Building Social Skills through Social Problem Solving Oriented Learning Construction

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ABSTRACT: This research is based on the practice of social environment-based learning inspired by a school program titled, The Community Environment Introduction Program (PLM) carried out by SMAIT Al Irsyad Al Islamiyyah Purwokerto. The program has been for quite a long time, almost 13 years. The program features activities such as house renovations and teaching practices, mirroring the real-world learning concept of Work-Integrated Learning (Kuliah Kerja Nyata - KKN) common in universities.

A preliminary study identified underutilization of social and community environments as a medium or source of learning. Educators remain confined to conventional teaching settings, transforming the classroom into the sole space for expression and knowledge transmission. While students may experience improvements in information and knowledge, critical aspects like questioning, responding, conveying ideas, collaborating, expressing empathy, and more are often neglected. However, these aspects significantly shape the future roles and existence of students. The research aims to construct a participative learning model based on the Community Environment Introduction Program to enhance social skills. The research methodology employed a research and development approach, utilizing a quasi-experimental design known as The Matching–Only Pretest-Posttest Control Group Design. Data collection techniques employed school document analysis, interviews, and social skills tests based on the instrument framework by Ronald E Riggio. The instrument comprised six aspects: emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity, and social control. Data analysis involved qualitative descriptive analysis, descriptive statistics, and comparative tests.

The findings reveal the development of the Participative Learning Model Based on the Community Environment Introduction Program (MP2BP2LM), validated by experts and facilitators, proving its effectiveness in enhancing students' social skills. Hypothesis testing also confirmed a significant improvement in all six social skills competencies: emotional expressivity, sensitivity, and control, as well as social expressivity, sensitivity, and control.

KEYWORDS: participative learning, PLM program, social skills.

INTRODUCTION

The dynamics of society continue to change, the most dominant cause lies in differences in perspective, thinking ability, and the ability to develop each individual. Therefore, change becomes inevitable, and has implications for all aspects of life, requires proportional disclosure, prioritizing quality, actualization and self-existence in social life. This change in turn gives birth to social groups, as well as creating inequalities, because of the different fates of life; There are those who live in excessive conditions, well-off, and there are also those whose conditions are all difficult to meet needs, skunder and even primary.

Change is undeniable, having an impact on the complexity of problems in community life. Moreover, when entering modern life, marked by technological developments so sophisticated, ushering in the digital era and automation. Humans today see it as the face of the 21st century with the main terms globalization, disruption, and industrial revolution 4.0, where knowledge becomes the main menu of development. Massive and high competition, often gives birth to individualists, selfish, less caring and lack empathy.

In the context of education,[1] it is certain that knowledge is not enough to equip students to navigate a competitive life. There should be skills given as a basis for building better quality. Although the 21st century is synonymous with the era of knowledge,

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[1] Education is interpreted as a direction from mature humans to immature children in order to reach maturity. See Burhanuddin Salam, "Pedagogic introduction" (Jakarta: Rineka Cipta, 1997), 4. *The idealism* of an education will pay attention to the integrity of the physical and spiritual sides, personal (individual), and social sides, cognitive, affective, and psychomotor sides,

the effort to equip students with good morals or attitudes, skills and skills, and have good social interaction with all kinds of environments must be a necessity. Therefore, to prepare students to exist and be able to adapt and compete in the future there are at least three skills given; namely intellectual skills, social skills, and motor skills.[2]

The importance of education for the formation of students' mental attitudes, educational units must be able to translate conceptually as well as at a practical level, especially in learning. Learning as the spirit of education is inevitable to be designed to be meaningful and beneficial for students. Teachers must have many references, rich media and learning resources in the learning process. One alternative media / learning resource that is considered effective is by utilizing the environment. When the teacher makes the environment as a source or medium of learning, whatever the components or sub-environments, then the teacher is actually constructing a learning process full of meaning, because when the learning process takes place, students are faced with realities that are encountered and occur.

