

The Strategies to Improve Social Solidarity of Senior High School Students through History Module based on Problems

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Abstract

This research aims to describe the strategies and the effectiveness of history module based on problems in increasing the solidarity of Senior High School Students. The efforts to improve the social solidarity of Senior High School Students were done to minimize the problems which occurred in the school environment and to find the conflict resolution on multicultural society. To achieve the objectives, this research used combination methods of qualitative and quantitative which refer to the design of exploratory sequential mixed methods. The result of the research shows that students could understand the material and solve the problems structurally through history module based on problems. The problems arranged in the module are contemporary and associated with inter-ethnic conflict in the students' environment while the material on the module is local history. The students' understanding towards the material and the ability relating to the contemporary problem can improve the social solidarity. Based on the statistic data analysis, the history module based on problems is effective to improve the social society

Keywords: The social solidarity of Senior High School Students, history module, learning process based on problem

Introduction

Multicultural society is the form of diversity and culture wealth which consists of tribe, religion, race and language. According to Pierre L. Van den Berghe (in Nasikun 2005: 14-41) the characteristics of multicultural society are (1) having sub-cultures that is different from each other (2) having a divided social structure (3) the lack of consensus among the members toward the basic values (4) experiencing conflict among the groups (5) the growth of social integration on the coercion (6) the presence of political domination by one group to another group. The characteristics clearly show that multicultural society can be the weakness for a nation because the diverse structures are not easily to interact harmoniously to the whole aspects of life.

The diverse structures in every society group become a dichotomy to know each other, so that the interaction in the society never reaches up the understanding stage and opens to a difference. There are some certain groups which have superior claim among others. This superior claim causes the conflict in multicultural society hardly to be prevented. Every group holds on the truth principle in contrary different perspective, so that they are ready to attack each other if there is a provocation. In simply terms, it can be stated that a conflict can easily occur in the multicultural society. According to Kartono (1998:213) conflict is defined as regular consequence of the individual diversity with the different character and so is the life goal. Moreover, a conflict is an important character and component from a community process and it occurs through the ways that people usually use to communicate each other (Wahyu 1986:158). Conflict is often followed by violence such as war and slaughter (Susan, 2009:5).

In conflict-prone multicultural society shows the lack of social solidarity sense among communities so that the statement was said by Nuryanto (2014:4) that social solidarity is trust, ideals, solidarity, and the sense of having each other among individuals as the community member. Those characteristics do not exist in multicultural society and therefore the social solidarity needs to improve as the mean for creating harmony in society. The increasing of social solidarity can be done through the school educational institution especially at the level of Senior High School Students. Some problems that often occur in Senior High School students are fighting among students, the competition among extracurricular activities, the lack of good perspective among students because of ethnic, and even the fighting of students among schools indicate the lack of social solidarity sense, so it needs to be improved. In addition, the concept of life in tolerance, harmony, cooperation, and other cultures introduction can be done through educational institution. According to Thobroni (2015:34) all the units of education providers including school, society learning activity center, university and others are required to manage the needed resources and organize its using. If the concept of life in tolerance, harmony, cooperation, and other cultures introduction have been understood, so the society solidarity of students will improve and it can minimize the conflict that occurs both in society environment as well as in school environment. Thus, the next generation has understood and had the sense of social solidarity.

The social solidarity can be improved through history understanding. The history understanding has strategic role in reflecting the past event such as the resistance of Lampung people in the 19th century. The resistance shown the values of social solidarity built by Lampung people against the Dutch colonial as was stated by Agung&Wahyuni (2013:55-57) that history is a subject that imparts knowledge, attitude, and values regarding to the changing process and the development of Indonesia people dan world from the past to present. The event introduction of Lampung people resistance in the 19th century to the Dutch colonial in Senior High School students is the form of historical values implementation which can create social solidarity. The history learning at the level of Senior High School is not emphasized on the memorizing of the year and past events in the term of cognitive but rather on knowledge processing in order to make the students think critically. Furthermore, the history learning leads students to have a good attitude in accordance with the exemplified of history in the term of affective. While the history learning hones the students' ability in implementing the learned values in the real life in the term of psychomotoric. As for the affective term which wants to be achieved in this research is increasing the social solidarity of Senior High School students.

