

Enhancing the Social Problem Solving Skill by Implementing the Social Inquiry Learning Model in Primary School

Slamet Widodo¹, Achmad Anang Darmawan²

^{1,2}Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Al Hikmah, Surabaya, Indonesia

¹slametwido@hikmahuniversity.ac.id; ²achmadanang@hikmahuniversity.ac.id

Abstract

The research was conducted on the basis of skills that must be mastered by students still limited to the low-level thinking. It was because the learning process conducted not to develop and to improve the skill of solving the problem. The purpose of this study was to describe the increase in the social problem-solving skills of students. The method of the research was class action research with instruments of the observation sheet, test and questionnaire sheet. There are 24 students of the 5th graders of elementary as the subjects of this research. The data analysis techniques were quantitative and qualitative descriptions. The conclusion of the research was that the social inquiry learning model could improve social problem-solving skills students. In the learning activity, the teacher was the facilitator by observing, guiding, and assessing the students' activities in solving the problems. The activities of the students in solving the students were defining the problems, finding the alternative in solving the problems, choosing the most appropriate way, predicting the solution and evaluating. After the lesson was over, the students were happy and giving positive response because they were involved directly in solving the problems.

Keywords

Social Studies; Social Inquiry Learning Model; Problem-solving Skill



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INTRODUCTION

This research began when researchers conducted observations at SDN Jeruk 2 Surabaya, especially in class V A. This initial observation using questions and observations addressed to students. The results of these observations indicate that the social science learning (IPS) conducted by the teacher is still limited to the material of rote. Students are treated only

with material regardless of other capabilities that should be mastered by students. Furthermore, from the recognition of students during the learning process, especially in the lesson IPS, no other skills developed.

When viewed from the student record is clear, the contents of the catheter is only limited material and questions that develop low-level thinking skills.

Demonstrated from the low quality of questions that is; what, who, where. Even if there is, the question how, and why to answer students do not have trouble finding answers. Because the answer already exists on the material given by the teacher. When researchers explore the ability of students deeper. Researchers find students' answers that only lead to the ability to memorize the material.

Students only see the material given by the teacher. Students do not develop the answer by thinking it deeper. That is, students are able to compile and produce their own answers by looking at and considering the factors that may occur when deciding to select that answer. This is why the ability or skills of students are less developed.

Taking note of the problems described above, the researcher assumes that the low student skills are caused by several things, namely; (2) the teacher has not developed a learning strategy that match with the student's self-development including social problem solving skills, whose content includes appropriate learning models and methods, (3) the teacher has not developed learning process that can improve the atmosphere of conducive learning in accordance with the

steps of learning, (4) teachers have not developed learning that can improve students' skills, especially skills in solving social problems. More specifically, all that because the teacher has not developed appropriate learning strategies, the contents of the model and method of learning. Whereas, the skill in solving the problems is very important to be given to the students of elementary (Ngang, Nair, & Prachak, 2014).

They are only limited to materials and questions that develop low-level thinking skills. Demonstrated from the low quality of questions that is; what, who, where. Even if there is, the question how, and why to answer students do not have trouble finding answers. Because the answer already exists on the material given by the teacher. When researchers explore the ability of students deeper. Researchers find students' answers that only lead to the ability to memorize the material. Students only see the material given by the teacher. Students do not develop the answer by thinking it deeper.

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Associated with the analysis of Competency Standards (SK) and Basic Competencies (KD) for IPS class, most students are required to master material on history. Students must present content on historical events, ancient times, historical actors, and places of history. In the first semester, KD: (1.5 Recognizes the types of businesses and economic activities in Indonesia) that discuss the types of

companies and commercial activities in Indonesia although students are introduced about the kinds of companies and economic activities in Indonesia. Not that students know it, but also analyze financial problems and solve social issues. If evaluated in terms of development, class V is the period in which students can use their reason in terms of critical thinking to solve social problems.

Today's complex life, especially on social issues, requires a student to contribute his ideas to help solve social problems. It is undeniable that social problems from time to time continue to evolve along with the rapidly evolving era. The higher the human civilization, the more social problems faced by humans. This requires students to be able to solve social problems, especially about social problems that occur in the area. Reviewing the problems described earlier, to support the achievement of the mastery of social problem-solving skills, the choice of appropriate solutions is required. Solutions that can help the learning process are more meaningful so that students can develop social problem-solving skills. The main problem is that teachers have not implemented the right learning strategy. Thus, the researcher's preferred solution is

to apply the social inquiry learning model. Selection of such solutions is based on several reasons, among others; (1) model of social inquiry learning in accordance with the steps for problem solving, in which students are invited to recognize, formulate, hypothesize, gather evidence and facts, and conclude to solve social problems, (2) social inquiry learning model to guide students to take an active role (3) social inquiry model can create a conducive learning atmosphere and encourage students to be active in following learning process because students are actively thinking high level to find the solver, (4) social inquiry learning model can develop student skill in thinking of solving social problems.

