or problems, focuses on inter-discipline linkages, requires children to conduct authentic investigations to find solutions to real problems, and produce certain products in the form of real works and demonstrations that explain or represent the form of problem-solving they find (Argusni & Sylvia, 2019; Munira et al., 2018; Utami et al., 2017).

Several previous studies have revealed that learning carried out with problem-solving models can significantly improve student achievement (Manik, 2020). Other studies also reveal that the Problem Solving learning model can improve students' mathematical problem-solving skills on whole number arithmetic operations in fourth-grade elementary school (Maesari et al., 2020). Similar research also reveals that the use of the Problem Solving model has a significant effect on improving students' science learning outcomes (Harefa, 2020). Based on several previous research results, it can be said that using problem-solving learning models can significantly improve student activities and learning outcomes. In previous research, there has been no study on the effect of problem-solving models in social studies learning on the social sensitivity of elementary school teacher education students. So this research focuses on how problem-solving models affect social sensitivity in elementary school teacher education students.

2. METHOD

This research is classified as quantitative descriptive research concentrating on numerical data (numbers) and statistical methods (Shodiq, 2021). Quantitative research tests hypotheses and provides facts, statistics, and relationships between variables. The subjects involved in this study were 61 students. Data collection in the study was carried out using the test method, with the research instrument in the form

of a questionnaire. The questionnaire uses a Likert Likert scale of 1-5. The data obtained in the study were then analyzed using multiple linear regression analysis, which was preceded by a prerequisite analysis test. Research on the analysis of problem-solving models begins with testing the data quality assessed using validity and reliability tests. The validity of a research instrument can be tested using Pearson correlation; if the score of r count > r table, the item on the instrument is valid. On the other hand, if the score of calculated r and table r is zero, then the item on the instrument is invalid. The p-score can also be used to determine validity. If the p-score of each statement is less than 0.05, then the research instrument is valid. Cronbach's alpha model can be used to calculate the reliability coefficient. If the score of Cronbach's alpha is 0.60, the data is considered very good.

3. RESULT AND DISCUSSION

Result

The results of the validity and reliability of the instrument are shown in Table 1.

Table 1. Validity and Reliability Test Results

No.	*Pearson Correlation*	Significance	Description	CronbachAlpha	Description
			Focus		
1.	0.766	0.000	Valid		
2.	0.687	0.000	Valid		
3.	0.589	0.000	Valid		
4.	0.727	0.000	Valid	0.857	Reliable
5.	0.779	0.000	Valid		
6.	0.814	0.000	Valid		
7.	0.504	0.000	Valid		
8.	0.858	0.000	Valid		
			Reason		
9.	0.700	0.000	Valid		
10.	0.824	0.000	Valid	0.852	Reliable
11.	0.747	0.000	Valid		
12.	0.567	0.000	Valid		
13.	0.644	0.000	Valid		
14.	0.864	0.000	Valid		
15.	0.816	0.000	Valid		
			Inference		
16.	0.701	0.000	Valid		
17.	0.828	0.000	Valid	0.809	Reliable
18.	0.867	0.000	Valid		
19.	0.816	0.000	Valid		
			Situation		
20.	0.800	0.000	Valid		
21.	0.815	0.000	Valid	0.740	Reliable
22.	0.617	0.000	Valid		
23.	0.806	0.000	Valid		
			Clarity		
24.	0.632	0.000	Valid		
25.	0.609	0.000	Valid	0.690	Reliable
26.	0.724	0.000	Valid		
27.	0.774	0.000	Valid		
28.	0.617	0.000	Valid		
			Overview		
29.	0.797	0.000	Valid		
30.	0.818	0.000	Valid	0.671	Reliable
31.	0.734	0.000	Valid		
			Peer Relation Skill		
32.	0.608	0.000	Valid		
33.	0.638	0.000	Valid	0.750	Reliable
34.	0.695	0.000	Valid		
35.	0.842	0.000	Valid		