Today it is felt together, the lack of empathy and sympathy, many students are preoccupied with online games, social media tends to be with verbal violence and bullying,[3] communication is hampered; dare not express ideas, questions, or just answer questions. It happens that many students meet the teacher actually avoid and dare not say hello, enter the room not knowing ethics, or when in the learning process, when the teacher asks questions or gives the opportunity to ask questions, very few students have the courage to respond. In addition to these problems, if you look at the general quality of national education graduates, they have not shown the expected thinking skills according to the demands of the times, both aspects of criticality, creativity, innovation, as well as related to personality, lack of social sensitivity, lack of concern, low nationalism, and global awareness.[4]

Today it is felt together, the lack of empathy and sympathy, many students are preoccupied with online games, social media tends to be with verbal violence and bullying,[5] communication is hampered; dare not express ideas, questions, or just answer questions. It happens that many students meet the teacher actually avoid and dare not say hello, enter the room not knowing ethics, or when in the learning process, when the teacher asks questions or gives the opportunity to ask questions, very few students have the courage to respond. In addition to these problems, if you look at the general quality of national education graduates, they have not shown the expected thinking skills according to the demands of the times, both aspects of criticality, creativity, innovation, as well as related to personality, lack of social sensitivity, lack of concern, low nationalism, and global awareness.[6]

RESEARCH METHODOLOGY

This research uses a research and development (R &; D) approach, which is a research method used to produce certain products, and test the effectiveness of these products.[7] The stages of research use 10 stages from the simplified Borg and Gall, as Emzir argues; that it is possible to limit research on a small scale, including limiting the pace of research.[8] Therefore, researchers simplify it into three steps only; namely; preliminary study, development, and testing of results (validation).[9]

The study population of all grade X and XI students of SMAIT Al Irsyad Purwokerto was 480 students as an experimental group and students of SMA Putra Harapan Boarding School as a control group. The sample to be determined from the population, taken based on probability sampling techniques, which provides equal opportunities and opportunities for each member of the population to be selected as a sample member.

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as well as how to build human relationships with themselves (concentric), with their social and natural environment (horizontal), and with their God (vertical), see Umar Tirtarahardja and La Sulo, "Introduction to Education" (Jakarta: Rineka Cipta, 2005), 37.

[2] N.S. Sumadinata, *"Competency Curriculum and Learning"* (Bandung: Kesuma Karya, 2004), 60.

[3] There are 5 categories *of bullying* including direct physical contact (hitting, pushing, biting, pinching, scratching, squeezing and damaging things), direct verbal contact (threatening, humiliating, degrading, sarcasm, cursing, etc.), direct non-verbal behavior (looking sarcastically, sticking out your tongue, degrading expression, threatening, etc.), non-verbal behavior (silence someone, manipulating friendships, excommunicated letters), and sexual harassment (behavior physical and verbal aggressiveness). See Soesetio S.R et al., "Squashing in the Eyes of Grade 1 High School Students: A Cognitive Manuscript on the Meaning, Scenario, and Impact of "Squashing," *Journal of Social Psychology*, 12, 01 (t.t.): 1–13.

[4] Mukminan, *"Strategy to Get Around 21st Century Education"* (National Seminar Paper of Universitas Pendidikan Indonesia, 2014). National Seminar Paper by the Association of Educational Technology, Universitas Pendidikan Indonesia

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[6] Mukminan, *"Strategy to Get Around 21st Century Education"* (National Seminar Paper of Universitas Pendidikan Indonesia, 2014). National Seminar Paper by the Association of Educational Technology, Universitas Pendidikan Indonesia

[7] Sugiyono, "Educational Research Methods of quantitative, qualitative, and R&D approaches," 2013. 407

[8] Emzir, "Educational Research Methodology" (Depok: PT. Raja Grafindo Persada, 2013), 271.

[9] Sukmadinata, "Educational Research Methods" (Bandung: PT Remaja Rosda Karya, 2005), 189.

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Data analysis techniques with qualitative analysis at the preliminary stage, and to determine the effectiveness of learning, quantitative analysis is used using t tests to see differences in learning outcomes in the form of social skills from the experimental group and the control group.

DISCUSSION

The learning process should ideally make media or learning resources that are directly impactful and meaningful to students' lives, as well as social environment media, because it will involve students more optimally, both mental and physical, meaning that learning scenarios provide great opportunities for students to explore, process, and find their own knowledge and learning goals to be achieved.