It is necessary to use history module based on problems as the learning media and companion textbook to achieve those components. The history module based on problem is the local history module which the material is the history of Lampung people resistance in the 19th century. The module applies the steps of problem based learning model (PBL) so that it will lead the students to structurally solve the contemporary problems about conflict which occurred in multicultural society. The problems solved by the students is based on the material in the module which contains the values of social solidarity. The students are led to connect and understand the past events and apply them as the conflict resolution. Moreover, the using of the module is also designed the group activity of PBL. The students are trained to apply social solidarity in the form of cooperation, responsibility, trust, and respect the difference opinion between the members as well as the groups through the group activities of PBL. Those activities are also able to lead the students to achieve the level of building their own knowledge.

The Research Method

The method used in this research is the combination between qualitative and quantitative method which refer to the design of exploratory sequential mixed methods. The design of exploratory sequential mixed methods includes two stages of research which was conducted at the different time. The first stage used qualitative method to collect the data through interview, observation, and document analysis. The qualitative data was then analyzed to describe the problems and find a hypothesis. Based on the hypothesis, this research is followed by the quantitative method. The quantitative method is used to prove the hypothesis. The analysis on quantitative method used instruments which have been validated and tested the reliability. The subjects of the research are the XI grade students of Civil Senior High School in Trimurjo, Central Lampung. In the quantitative research, the interview was done both to teachers and students to acknowledge the level of social solidarity and the understanding to the multicultural society's problems, the observation was done to acknowledge the process and the using of media in learning history, furthermore the document analysis was done to acknowledge the learning tools used by the teachers. While the stage of quantitative research was done to test the hypothesis through instruments.

The respondents used are 186 students who were divided into experimental class and control class. The quantitative analysis was done through t test to compare the results between experimental class which used history module based on problems and control class which didnot use the module.

The Result And Discuccion

1. The social solidarity of Senior High School Students

According to Koentjaraningrat (2009:104) the social solidarity is the solidarity that shown on the state of relationship between individual and group based on the moral and beliefs which are believed together and strengthened by emotional experience. The most interesting in social solidarity is the form of chaning which unites and how the members see themselves as a part of the whole (Durkheim in Ritzer, 2014:145). Meanwhile, based on the research conducted by Berry (2011:2.1-2.21) to achieve the social solidarity in multicultural society needed the integration among the society which is based on the equality both psychologically and compatibly.

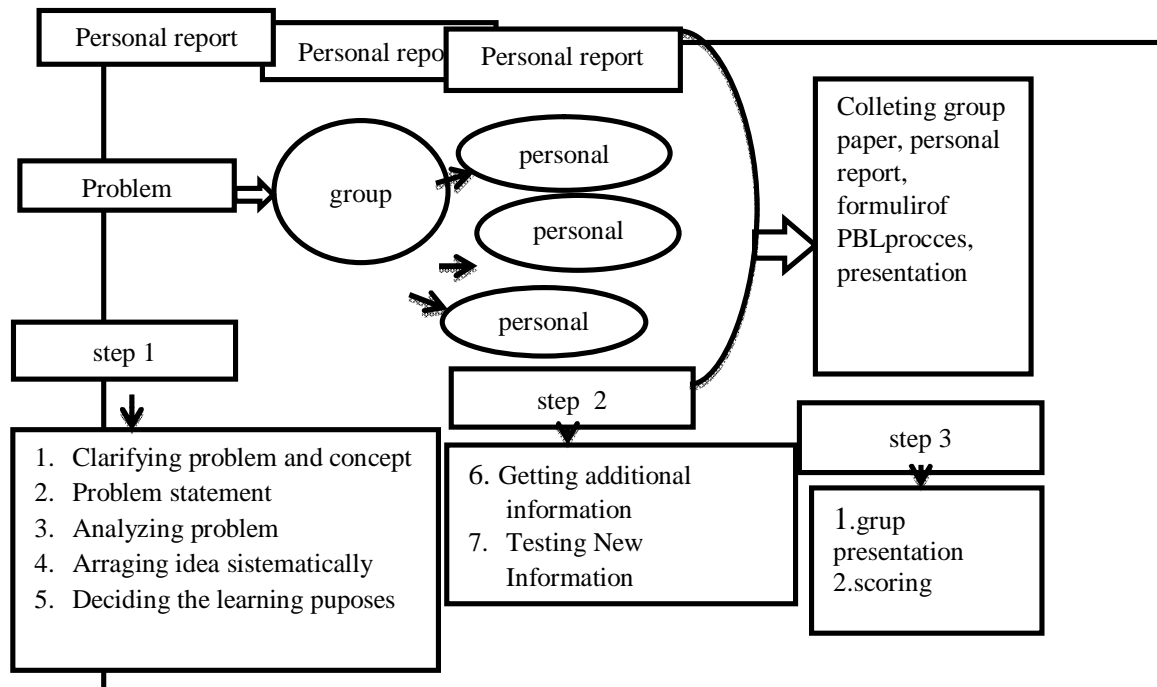
From the explanations, we can understand that social solidarity is an attitude which needs to develop in multicultural society. The social solidarity is not also an attitude which naturally exists both in an individual and social group. It means that the social solidarity owned by each individual is a bond formed intentionally. Social solidarityis only in society which is interconnected at the certain time interaction, knowing well, and having the same background. Social solidarity will change according to the society development as stated by Durkheim about the changing of mechanic social solidarity into organic that in modern society, the collective conscience is much reduced but it allows more solidarity based on the moral (Ritzer, 2014:150-151). The organic solidarity in modern society is more likely to unite various groups in multicultural society because the built social solidarity does not stuck on one aspect so that more bonds which can unite individuals.