This reason is reinforced by experts, among others; Robert A. Wilkins (in Sanjaya, 2006) states that in the life of a constantly changing society, the teaching of social studies should emphasize the development of thinking. According to him, the strategy of learning strategy that can develop thinking ability is a social inquiry strategy. Meanwhile, according to Bruce Joyce (in Sanjaya, 2006) social inquiry is a learning strategy of the social group (subcategory of social concept). This subgroup is based on the assumption that

educational methods aim to develop members of an ideal society that can live and can enhance the quality of people's lives. Therefore, students should be given sufficient experience how to solve the problems that arise in society.

In addition, Welton and Mallan (in Wahab *et al* 2009) compare the term inquiry with problem solving methods and even with rote / memory as a behavior and process. In this context, inquiry provides a way for students to solve problems or to process information. In previous practice, Amri's research (2010), proves that learning by inquiry method can increase the average value of material mastery achievement. Therefore, students should be given sufficient experience how to solve the problems that arise in society.

The aims of this research are (1) to describe teacher activity; (2) to describe student activities; (3) to describe the improvement of students' social problem solving skills; (4) to describe the student's response. The term Social Science (IPS), which officially began to be used in Indonesia since 1975, is the Indonesian term for Social Studies, as in the United States. In the world of social knowledge or social knowledge we know several terms, such as social sciences, social studies and

social sciences. According to Soemantri (in Sapriya, 2009) IPS education is a selection of the disciplines of social sciences and humanities, as well as basic human activities are organized and presented scientifically and psychologically for educational purposes.

According to Djahiriand Ma'mun (in Gunawan, 2011) IPS or social studies the concepts are the concept of choice from various sciences then combined and processed in pedagogical dikdatis according to the level of student development. Judging from the review of Article 37 of Law no. 20 of 2003 on Sisdiknas (in Gunawan, 2011) that the materials of social science studies, among others; geography, history, health economics, and so on.

Besides, Sardjiyo *et al* (2009) also suggest that IPS is a field of study that studies, examines, analyzes symptoms and social problems in society by reviewing various aspects of life or a combination. From multiple opinions that have been described so it can be concluded that IPS is a field of study that studies all aspects of human life in a social context.

According to Somantri (in Gunawan, 2011), the purpose of IPS education is to help the growth of thinking social scientists

and understand the concepts, and help the growth of good citizens. The goals of IPS education may vary starting from: (a) civic education, (b) understanding and mastery of social science concepts, (c) materials and problems occurring in a society developed reflectively.

Meanwhile, according to Wahab (in Gunawan, 2011), the purpose of teaching social studies in schools is no longer solely to give knowledge and memorize a fact and information but more than that. Students other than expected to know they can also develop skills in various aspects of life starting from academic skills to social skills. From a series of IPS educational goals that have been put forward in essence IPS education has the aim to form learners have the knowledge, skills, abilities, awareness, in studying history, economics, sociology, geography and health that can eventually be useful later when living directly in the community.

According to Schmidt (in Amri and Ahmadi, 2010) inquiry is a process for obtaining and obtaining information by making observations and or experiments to find answers or solve problems to questions or problem formulations using the ability to think critically and logically. Inkuiri provides an overview of the way of

learning like the way a scientist in reviewing a research object. Meanwhile, according to Hebrank, Budnizt, Chiapetta, and Adams (in Amri and Ahmadi, 2010) inquiry itself is actually a common procedure performed by scientists and adults who have high motivation in the effort to understand natural phenomena, clarify understanding, and apply it in daily life -day.

Seif (in Ngalimun, 2013) argues that inquiry means knowing how to find something and how to know how to solve problems. Menginkuiri about something means seeking information, having curiosity, asking questions, investigating and knowing the skills that will help her solve the problem.

Basically, social inquiry learning is the same as inquiry learning. The difference lies in the object or field of study being studied. The social inquiry model was born on the basis of social scientists who adopted the inquiry model of inquiry into social inquiry. Complex social problems encourage people to try to find a solution. Although the field of social studies does not mean just to know it but push people to think deeper. From there the background of the onset of social inquiry learning.