Learning based on the community environment, practically attracts the attention of students, especially when the object or teaching material is related to aspects of daily life of the community, so that hopefully, in the future what has been learned, will be valuable and useful capital for himself and his community.[10] Thus, the media or learning resources in the form of the environment become very strategic because it provides stimulation (stimulus) to individuals to make changes in attitude and behavior.[11]

In addition, when a teacher makes the environment as a source or medium of learning, whatever the components or sub-environments, then the teacher is actually constructing a learning process full of meaning, because When the learning process takes place, students are faced with a reality that will one day be encountered and occur. So that in this case, the object of material learned by students becomes more meaningful, real factual, and its usefulness can be felt and accounted for, and the results can improve the quality of student learning.[12]

The Community Environment Introduction Program (PLM), became the program of the Exemplary Islamic High School (SMAIT) Al Irsyad Purwokerto. This program is contained in the School Activity Plan (RKS), becoming an annual program with the aim of realizing the school's vision, which is to form students with good morals and become role models. In PLM there is a learning process in teaching practice activities, surgery / house improvement, cheap basic necessities, free medicine, and environmental hygiene, and grand recitation.

The massive learning process in PLM activities, such as the demand to find solutions to social problems (surgery / house improvement), the complex of interactions that take place with environmental structures, cooperation and mutual cooperation carried out, these are factors that effectively improve students' social skills. Ronald E. Riggio defines social skills as:[13]

"A Cluster of skills used in decoding, sending, and regulating non – verbal and verbal information in order to facilitate positive and adaptive social intearctions."… Sekelompok keterampilan yang digunakan dalam decoding, mengirim dan mengatur informasi non verbal dan verbal secara berurutan untuk memfasilitasi interaksi sosial yang positif dan adaptif

Ronald E Riggio also classified skill aspects by making a formulation of Social Skill Inventory (SSI) which is divided into 3 categories, namely:[14]

a. Encoding / expressivity (SE) skills are the ability to express / convey
b. Decoding / sensitivity (ES) skills, the ability to process information obtained
c. Skill regulation/control; ability to control emotions

Three social skills (expressitivity, sensivity, &; control), above run in two areas; non-verbal (emotional) and verbal (social), thus giving birth to six sub-lists as follows:

a) Nonverbal skills, related to the emotional domain:
1) Emotional Expressitivity (EE),
2) Emotional Sensitivity (ES),
3) Emotional Control (EC),
b) Verbal skills, related to the social domain:
1) Social Expressitivity (SC),
2) Social Sensitivity (SC),
3) Social Control (SC),

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[10] "Curriculum Development and Implementation 2013," 2005.
[11] Hamalik, "The Teaching And Learning Process," 2011.
[12] Ruswandi, "Learning Media."
[13] Ronald E Riggio, "Assessment of Basic Social Skills," *Journal of Personality and Social Psychology*, 3, 51 (1986): 651.
[14] Ronald E Riggio, "The Social Skill Inventory (SSI): Measuring Nonverbal and Social Skills," *Claremont McKenna College*, 1992, 26.

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RESULTS OF RESEARCH AND DISCUSSION

After the researcher consulted with expert judgment related to social skills instruments, and also validity tests, with the formula of the product moment correlation technique. Then the validation results are obtained as follows:

Table 1: Results of Social Skills Instrument Validity

No. Item	rhit	rtab	Interpretasi	Results
1	0.773	0.361	Valid	Dipakai
2	0.737	0.361	Valid	Dipakai
3	0.709	0.361	Valid	Dipakai
4	0.445	0.361	Valid	Dipakai
5	0.506	0.361	Valid	Dipakai
6	0.532	0.361	Valid	Dipakai
7	0.419	0.361	Valid	Dipakai
8	0.648	0.361	Valid	Dipakai
9	0.560	0.361	Valid	Dipakai
10	0.614	0.361	Valid	Dipakai
11	0.707	0.361	Valid	Dipakai
12	0.746	0.361	Valid	Dipakai
13	0.502	0.361	Valid	Dipakai
14	0.420	0.361	Valid	Dipakai
15	0.180	0.361	Tidak Valid	Tidak dipakai
16	0.403	0.361	Valid	Dipakai
17	0.789	0.361	Valid	Dipakai
18	0.709	0.361	Valid	Dipakai
19	0.709	0.361	Valid	Dipakai
20	0.835	0.361	Valid	Dipakai
21	0.725	0.361	Valid	Dipakai
22	0.583	0.361	Valid	Dipakai
23	0.604	0.361	Valid	Dipakai
24	0.483	0.361	Valid	Dipakai
25	0.464	0.361	Valid	Dipakai
26	0.624	0.361	Valid	Dipakai
27	0.123	0.361	Tidak Valid	Tidak dipakai
28	0.405	0.361	Valid	Dipakai
29	0.494	0.361	Valid	Dipakai
30	0.208	0.361	Tidak Valid	Tidak dipakai
31	0.221	0.361	Tidak Valid	Tidak dipakai
32	0.461	0.361	Valid	Dipakai
33	0.748	0.361	Valid	Dipakai
34	0.791	0.361	Valid	Dipakai
35	0.551	0.361	Valid	Dipakai
36	0.565	0.361	Valid	Dipakai
37	0.734	0.361	Valid	Dipakai
38	0.556	0.361	Valid	Dipakai
39	0.390	0.361	Valid	Dipakai
40	0.136	0.361	Tidak Valid	Tidak dipakai
41	0.379	0.361	Valid	Dipakai
42	0.444	0.361	Valid	Dipakai
43	0.549	0.361	Valid	Dipakai
44	0. 117	0.361	Tidak Valid	Tidak dipakai
45	0.704	0.361	Valid	Dipakai
46	0.678	0.361	Valid	Dipakai