Based on the assumption, the focus of this research is the strategy to improve the organic solidarity in Senior High School Students. The objective is to lead the students' paradigm about social society which is developed and unlimited to the collective bond. Various problems which occurred in Senior High School Students shows that the organic social solidarity need to improve. Malewiz and Pacheco (2016:324-332) in their research explains that regarding to the diversity and addressing the increasingly global life, social solidarity needs to improve especially in developing the social solidarity in students. Meanwhile, Sammut and Gillespie (2011:1-7) in their research explains that the impartation about social solidarity is as duty and obligation. Based on the opinions, this research offers the solutions in the form of strategies to improve the social solidarity sense of Senior High School students. Those strategies are using the history module based on problems which describes about the local history material by applying the problem based learning model (PBL). The PBL Module which exists in the module will guide the students to interpret the social solidarity values from an event and apply it in the present life.

2. Problem-based history module to Improve Social Solidarity

Problem-based history module contains the local historical material and applies a learning model. Selection of local history as a material in a module because local history allows us to relate intimately with a very local event and perhaps, it has been considered not great, but actually it has an important role and valuable in developing events be larger (Abdullah, 1990: 19) .In addition, local history is an familiar and related to the students so it would be interesting to learn. The local historical material contained in this module is Lampung people resistance at 19th century. In that event, there are social solidarity values of Lampung societies to face Dutch hegemony. The values of solidarity are cooperation, responsibility, mutual trust and difference understanding. While, the selected model learning for the module is Problem Based Learning (PBL). The reason used this model because the process of problem based learning (PBL) enables students to critical thinking and analysis in understanding the values of social solidarity and implement it in contemporary problems in the form of conflict resolution.PBL steps have already applied in the module include (1) the orientation of students on the problem, (2)organizing students in learning, (3) guiding the assessment or analysis of individual and group, (4) developing and presenting work, (5) analyzing and evaluating the problem solving process.

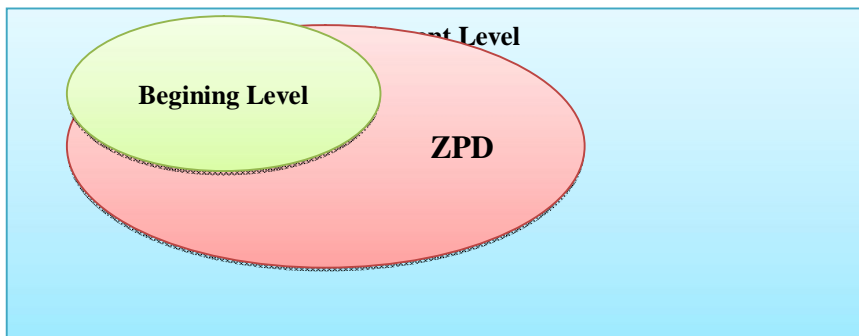
If the module reads based on the PBL instructions, students will be directed to understand the importance of social solidarity because in every material, there is a record sheet to describe the students' understanding. The sheet note will be used as a reference to solve the main problem about conflict resolution in a diverse society. In addition, the module is also completed by a process of discussion PBL. PBL steps of the discussion process in the module can be seen from the following picture



The design of PBL Group Activity (Amir, 2015:27)

From the picture above, we can see that to solve a given problem, members of each group must cooperate and be responsible in their duties. Each individual has a role in solving the problem so it must be mutual trust between each other. While the collection of information of each student has a different perspective on an issue and at this stage that students are trained to appreciate a difference opinion. The attitude of cooperation, responsibility, mutual trust and respect for the difference opinion are a component of a social solidarity sense that must be a habitual of students through a learning process.