Social inquiry learning model is a series of learning activities that use all the potential and skills of students in order to assess, assess, study, search and analyze all kinds of objects, human, and events systematically, critically, logically and analytically so that students are able to find their own meaning of the material the lesson.

This learning model involves all the skills and skills of students. The students 'skills and abilities will develop along with the students' own personal development. Human nature is always curious about everything becomes the cause of the creation of this learning model.

According to Bruce Joyce (in Sanjaya, 2006) social inquiry is a learning strategy of the social group of the concept of society. This subgroup is based on the assumption that educational methods aim to develop members of an ideal society that can live and can enhance the quality of people's lives.

According to Sanjaya (2006), in general the process of learning by using inquiry model can follow the steps as follows: 1) Orientation, orientation step is a step to foster atmosphere or climate responsive learning. In this step the teacher conditions the students to be ready to carry out the

learning process. The orientation step is a very important step. 2) formulating the problem is a step in which the student finds the problem and then determines the main points to be sought answers. At the stage of formulation of this problem students are invited to write down the important points of the problem. Teacher as a facilitator should guide how students are able to find problems that require answers, 3) Formulate Hypotheses, this stage is a temporary answer of a problem under study.

As a temporary answer, the hypothesis needs to be verified. The curiosity of large students will encourage students to assume answering a problem, 4) collecting data, is the activity of capturing the information needed to test the proposed hypothesis, 5) testing the hypothesis, at this stage is the process of determining the answer that is considered acceptable in accordance with the data or information obtained based on data collection, 6) formulate conclusions, at this stage is done the process of describing the findings obtained based on the results of hypothesis testing. Shah (2003), argued that learning problem solving is basically learning to use scientific methods or think systematically, logically, regularly, and

carefully. The goal is to acquire cognitive abilities and skills to solve problems rationally, straightforwardly and thoroughly. For that, the ability of students in mastering concepts, principles, and generalizations and insight (sense of belonging) is necessary.

This opinion is reinforced by Lawson (in Shah, 2003) which states that almost all areas of study can be used as a means of learning to solve problems. For this purpose, teachers (especially those who teach exams, such as mathematics and science) are strongly encouraged with problem-oriented models and teaching strategies.

A student needs to learn about solving social problems of society. The importance of mastery of social problem solving skills for students is due to the challenges and demands of human life in the future will be more severe, and the social problems it causes are also very varied and complex. Rensnick (in Muij and Reynolds, 2008) says that children and adults will need to have the skills to make choices and to overcome problems by using logical reasoning.

Bransford and Stein (in Santrock, 2007) argue that attempts have been made to specify the steps individuals must go through to solve problems or problems

effectively, here are four steps in solving problems: 1) finding and understanding problems, Mayer (in Santrock, 2010) states that before a problem can be solved, it must be identified first, 2) develop a good problem-solving strategy, after students find the problem and define it clearly, they need to strategize to solve it. Among the most effective strategies are defining sub-objectives, using algorithms, and relying heuristics, 3) exploring solutions, once we feel that we have solved a problem, we do not know whether the solution we are implementing is what we expect. Whether the solution is correct, logical and accountable. We will not be able to know the shortcomings of the solution except by exploring solutions. After we explore the solution, the next step is to evaluate.

The goal is that the solution we apply to be effective as an effort to resolve it, 4) think and redefine the problems and solutions over time, According to Bereiter and Scardamalia (in Santrock, 2007) the final step in problem solving is to rethink and redefine the problem and solutions. That means that, the solution to a problem is not always will we apply to the problem. It is possible that the problem develops and changes over time. So what to do is to update the solution we provide, in

accordance with the situation and conditions at that time.

Social settlement skills have indicators that determine whether or not successful students solve social problems, such as; 1) aspects of finding and understanding problems. In it there are activities consisting of; a) citing problems, b) explaining problems with understandable language, c) being the answer itself, and d) describing in written or oral form. 2) aspects of formulating a good problem-solving strategy, in which there are activities consisting of; a) mention solutions to problem solving, b) explain problem solving solutions clearly and easily understood, c) explain detailed and concise problem-solving steps, and d) solutions offered logically and responsibly. 3) aspect of outlining the solution. In it there are activities consisting of; a) mention the advantages and disadvantages of the solutions offered, b) mention the supporting and inhibiting factors in solving the problem, c) weigh the suitability between the problems, the solutions, and the development of the times, and d) mention the benefits and impacts of the solutions offered. 4) evaluation aspects, in which there are several activities consisting of; a) mentioning the results of the

proposed solution, b) expressing it in an easily understood language either in written or oral form, c) detailing the deficiencies and advantages of the results achieved, d) correcting any deficiencies in detail, and making sense.