No.	*Pearson Correlation*	Significance	Description	CronbachAlpha	Description
36.	0.752	0.000	Valid		
		Learning Self-Control and Self Direction			
37.	0.586	0.000	Valid		
38.	0.847	0.000	Valid		
39.	0.760	0.000	Valid	0.830	Reliable
40.	0.871	0.000	Valid		
41.	0.669	0.000	Valid		
42.	0.577	0.000	Valid		
43.	0.682	0.000	Valid		
		Sharing Ideas and Experience			
44.	0.932	0.000	Valid		
45.	0.894	0.000	Valid	0.776	Reliable
46.	0.623	0.000	Valid		
47.	0.645	0.000	Valid		

The data in Table 1 shows the score of sig < 0.05 and the score of Cronbach's alpha > 0.60, indicating that the data in this study are valid and reliable. The analysis then continued with the normality test of the data used to see whether the regression model's residual variables (confounding) were normally distributed. A graph shows the normality test with the dots around the diagonal line. In the PP Normal Plot Figure, the dots are around the diagonal line, indicating that the data in this investigation are consistent with the premise of data normality. The multicollinearity test in this research is used to determine whether the independent variable (independent) of the regression model has a relationship or not. If there is a relationship between independent variables, this variable is considered not orthogonal, and the regression model is considered inadequate. The tolerance score and the variance inflation factor can be used to see the multicollinearity test in the regression model (VIF). (VIF = 1/tolerance) A high VIF score corresponds to a low tolerance score. The tolerance score > 0.10, or equal to the VIF score of 10, is the cutoff number commonly used to identify the presence of multicollinearity. The results of the multicollinearity test are presented in Table 2.

Table 2. Validity and Reliability Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Focus	0.493	2.028
Reason	0.168	5.936
Inference	0.188	5.328
Situation	0.186	5.381
Clarity	0.479	2.087
Overview	0.528	1.892

Table 2 describes the tolerance score > 0.10 and the VIF score of 10 needed to meet the multicollinearity assumption in this research model. After obtaining the results of the validity and reliability of the research, then proceed to the heteroscedasticity test, which is used to test whether the residuals of the regression model are not the same from one observation to the next. If there is no heteroscedasticity in the regression model, it is said to be very good (homoscedasticity). Many testing techniques are available, and the researcher in this study chose the Scatterplot approach. Residual spread, or points that spread out regularly but do not form a pattern or gather in one location, and whether the spread is above or below 0 (zero) on the vertical axis. The regression equation has met the requirements for the assumption of heteroscedasticity starting from 0 (zero) (Y-axis), then the multiple linear regression model does not show heteroscedasticity. The next analysis stage is testing the research hypothesis, which is carried out through the analysis of multiple linear regression equations, F test, T-test, and Coefficient of Determination Test. Processing data carried out the analysis of multiple linear regression equations through SPSS 24.0. The results of multiple linear regression analysis are shown in Table 3.

Table 3. Multiple Linear Regression Analysis Results

Variable	*Unstandardized* B	*Coefficients Std. Error*	t-count	*p-score*
(Constant)	0.090	0.107	0.847	0.401
Focus	0.563	0.078	7.253	0.000
Reason	0.430	0.048	8.894	0.000
Inference	0.015	0.049	0.310	0.758
Situation	-0.129	0.052	-25.02	0.015
Clarity	0.019	0.030	0.633	0.529
Overview	0.096	0.031	3.118	0.003
F-test			327.40	0.000
Adjusted R Square				0.970

Based on the findings in Table 3, the p-score of the t-count variables for the focus, reason, situation, and overview variables are all <0.05, while the p-score for both inference and clarity is > 0.05. It shows that partially (individually) focus, reason, situation, and overview affect sensitivity to social problems, while inference and clarity variables partially do not affect social sensitivity problems. Thus, the best effort to increase sensitivity to social problems in social studies students is to increase focus, reason, situation, and overview. However, suppose you look at the highest Beta scores. In that case, it is the focus (0.563) and reason (0.430), so this variable is the most suitable to be improved if you want to increase the sensitivity to social problems of social studies students. Furthermore, in the F test, the estimated F score is 327.40 with a significance of 0.000, indicating that attention, reason, inference, circumstances, clarity, and description influence sensitivity to social problems simultaneously. The calculated p-score F for the variables focus, reason, inference, situation, clarity, and overview is 0.000 < 0.05, implying that the variables focus, reason, inference, situation, clarity, and overview affect the sensitivity of social problems among students IPS.