Moreover, learning in groups will allow students to enter the zone of proximal development stages (ZPD). According to Slavi, 1994 (Subakti 2010) zone of proximal development (ZPD) is the distance between the actual developmental level in the form of solving problems independently, with the level of potential development in the form of problem-solving skills through the assistance or cooperation with other. While to reach the zone of proximal development (ZPD) scaffolding, it needs to be done in the early level of learning. According Kurniati and Ferawati (2016: 5) Scaffolding helps students at the beginning learning to achieve understanding , skills and it is reduced gradually until students can learn independently and find solutions for their duties. The describing zone of proximal development (ZPD), as follows:



Zone Of Proximal Development (Subakti: 2010)

From the picture, it shows that learning in groups by using PBL model will lead students to achieve maximum competence in learning. While the scaffolding is given at the beginning of learning in the form of referrals and giving examples about solving problems independently. When the problem is given and the student is having trouble for finding independent solutions so we conducted this study in groups.

Interaction between students in a group when they cannot solve the problem, it will direct students to find their own knowledge. In this level, students can be said reach the zone of proximal development (ZPD). Students can find his own knowledge based on processing knowledge through interaction with other students. (Danoebroto 2015: 194). Therefore, we can understand the cognitive development of learners are not only influenced by the biological aspects but also connects to social interaction aspect as the theory of cognitive development, Vygotsky states that cognitive development is obtained by two channels, these are the basic processes of biological and psychological processes.

3. Problem-Based Module Effectiveness

The Effectiveness of problem-based modules can be seen from the increase in pretest and posttest results of both questions and questionnaires in the experimental group who use problem-based history module and a control group that did not use the module. Based on the results of processed data, the results of the assessment conducted through questionnaires and questions. The results obtained in normality test showed both groups gained significant value > 0.05 , meaning that both groups used normal distribution. Furthermore, data from questionnaires filled out by the students, will determine the level of social solidarity of students through the test of effectiveness. The data in effectiveness testing is the result of social solidarity posttest questionnaire between experimental and control groups. The results of testing the effectiveness of students' social solidarity is test $F = 1.447$ with a significance level of $0.235 > 0.05$, there are similarities variants. While the test results $t_{hit} 26.698$ with a significance level of $0.000 < 0.05$ then H_0 is rejected so the value between the experimental and control group did not same. The experimental group had a higher value in comparison with the control group. That is a significant difference in the experimental group that uses problem-based modules. As for the results of testing effectiveness in student achievement obtained test results $F = 0.084$ with a significance level of $0.773 > 0.05$, there are similarities variants. While the test results $t_{hit} 3.303$ with a significance level of $0.001 < 0.05$ then H_0 is rejected, the average experimental class and control class are not the same after treatment. There is positive and significant increase in the class that uses the module. From the result, it can be taken an explanation that problem-based history module has effectiveness in learning process. The module can improve social solidarity and the performance of high school students in the teaching history.

The results of these studies according to Draghicescu (2014: 297-301) the model of problem-based learning (PBL) is a learning strategy that directs the students in action, experiments, scientific inquiry and problem solving. Problem-based learning can help develop the cognitive, instrumental and transversal to the competence of students and allow it to achieve a large knowledge. In addition, Prayogi and Asy'ary (2013: 79-87) state that the implementation of PBL model can improve learning result and students' critical thinking ability. Furthermore, the research of student activity sheet (LKS) is oriented PBL conducted by Earth and Agustini (2016: 182-190) PBL oriented LKS effective used in the learning process. Based on several researches that are relevant to this research and the effectiveness test that have done show that problem-based history module can be used to promote social solidarity and student achievement effectively.

Conclusion

As one of the subjects in high school level, history has a role in improving social solidarity between students. The increasing social solidarity is done to respond the contemporary situation in communities that require students to accept diversity with a sense of social solidarity. In addition, some of the problems occur in the school environment such as fights between students, ekstrakurikuler competition, less perspective of ethnic diversity, even fights between schools students, indicating a lack of social solidarity of high school students. Therefore, it is conducted research on strategies to increase the social solidarity of high school students through the history of problem-based modules. Based on the study data showed that there were differences between the achievement improvement and social solidarity in the experimental group using problem-based history module with the control group who did not use the module. After given the treatment, a class that uses problem-based history module has a knowledge level of material and social solidarity is better than the classes that do not use the module. Therefore, it can be concluded that problem-based history module can be used to promote social solidarity in high school students effectively.

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