METHOD

The design of this study is a classroom action research (PTK). According to Lewin (in Arikunto, 2010) the main concept of action research consists of four components, namely: (1) planning, (2) acting, (3) observing (observing), and (4) reflection (reflecting). According to Trianto (2011), the purpose of this classroom action research is to solve problems, improve conditions, develop and improve the quality of learning.

The subject of this research is the students of grade V A SDN Jeruk 2 Surabaya, which amounts to 24 students. While the location of this research is at SDN Jeruk 2 Surabaya, located on Jl. Lakarsantri No. 228.

In this study using data collection techniques such as; 1) observation, 2) test, and 3) questionnaire of student response. Observation techniques are used to determine the activities of teachers and students during the learning, the test is

used to determine the improvement of students' social problem solving skills, and student response questionnaire is used to determine the student's response to the teacher's learning.

This study uses an instrument consisting of: (1) Observation sheet; (2) The test sheet; (3) Questionnaire. The observation sheet was used to measure the success of teacher and student activity during the learning process, the test sheet was used to measure the successful mastery of students' social problem solving skills, and the questionnaire was used to measure the student's response to teacher learning.

In this research to analyze the data of the researcher using analysis technique description and analysis technique with statistic formula. Data analysis activities were obtained from two observers, then the data will be recorded and calculated by the researcher. The formula below is used to calculate data from observation of teacher activity and from result of student activity. This analysis uses the formula:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = percentage of occurrence frequency occurring

f = number of teacher activity that appear
 N = total activity count
 (Indarti, 2008)

Based on the indicators of success of this study, it is said to have succeeded if the value of students in a class $\geq 80\%$ of the number of students one class. To determine the success rate of students defined the number of students who get the value of ≥ 70 multiplied 100% divided by the number of students one class, it can be calculated using the formula as follows:

$$P = \frac{\sum x}{N} \times 100 \%$$

Information:

P = percentage

$\sum x$ = number of students who score ≥ 70 .

N = total number of students.

The result of questionnaire of student response was obtained after the researchers distributed questionnaires to the students. This is done after completion of learning activities. To calculate student questionnaire result is defined equal amount of student jawaban multiplied 100% then divided by total of student one class, hence can use formula as follows:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = percentage

F = number of voters

N = total student number
 (Indarti, 2008)

This research has indicators of success consisting of; 1) the activity of teachers and students is considered successful if the percentage of success from the result of the percentage of all aspects of the activity reaches $\geq 80\%$, 2) the student's skill results are calculated to be successful if the students who score ≥ 70 reach the presentation $\geq 80\%$, 3) good and complete if student answers in columns (yes) reach $\geq 80\%$ of the number of students.

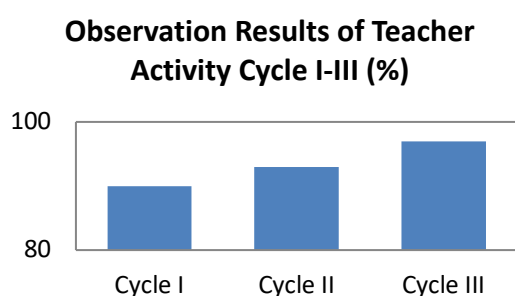
RESULT AND DISCUSSION

The results of this study will be presented in each cycle, where each cycle there are two times teaching with face to face. Any incident regarding the application of the social inquiry learning model to improve problem solving skills for grade A students of SDN Jeruk 2 Surabaya will be recorded and analyzed using the instruments provided. The goal is to simplify the data processing and determine the improvement in the next cycle.

In one cycle of this study there are several activities that are always implemented, among others, namely: (1) planning, in planning researchers coordinate with classroom teachers. The goal is to facilitate in analyzing all matters

relating to the success of learning, it contains activities to analyze the curriculum, making learning tools that contain; lesson plans, student activity sheets and key, evaluation and key sheets, student books, and research instruments, and instructional media(2) implementation, in the implementation stage of the researcher conducting the teaching activity in accordance with the implementation plan of learning by using social inquiry learning model; (3) Observation, in observation stage will be done by two observer. His duty is to observe all activities of teachers and students during the learning process, especially on improving students' social problem solving skills;(4) reflection, in the reflection of the researcher and the observer discuss the results achieved from the learning activities. His job analyzed the results, advantages, and shortcomings to further determine the corrective measures.