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47	0.883	0.361	Valid	Dipakai
48	0.819	0.361	Valid	Dipakai
49	0.473	0.361	Valid	Dipakai

Researchers also conducted reliability tests carried out jointly on all question items in the research questionnaire on the basis of reliability test decisions as follows:[15]

a) If Cronbach's Alpha value > 0.60 then the item is declared reliable/consistent

b) If Cronbach's Alpha value < 0.60 then the item is declared unreliable /inconsistent

With the provisions of instrument reliability testing as above, the following reliability results are obtained:

Table 2: Instrument Reliability

Aspek Variabel	r hit	Standar	Keterangan
Emotional Expressivity	0.702	0.6	Relaibel
Emotional Sensitivity	0.694	0.6	Relaibel
Emotional Control	0.625	0.6	Relaibel
Social Expressivity	0.603	0.6	Relaibel
Social Sensitivity	0.73	0.6	Relaibel
Social Control	0.722	0.6	Relaibel

After the student social skills instrument above was validated, then researchers used it in learning while measuring its effectiveness on aspects of students' social skills. In this context, researchers conduct hypothesis tests to prove whether the research hypothesis is accepted or rejected. The results of this test showed that there were differences in all aspects of social skills both before and after learning.

Table 3: Test the Hypothesis of Social Skills Aspects of Emotional Expressivity

Emotional Expressivity	Mean±SD	z hitung	p
Sebelum	18.83 ± 2.61	-5.206	0.000
Setelah	21.08 ± 2.19		

(**) berbeda nyata pada uji z 0.01

Based on the table, there are differences in aspects of students' emotional expressivity before learning and after learning (sig (p) value from the Wilcoxon test shows < 0.05

Table 4: Test the Hypothesis of Social Skills Aspects of Emotional Sensitivity

Emotional Sensitivity	Mean±SD	z hitung	p
Sebelum	18.55 ± 2.52	-7.078	0.000
Setelah	22.37 ± 2.1		

(**) berbeda nyata pada uji z 0.01

Based on the table above, there are differences in aspects of students' Emotional Sensitivity Expressivity before learning and after learning (sig (p) values from the Wilcoxon test show < 0.05

Table 5: Test the Hypothesis of Social Skills Aspects of Emotional Control

Emotional Control	Mean±SD	z hitung	p
Sebelum	13.18 ± 2.19	-4.993	0.000
Setelah	15.05 ± 1.64		

(**) berbeda nyata pada uji z 0.01

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[15] V. Wiratna Sujarweni, "SPSS for Research" (Yogyakarta: Pustaka Baru Press, 2014), 193.

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Based on the table above, there are differences in aspects of students' emotional control before learning and after learning (sig (p) value from the Wilcoxon test shows < 0.05

Table 6 : Uji Hipotesis Keterampilan Sosial Aspek Social Expressivity

Social Expressivity	Mean±SD	z hitung	p
Sebelum	18.47 ± 2.75	-5.630b	0.000
Setelah	21.28 ± 2.57		

(**) berbeda nyata pada uji z 0.01

Based on the table above, there are differences in aspects of social expressivity of students before learning and after learning (sig (p) value from the Wilcoxon test shows < 0.05

Table 7: Test the Hypothesis of Social Skills Aspects of Social Sensitivity

Social Sensitivity	Mean±SD	z hitung	p
Sebelum	18.33 ± 2.64	-7.409	0.000
Setelah	23.22 ± 2.32		

