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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, history module, problem based learning*

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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 defines 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 violences 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 and 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 psychomotor. 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.

Literature Review

Social Solidarity of 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 changing 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 solidarity is 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.

Problem Based Historical Module

The problem-based historical module contains modules of local historical material and applying a learning model. The selection of local history as a material in the module, because local history allows us to relate intimately to local events and may not be considered large, but actually has an important and valuable role in shaping larger events (Abdullah 1990: 19). In addition, local history is a close and related to students event that will be more interesting to learn. The local historical materials that exist in this module is Lampung society resistance in the 19th century. In these events, there are social solidarity values of Lampung society when faced with Dutch hegemony. The solidarity values are cooperation, responsibility, mutual trust and understanding of difference. While the learning model chosen for the module is problem based learning (PBL). The reason for using the model causes the process of problem based learning (PBL) allows students to think critically and analysis in understanding social solidarity values of learning materials and realizing them in contemporary issues in the form of conflict resolution. As Arends (2008: 43) argues that PBL helps to develop problem-solving thinking and problem-solving skills, learn the roles of adults and make students self-reliant.

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 did not use the module.

Result and Discussion

The Analysis of Student's Social Solidarity and Historical Learning Media

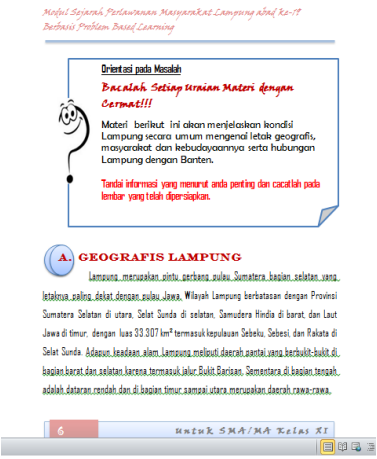
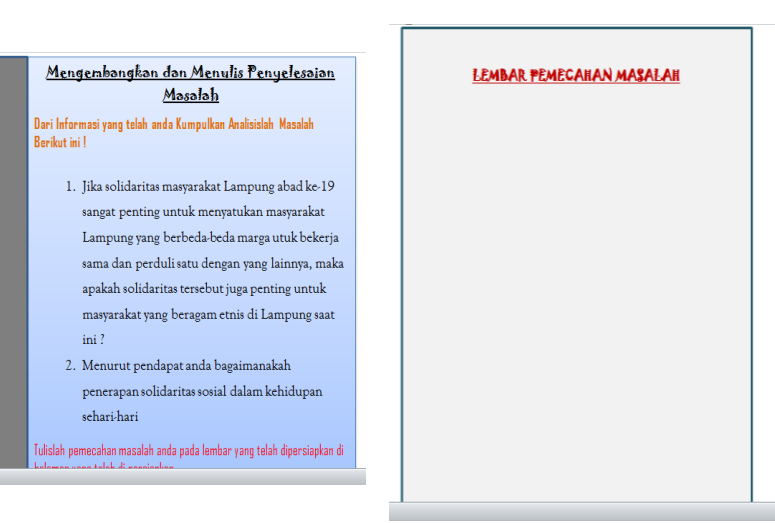
Based on the results of interview analysis to teachers and students about social solidarity obtained information that, social solidarity level of students at SMA Negeri 1 Trimurjo still less. This can be seen from the existence of competition among extracurricular activities that often lead to animosity between students. In addition, in the learning process, especially in the discussion activities are still less effective, it is caused by lack of cooperation, appreciation of differences opinion and responsibility among students in one group. While, the students' understanding of the multicultural society is limit to understand the negative and positive consequences. Students have not yet understand that social solidarity is necessary in a multicultural society. The result of observation and document analysis on historical learning shows that has not yet used media that can improve student's social solidarity. Furthermore, in the historical learning that run the method of learning used by teachers is still conventional and does not involve students' cognitive processes, consequently the historical learning is considered as the past history without the values that need to emulate.

Based on the analysis, it is necessary to change the method and the use of historical learning media that can improve students' social solidarity. Social solidarity that must be formed in the learning process is organic solidarity. Efforts to increase organic social solidarity can be done through the performance in groups. The performance is in the form of problem solving on multicultural community conflicts that exist in student environment. Meanwhile, to support the problem solving, it is necessary to use instructional media in the form of local historical module that apply problem based learning model and reflect social solidarity values. This problem-based local historical module will lead students to understand the importance of social solidarity in a multicultural society. While, learning in groups will lead students to realize the social solidarity values in the form of cooperation, appreciation of differences opinion and responsibility in solving the problem given.