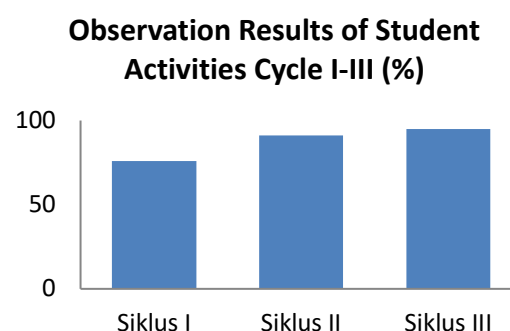
Percentage of teacher activity data on IPS learning using inquiry learning model implemented in cycle I to III can be seen in diagram 1 below:



Graph 1. Observation Results of Teacher Activity Cycle I-III

Based on the tables and graphs of observations that have been done by the researchers, the activity of teachers in learning using social inquiry learning model cycle I get percentage of 90%, cycle II get percentage of 93%, and in cycle III get percentage of 97%. From these results, the research of each cycle has increased. This indicates that the learning that has been done has been successful, therefore the study only until the third cycle.

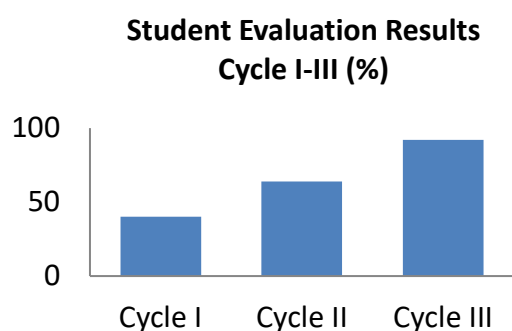
Percentage of student activity data on IPS learning using inquiry learning model which implemented in cycle I to III can be seen in graph 2 following:



Graph 2. Results of Student Activity Observations Cycle I-III

Based on the tables and graphs of observations that have been done by researchers, that the student activity in learning cycle I get the percentage of 75.8%, the second cycle of 91%, and the third cycle of 95%. From each cycle of student activity has increased. This shows that learning has been said to be successful because the percentage earned $\geq 80\%$ matches the specified target. Therefore, learning ceases in cycle III.

Percentage of test data of student evaluation on IPS learning using inquiry learning model which implemented in cycle I to III can be seen in graph 3 following:



Graph 3. Student Evaluation Results Cycle I-III

Based on the table and graph of the result of the evaluation test in the inquiry process in cycle I get the percentage of 30%, the second cycle is 60%, and the third cycle is 90%. From a series of cycles that have been done always increase. Research is considered to be successful in the third

cycle, because the percentage of completeness in accordance with the predetermined target is $\geq 80\%$ of the total number of students throughout the class. Based on the questionnaire that has been disseminated Student response after the learning with inquiry model, the students of class V A SDN Jeruk 2 Surabaya showed good results. Students feel that they have never followed learning with social inquiry model. Students feel happy to ask, happy to discuss, happy to explore the social problems that occur in the In line with the implementation of the research, researchers attempt to always make improvements after the evaluation between researchers with observers. The purpose of the evaluation is to increase the percentage of successful teacher activity in teaching. So that the last implementation result in cycle III get satisfactory result. All teacher activity has been done starting from opening, core, and closing. From the activities of the teachers, teachers give full freedom to all students about their learning styles. Students become free to choose their learning style. This opinion is in accordance with opinion (Hamruni, 2012) that the model of inquiry of social provides opportunities for students to

learn in accordance with the style of learning.

In addition, Hamruni argued, the model of social inquiry learning is able to serve and facilitate students who have more ability above the average of the other students. This is evident when the implementation of research, students who have the ability more than his friends tend to be very active both in doing the task and proposing opinions. Another success after learning with the model of inquiry of social learning is growing and increasing the ability and potential students, as seen in the learning. Students become visible active, students' social skills are increasingly seen when working in groups, the courage of students more trained when the process of searching data and facts, interaction among friends, teachers, and the surrounding environment is increasingly showing good character is evident from the way of asking, . This proof is in line with what is said by (Jufri, 2013) based on inquiry can help learners to develop their potentials maximally. Environment around students, and students feel easy in understanding the material presented by the teacher.