(**) berbeda nyata pada uji z 0.01

Based on the table above, there are differences in social sensitivity aspects of students before learning and after learning (sig (p) values from the Wilcoxon test show < 0.05

Table 8:Uji Hipotesis Keterampilan Sosial Aspek Social Control

Social Control	Mean±SD	z hitung	p
Sebelum	20.64 ± 2.92	-7.370	0.000
Setelah	25.93 ± 2.44		

(**) berbeda nyata pada uji z 0.01

Based on the table above, there are differences in aspects of student social control before learning and after learning (sig (p) value from the Wilcoxon test shows < 0.05
In the limited test in the form of experimental group learning activities, there was also an increase in aspects of student skills, as the following table:

Table 9: Limited Trial pretest and posttest results
Experimental Group

Keterampilan Sosial	Mean±SD	t hitung	p
Sebelum	111 ± 14.91	-6.038	0.000**
Setelah	132.7 ± 8.93		

(**) berbeda nyata pada uji t 0.01

In the limited test table above, there are differences in students' social skills before learning and after learning (the sig (p) value of the t test shows < 0.05), with a percentage increase of 16.35%.
Likewise, in the wider trial of the experimental group, there was an increase in aspects of students' social skills after learning as shown in the following table:

Table 10: Pretest and posttest results Wider Trials
Experimental Group

Keterampilan Sosial	Mean±SD	z hitung	P
Sebelum	108 ± 10.82	-7.457	0.000**
Setelah	128.93 ± 10.31		

(**) berbeda nyata pada uji wilcoxon 0.01

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The table above shows the difference in students' social skills before learning and after learning (the sig (p) value of the Wilcoxon test shows < 0.05), with a percentage increase of 16.232%

Before the treatment in the form of participatory learning based on the PLM program, researchers tried to compare the social skills of the control group (students of SMA Putra Harapan Boarding School) and the experimental group (students of SMAIT Al Irsyad Al Islamiyyah Purwokerto, to see whether there was a difference or not, it turned out that the results of the t test showed that before the treatment, the experimental group of social skills was different from the control group of p values (sig) < 0.05, by looking at the results that the control group social skills were higher by average and SD (115.71 ± 11.2) and experimental group (108 ± 10.82). This indicates that there was a significant change in the experimental group after the treatment, that is, there was an increase in the social skills of the experimental group as a result of the treatment given. See the following table to see the pretest and posttest results.

Table 11: Test Results t Pretest Experimental and control groups

Keterampilan Sosial Siswa Sebelum Pembelajaran	Mean±SD	t hitung	p
Eksperimen	108 ± 10.82	-3.050	0.003**
Kontrol	115.71 ± 11.2		

(**) berbeda nyata pada uji t 0.01

Table 12: Posttest t Test Results of Experimental and Control Groups

Keterampilan Sosial Siswa Setelah Pembelajaran	Mean±SD	z hitung	p
Eksperimen	128.93 ± 10.31	-4.555	0.000**
Kontrol	115.71 ± 11.2		

(**) berbeda nyata pada uji wilcoxon 0.01

Based on the table, there are differences in students' social skills after learning between the experimental group and the control group (the sig value (p) of the Wilcoxon test shows p < 0.05)

CONCLUSION

Participatory learning based on community social environment programs in its implementation turns out not only to be a learning process that has implications for improving students' social skills, but more than that, it becomes solution-oriented learning (solutive laerning) on social problems, especially the handling of uninhabitable houses (RTLH) in the Banyumas Regency area which is still high in number. So that in this context, the contribution of research becomes more real not only for the world of education, but also social life in society and state.

Students' social skills were measured using an assessment introduced by Ronal E Riggio modified by researchers, containing 6 dimensions, namely emotional expressivity, emotional sensitivity, emotional social, social expressivity, social sensitivity, and social control. The research subjects were grade X and XI students of SMAIT Al Irsyad and Al Islamiyyah Purwokerto and SMA Boarding School Putra Harapan. The six dimensions of social skills based on validity and reliability tests were declared feasible for field trials, and based on limited and wider trials, seeing that pretsest and posttest data experienced a significant increase, as well as differences in experimental and control groups after treatment. This means that the learning model based on community environment recognition programs is effective in improving students' skills.

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