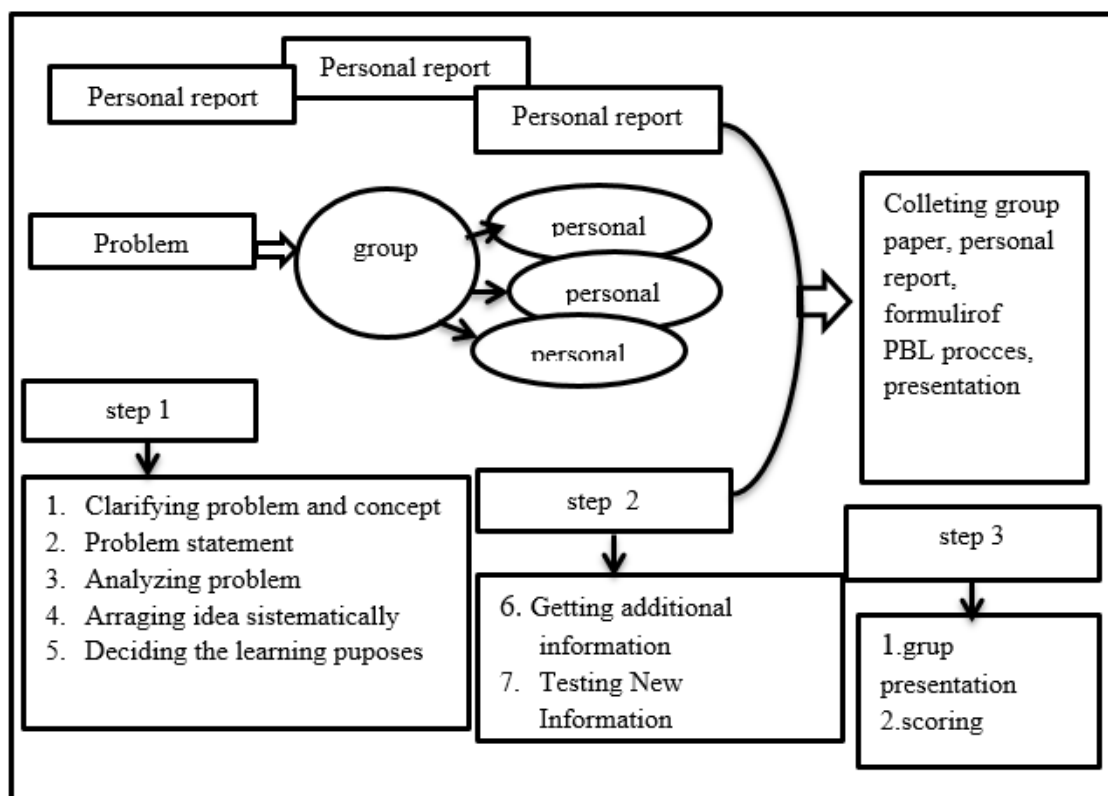
Problem Based Module for Improve Student's Social Solidarity

The problem-based historical module is a local historical module of the Lampung society's resistance in 19th century that contains social solidarity values and applying the PBL steps. The social solidarity values can be seen from the support of different communities of the clan against the resistance leaders, both during Raden Intan I (1808-1828), Raden Imba II (1828-1834), Bathin Mangunang (1817-1834), and Raden Intan II (1850-1856). The PBL steps applied in the module include (1) student orientation on the problem, (2) organizing students in learning, (3) guiding individual or group assessment or analysis, (4) developing and presenting the work, (5) analyzing And evaluate the troubleshooting process. If the module read accordance to the PBL instructions, students will be directed to understand the importance of social solidarity because in each material there is a note sheet to describe students' understanding. The note sheet will be used as a reference to solve the core problem of conflict resolution in a diverse society.

The following is an overview of the problem-based history module:

Content Of Last Draft Module	Explanation
	<p>In each theme of the module, there are PBL steps as structured instructions to understand the essence of the material that has studied.</p> <p>Confirmation sheet at the end of the theme discussion to make it easier for students to analyze the problem.</p>
	<p>The development and problem solving written on the problem solving sheet are the student's performance in the form of resolution of the problems worked by each individual in the group and then organized into group reports In paper form.</p>

From the table, it is clear that the problem-based history module is designed to improve students' social solidarity and to improve students' cognitive abilities in determining resolution. However, it should be understood that without considering the appropriate implementation of the purpose in use of the module cannot be achieved. Therefore, the learning model that is considered appropriate implement module is PBL. This causes through the PBL model, each student participates in analyzing the problem solving because each individual in the group has responsibility in the completion of group task. Therefore, students are required able to work together and respect each other's opinions for the sake of completion in the task. As seen in the following PBL process drawings:



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

From the picture we can understand that every individual has a role in solving the problem so there needs to be mutual trust between one another. While in the collection of information each student must have a different perspective on a problem and at this stage students are trained to appreciate a difference of opinion, as well as honing skills in determining the most appropriate resolution. This is in accordance with the opinion of Hande, Muhammed, & Kommatil (2014: 62) Problem-based learning in small groups provided students with a favorable, safe environment for developing the necessary skills and attitudes. Thus, it is clear that the attitude of cooperation, responsibility, mutual trust, and respect for dissent which is a component of a sense of social solidarity can be established through a learning process using a problem-based history module implemented with the PBL model.

The affectivity of problem based module

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 are 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, extracurricular 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 are 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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