From the results of data obtained during the study, the percentage of teacher

activity cycle I by 90%, cycle II of 93%, and data cycle III of 97%. Judging from the success of teacher activity, since the first cycle of this research has been successful. Because teacher activity is said to be successful if it gets percentage of $\geq 80\%$ from all aspect. Thus, the teacher's activity achieved satisfactory results from cycle I. However, this research is still done until the third cycle although the result from cycle I was successful. The reason is that researchers weigh the success seen from the overall components in the learning between teachers, students with learning objectives that must be mastered by students. In addition, this research can be considered successful if all aspects of success indicators can be met. In line with the implementation of the research, researchers attempt to always make improvements after the evaluation between researchers with observers. The purpose of the evaluation is to increase the percentage of successful teacher activity in teaching. So that the last implementation result in cycle III get satisfactory result. All teacher activity has been done starting from opening, core, and closing. From the activities of the teachers, teachers give full freedom to all students about their learning styles. Students become free to

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advantages that can be known when the learning process, among others, namely; 1) the inquiry learning model can build students' social life, where students will be able to interact well between other students, teachers, other people and society; 2) social inquiry model can increase the sensitivity of students in positioning themselves, meaning students can consciously improve the existing shortcomings, for example when students are usually not active and he sees other friends active then he will try to be active in compensating them; 3) social inquiry learning model can build students' mental in interaction with others; 4) social inquiry model can improve the ability to communicate between one student with another student.

Although it is known that the advantages obtained very much, but this is not easy in applying it. The role of teachers is crucial to success in learning. Teachers should be smart in reading the situation and conditions both at the time of learning and habits in students. when the teacher knows the learning conditions are less conducive, for example the students are busy because of the hot room, then as an intelligent teacher will find a cooler or a fan. In addition, the teacher must have

creativity and innovation in terms of conditioning the students, the more teachers master the skills of class conditioning the learning that however will be more enjoyable.

There are some obstacles faced by teachers when teaching, such as; 1) there was a commotion at the time of group formation, students noisy and crowded themselves while looking for his group. This is because students pay less attention to the instruction given by the teacher, 2) unbalanced time of the teacher in the learning process. The portion of time required by the teacher during the lesson is not in accordance with the one in the RPP. As a result, when students work on the assessment sheet hastily and the results are not maximal. Because students want to get home quickly. From the constraints that have been analyzed is then made improvements in subsequent learning. So it can be seen the value of each cycle to get an increasing percentage. This shows the success of teaching conducted by the teacher.

Based on the results of the discussion that has been done by researchers from the activities of teachers showed very satisfactory results. Research is said to succeed in cycle III with the acquisition of

very high predicate. Thus, the model of social inquiry learning can improve the problem solving skills of students in class V SDN Jeruk 2 Surabaya.

The result of the percentage of student activity in learning with social inquiry learning model in cycle I is 75,8%, cycle II is 91%, and cycle III is 95%. From each cycle shows an increasing percentage. This indicates that student activity is well developed, all aspects of all student activities can be accomplished although some are of less value. From the percentage of values obtained, the student activity succeeded in cycle III, or cycle II shows the value of mastery but not yet successful because the skills of students have not reached the target value. This means that success is reviewed from all aspects and components in learning. Student activity in learning is very good, this is indicated by the readiness of students in following the learning, the ability to answer questions, ask, form groups, propose opinions, etc. By solving the problems directly based on the context, it can improve the students' skill of it. (Suryawati, Osman, & Meerah, 2010). This increase is the fruit of the efforts undertaken by teachers with improvements in each cycle. Furthermore,

balanced by the student's enthusiasm in following the learning with social inquiry model of learning. Of the many advantages derived from the social inquiry learning model, the most important thing is to provide experience to the students directly. This is in the opinion (Jufri, 2013) which states that learning activities through inquiry process can optimize the direct involvement of learners in the learning process.

In this study there are known advantages that stand out when the learning process, among others, namely; 1) the student attempts to adjust what he has just received; 2) the students are more enthusiastic and work in carrying out the task given by the teacher; 3) students feel free in performing tasks, according to their creativity; 4) students have a unique way of completing tasks, for example when searching for facts and data they have a variety of different ways some ask and then write answers, some ask at once ask for the answer, some at the time ask for information they are first or compose. During the learning activities took place there are obstacles faced by students, such as; 1) there was a commotion at the time of group formation, students noisy and crowded themselves while looking for his

group. This is because students pay less attention to the instruction given by the teacher, 2) many students are wondering when they are working on activity sheet about solving social problems because it is new students first think high level, 3) there are some terms that are foreign to students, consequently students are less understood and can not do the problem, 4) the problem given to the students rather the most, consequently students feel bored to do it, 5) students are less thorough in analyzing the problem, 6) the students' knowledge of the problem to be solved is still low, 7) students are less concerned with the direction given by the teacher, consequently in the work of mistakes, 8) there are some students when told to look for facts and data instead play outside with friends, 9) lack of student ability in evaluating the outcome of problem solving.