The results of the t-test calculation show that: the calculated t-score of the focus variable is 7.253 with a sig score of 0.000 <0.05, this indicates that the focus variable has a positive and significant effect on the sensitivity of social problems; The explanatory variable has a t-count score of 8.894 with a sig score of 0.000 <0.05, this indicates that it has a positive and significant effect on sensitivity to social issues; The inference variable has a t-count score of 0.310 with a sig score of 0.758 > 0.05, so this indicates that it has no positive and significant effect on sensitivity to social issues; The context variable has a t-count score of -2.502 with a sig score of 0.000 which is <0.05, this indicates that it has a negative and significant effect on sensitivity to social issues; The clarity variable has a t-count score of 0.633 with a sig score of 0.529 > 0.05, this indicates that it has a positive and significant effect on sensitivity to social problems; and the t-count score of the general description variable is 3.118 with a sig score of 0.003 <0.05, this indicates that it has a positive and significant effect on sensitivity to social problems. Furthermore, in the Coefficient of Determination Test, the R Square score obtained is 0.970. These results show that problem-solving skills proxied by attention, reasoning, inference, circumstances, clarity, and description affect 97 percent of PGSD students' sensitivity to social problems. At the same time, other elements influence the remaining 3%.

Discussion

Based on the research analysis results, it is known that not all proxies of problem-solving skills affect the sensitivity to social problems of social studies students. This can be shown through the p-score of the t-count variables for focus, reason, situation, and overview, which is smaller than 0.05. In contrast, the inference and clarity variables have p-scores greater than 0.05, so it can be said that partially (individual) focus, reason, situation, and overview affect the sensitivity to social problems. In contrast, the inference and clarity variables partially do not affect the problem of social sensitivity. It can be seen from the calculated p-score F for the variables focus, reason, inference, situation, clarity, and description is 0.000. It is less than 0.05, implying that all variables, including focus, reason, inference, situation, clarity, and description, affect the sensitivity of social problems among social studies students. Social sensitivity is the behavior of someone who shows concern for the environment, such as sharing what is owned by others, helping, cooperating, being honest, generous, paying attention to the rights and welfare of others, and trusting and respecting each other (Shodiq, 2021; Wijayanti, 2019). The social sensitivity a person possesses will increase the inner drive to make a moral judgment, decision making, and moral action which is then applied in everyday life (Pertiwi et al., 2020; Pitoweas et al., 2020; Wijayanti, 2019).

Social sensitivity can be trained through social studies learning accompanied by the use of problem-solving learning models. Problem-solving is a learning model that emphasizes how students can solve existing problems (Fahmi, 2016; Nana, 2018). The purpose of using the problem-solving model is so that

students can understand the problem by scientific rules and critical thinking steps (Erika et al., 2021; Khoeriyah & Ahmad, 2020; Setyoko et al., 2017). Learning using problem-solving models is carried out by presenting subject matter that confronts students with problems that must be solved to achieve learning objectives (Argusni & Sylvia, 2019; Munira et al., 2018; Utami et al., 2017). The learning process that emphasizes problem-solving will create social sensitivity in students. The results obtained in this study are in line with the results of previous studies, which also revealed that learning carried out using a problem-solving model can significantly improve student achievement (Manik, 2020). Other studies also reveal that the Problem Solving learning model can improve students' mathematical problem-solving skills on whole number arithmetic operations in fourth-grade elementary school (Maesari et al., 2020). Similar research also reveals that the use of the Problem Solving model has a significant effect on improving students' science learning outcomes (Harefa, 2020). Based on some of the results of previous research, problem-solving learning models can significantly improve student activities and learning outcomes.

4. CONCLUSION

Based on the research analysis and discussion results, it can be concluded that not all proxies of problem-solving skills affect the social problem sensitivity of social studies students. Only focus, reason, situation, and overview affect the sensitivity to social problems, while the inference and clarity variables partially do not affect the problem of social sensitivity. However, simultaneously all of these variables affect the sensitivity to social problems of social studies students.

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