The constraints are solved in a way; 1) the teacher read out the group directly; 2) the teacher guides the difficulty students by coming one by one; 3) the teacher changes the term that the student finds difficult with terms that are easily understood by the students; 4) the teacher asks the students to re-examine the answer; 5) the teacher asks the students to

properly observe the teacher's explanation; 6) teachers guide directly when the process of finding data; 7) teachers provide illustrations to facilitate students' understanding. From the completion effort that has been done the goal is to improve it on each lesson from previous learning. So in cycle III this research has been said successful.

The result of percentage of social problem solving skills in cycle I obtained value of 78%, second cycle was 87.5%, and third cycle was 93%. From each cycle students' skills always improve results. This shows that the teacher's learning is successful. That reassurance proves a harmonious relationship between teachers and students during the learning process. Alignment of teachers in providing instruction followed by high enthusiasm by students in following the learning to make the results obtained continue to increase drastically.

In the activity students follow the learning to solve social problems in accordance with the syntax of social inquiry learning model. The most notable thing to observe is; 1) Students become more active than usual, as evidenced by the number of students who raised themselves to argue, 2) more conducive

classroom atmosphere, more students can focus on doing activities, 3) students are more critical in addressing social problems, evidenced when students argue that, 4) students feel happy in the activities of looking for data directly in the field. The learning activity can be more effective if it is conducted in a group. (Karasel, Ayda, & Tezer, 2010). The skill in solving the problems can be improve if there is no tendencies in the implementation. (Egeci & Gencoz, 2011). 5) students are easier in understanding learning materials, evidenced when asked by teachers almost all the answers are true students.

The success obtained is in accordance with the latter (Amin, in Jufri, 2013) that, inquiry as a model of learning has several advantages, among others are; a) encourage students to think and work on their own initiative, b) create an academic atmosphere that supports active learning that centers on the learner's activities, c) assist learners in developing positive self-concepts, d) increase expectations so that participants students are able to think of ideas to complete tasks with their own cues, e) develop individual talents optimally, and d) avoid learners from learning by memorizing the material (rote learning) lessons too much. In addition, it

turns out the advantages gained when learning takes place, among others, namely; 1) social problem solving skills encourage students to think deeper, logical, critical, creative, thorough and systematic; 2) social settlement skills build students' awareness of souls, students strive to help the problems faced by others; 3) problem solving skills can encourage students to try hard and earnest in completing the work; 4) social settlement skills can make students more careful and conscientious.

The process of implementation of learning is not as easy as in doing it, but there are obstacles that must be finished. The obstacles are 1) the students are less careful in analyzing the problem, 2) the students' knowledge of the problem to be solved is still low, 3) the students pay less attention to the direction given by the teacher, consequently in doing wrong, 4) there are some students when told to looking for facts and data instead of playing outside with friends, 5) lack of students' ability to evaluate the outcome of problem solving.

However, with the improvement effort undertaken by researchers all these obstacles can be solved, the way that is; 1) the teacher asks the students to examine

the results of their work; 2) the teacher gives an illustration through LCD projector provide understanding to the students. The use of technology in learning can improve the students' skill in solving problems. (Serin, Serin, & Saygili, 2009). 3) the teacher gives a color pat for checking student concentration; 4) teachers guide directly when the process of finding data; 5) teachers provide insights and illustrations so that students are easy in evaluating. The teachers can solve the problems during the learning activity because they have already prepared the learning documents as the guidance of the activity (Yavuz, Arslan, & Gulden, 2010). From the evaluation and improvement efforts can be obtained maximum results. Thus, the model of social inquiry learning can improve the social problem solving skills of grade A students of SDN Jeruk 2 Surabaya.

For the results of student responses when the first learning process takes place students feel surprised and there are different than usual. Students look confused, this is evidenced when students ask at the time of learning and in doing the task. However, with the teacher's efforts to guide students, students finally understand and can perform the task according to the

teacher's instruction. In order to grow the skill in solving problems, it is needed much more efforts (Demirel, Derman, & Karagedik, 2015). It was at first strange but gradually the students became accustomed. In applying this model, teachers are required to be good facilitators to their students. Errors that teachers make at the time of learning, especially justice in facilitating students to be a conducive trigger or not a learning. The more fair and high teacher's attention to what the students do will create a conducive learning atmosphere. This is evident, when the teacher guides the one student and does not guide the other students, the student's social jealousy arises. As a result, students who do not receive will make a noise in the classroom. Therefore this is what teachers should pay attention to and avoid when teaching.

The results of student questionnaires on learning by teachers showed a very good response. Students are happy to follow the learning with social inquiry model. Students feel happy to seek social problems around them, feel good about problems, happy to formulate problems, happy to make hypotheses. Students are happy to collect data and facts on the ground, happy to find a solution to social

problems. Eventhough the students can respond well, truly they have affected by several factors in problem solving, such as cognitive aspect, experience and emotion (Ömeroglu, Büyüköztürk, Aydoğan, & Özyürek, 2009). In essence, students are very enthusiastic to follow the learning done by the teacher during the use of social inquiry learning model.

From this study shows excellent response by students, this is evidenced by the existence; 1) students are very happy to follow the learning, visible students active and diligent in doing the task; 2) students are obedient to all orders from the teacher; 3) students are very excited when looking for data directly in the field; 4) students become more confident in doing tasks, looking for data or presentations. Thus the social inquiry learning model can create a conducive learning atmosphere, which can finally improve the social problem solving skills of grade V students SDN Jeruk 2 Surabaya.

CONCLUSION AND SUGGESTION

Teacher activity in teaching using social inquiry learning model shows an increasing result. Activities with the highest score lies in the guiding aspect of students analyzing the problem, guiding students to

gather facts and evidence, and to guide students to determine problem solving.

Student activity in following learning by teacher with social learning model inkuiriri showed increasing result. Aspects of student activity whose score is highest lies in formulating problems, gathering evidence and facts, and concluding learning.

Students' skills in resolving social issues show improved results. The skill aspect of the students with the highest score is the strategy of completion and evaluating the outcome of social problem solving.

Students' responses to learning by teachers through the social inquiry model show good results. The highest response is the students feel happy to follow the learning, feel happy express opinions, feel happy to explore social problems and determine the settlement, and feel easy in understanding the material.

After checking the result of the activity of the teacher during the learning activity, students; activity in the classroom, the result of observation of the skill in solving problems and the result of students' responses after the learning activity, so the reserach can be concluded that the students' problem solving can improve

through the model of social inquiry learning. The students can understand the problems given, they can find the alternative solutions, they can choose the best way, they can predict the result and also can evaluate the result of the problems solving that have been done

From the results that have been achieved in this study, the researcher can put forward the following suggestions:

In applying each selected learning model, the teacher should be able to adapt it to the material to be presented to the student. The way teachers should really understand about the learning model that will be applied in learning activities. Before the teacher teaches directly to the students, the teacher should plan them carefully. Teachers should read and understand between the subject matter and the model that will be applied to the lesson. After the teacher, really understand at that moment then practice it directly in the classroom.

Teachers must be clever in mastering the class and conditioned the students, because surely in certain conditions the students will feel bored in following the learning which consequently the students become crowded. Teachers should look for many references to books whose content is

related to how to master and condition the students. After that, read and understand it correctly to master it. Furthermore, when teachers really understand and know will be able to apply it directly in the classroom or outside the classroom during the learning process takes place. For example, when students are busy giving the teacher a pat color to check the concentration and response of students. Therefore, extensive teacher knowledge of how to condition an effective classroom can help teachers classify the class. Teachers should have effective, creative, and fun teaching skills in order to improve the students' skills, as each student of the entire class has different personalities and characters. The character is effective, creative and fun is the way that is different from the usual, the students feel happy and eager in following the lesson, and timely, appropriate conditions, appropriate situations, and appropriate place. The trick with a lot to learn and mengai various methods and approaches in learning. Teachers have to find many sources or reference books, can be done by buying in bookstores or borrow in the library. The content of the book relates to effective, creative, and fun teaching. Furthermore, teachers read and understand it, at this stage the teacher

must be very clever to combine the contents of one book with the contents of the other book. In addition, also try to combine the contents of the book with new ideas from the teacher itself with the aim to create a new thing. When the teacher is really carrying it out, it can be applied directly at the time of learning.

Teachers must have the ability to enliven a conducive classroom atmosphere while doing the learning process. The trick, the teacher must be very clever in knowing the problems faced in the classroom and master the various ways in conditioning the class. The teacher's sensitivity in understanding classroom situations and conditions will help teachers in analyzing the problems facing students. Through any model that teachers teach, at the start of the teacher's learning to see whether students are fresh, saturated, or lack of enthusiasm. After that, the teacher can start the lesson according to the condition of the class, if the student is still fresh teacher can start learning but if the condition of the less excited class of teachers can give the game short. It can be done at any time if the situation and condition of the students are not conducive to learning.

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