



SOCIAL STUDIES LEARNING STRATEGY TO DEVELOP CULTURAL INTELLIGENCE IN THE 21ST CENTURY THROUGH CONTROVERSIAL ISSUES AND PROBLEM-BASED INTRODUCTION

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Abstract : The abundant sources and media of information in the 21st century make social contacts with various cultures increasingly massive. However, such social contacts can also produce disputes that can cause conflict on a global scale. Today many conflicts involve cultural groups in the world and even in Indonesia clash of culture have occurred several times. This has always been a latent conflict and even exacerbated by political competition among elites who hold the community. The competition is relatively visible because driving cultural groups so that collisions can be found very easily, especially through social media. Technological progress and the rapid information received by students need to be fostered to prevent negative content on social media that becomes stereotyped between various groups. Based on this phenomenon, the need for the role of education is to develop the cultural intelligence of students in understanding diversity and minimizing stereotypes that have developed in the community. Social Studies which aims to make students as good citizenship must present appropriate learning strategies in improving the cultural intelligence of students in the 21st century. Social Studies learning strategies used by teachers must be able to improve cultural intelligence in students so that they have problem-solving and decision-making abilities as their provision to live in the community. Controversial Issues and Problem-based Introduction can be alternative social studies learning strategy for teachers to develop 21st-century cultural intelligence towards students.

Keywords : studies learning strategy, cultural intelligence, controversial issues, problem-based introduction

I. INTRODUCTION

The abundant sources and media of information in the 21st century make social contacts with various cultures increasingly massive. In Indonesia, clash of culture has occurred several times. This has always been a latent conflict and even exacerbated by political competition among elites who hold the community. The competition is relatively visible because it drives cultural groups so that clashes can easily be found, especially through social media.



Technological progress and the rapid development of 21st century information can certainly be accessed easily and accepted by students. The role of educators is very heavy because they need to foster students by providing insight, especially cultural intelligence. This is necessary considering cultural intelligence can be eroded easily due to negative content on social media that leads to Tribe, Religion, Race and Inter-group so that it becomes a stereotype between various groups. Students become easy targets for being involved in instigating these negative content matters where social media is the place for them to search for information sources so far.

Not infrequently we see some students have fallen into the clash of culture polemic so that among them there is a very clear dichotomy. The dichotomy arises because the sources and media of information they have received so far have changed their perspective with stereotypes that increasingly lead to cultural disputes. The issues of Tribe, Religion, Race, and between groups that we continue to hear every day and even the hoax news that appears on social media and direct the emotion of emotions certainly makes the atmosphere far from the culture taught by our predecessors.

Based on the phenomena that occur, of course we must have cultural intelligence of the 21st century. The increasingly crowded social media used with technological sophistication must be able to be filtered so that we avoid hoax news that can lead to conflict in the community. Stereotypes that develop in the community must be able to be suppressed by the presence of cultural intelligence in the community. The development of cultural intelligence in the 21st century must be instilled as early as possible for students in the school environment as they are equipped to understand the era of globalization and social interaction in the world.

Banks (2012:18) suggests that the main objective of social studies is to help students develop the ability to make rational decisions and act smart. Therefore, social studies teachers must be able to play a role in developing cultural intelligence in the 21st century for students by being provided with material that is contextually linked to phenomena. Social studies teachers must be creative in implementing learning strategies so that they are not monotonous and make students assume that subject matter content has nothing to do with the reality of life.

Many people think that social studies learning is considered monotonous and not infrequently students become lazy to learn it. This is in accordance with Hasan's statement (in Somantri, 2010:20) which argues that the process of learning social studies is considered very boring because students are glued tightly on their desk to record, listen, answer questions of educators or discuss. Social studies teachers have focused on textbooks available at schools by asking students to summarize and memorize them and end the oral test.

Sapriya (2012:12) said that social studies at the school level basically aims to prepare students as citizens who master knowledge, skills, attitudes and values, which can be used as abilities to solve personal problems or social problems. Social studies teachers must be able to develop meaningful learning strategies so that students are enthusiastic in participating in learning and learning activities. Controversial Issues and Problem-based Introduction can be an alternative learning strategy for social studies teachers in developing 21st century cultural intelligence for students.



II. RESULTS AND DISCUSSIONS

2.1 Cultural Intelligence in 21st Century

Cultural intelligence means the ability to quickly adapt to people who have diverse cultural backgrounds, understand and be open to cultural differences. So that we are able to communicate and interact interpersonally effectively with people of different cultures, we need to develop cultural intelligence. This intelligence will enable us to see clearly and 'fair' the patterns of behavior, standards of norms and values (culture) of others without being 'disturbed' by our own culture. The concept of cultural intelligence was first introduced by Early and Soon Ang in 2003. Initially the concept emerged and developed in global business circles. Globalization has increased inter-cultural interaction, thus increasing the likelihood of misunderstandings, cultural tensions and conflicts (Ang, Dyne, & Tan, 2011).

Griffin, et al (2012) formulated ten capabilities that are expected to be able to answer the challenges of the world in the 21st century, namely: (1) creativity and innovation; (2) critical thinking, problem solving ability, and decision making; (3) the ability to continue learning and metacognition; (4) communication skills; (5) collaboration or cooperation; (6) literacy and criticism of information (capable of conducting scientific research); (7) literacy of information and communication technology; (8) cultural intelligence at the local and global level; (9) ability to work and career; (10) personal and social responsibility.

Cultural intelligence refers to the ability of individuals to understand, think and behave effectively in situations characterized by intercultural differences (Ang & Dyne, 2008). Meanwhile, Livermore (2011) defines cultural intelligence as the ability to function effectively in various cultural contexts. According to Ang, et al. (2014), cultural intelligence is similar to social intelligence and emotional intelligence. Social intelligence refers to the ability to understand and manage social relationships with others. Emotional intelligence is the ability to understand and deal with (manage) the emotions of yourself and the emotions of others. Whereas cultural intelligence is the ability to understand, manage, and deal with the emotions of others in an intercultural context. Thus, cultural intelligence is one specific form of interpersonal intelligence.

Livermore (2011) suggests that the level of cultural intelligence in the form of a scale from 1 (cultural intelligence is still low) to a scale of 5 (high cultural intelligence). The scale in cultural intelligence and examples of behavior are as follows:

Table 1 Differences in Cultural Intelligence

Scale 1	We react to external stimuli (what we see, hear, or feel, in a new cultural environment) and we immediately make judgments based on our own culture. Example: We see someone who is silent during a meeting, then we assume that they are showing boredom.
Scale 2	We begin to recognize the norms that apply in other cultures and we are motivated to learn more about how differences between cultures. Example: We see someone who is silent during a meeting, then we feel curious



	whether silent behavior in that person's culture has the same meaning as silent behavior in our culture.
Scale 3	We begin to accommodate other cultural norms into our minds. We can explain how a culture can influence the way a person responds to a situation. We understand that the same situation or reality can be responded differently by people of different cultures. Example: We see someone who is silent during a meeting, then we try to find out whether their silence is a form of appreciation, as is true in some other cultures.
Scale 4	We adapt and adapt our thoughts and behavior to the norms that apply in other cultures. Example: We see someone who is silent during a meeting, then we ask him to give his opinion (in this case we know that according to their culture giving opinions is something that is not polite, except when asked).
Scale 5	We automatically adjust our thoughts and behavior, when we get the appropriate signal. Often this happens without us being fully aware. Example: We see someone who is silent during a meeting, then we immediately offer several choices on how to express opinions. When we see certain signals, we automatically realize that in their culture "silence" is intended to show respect / appreciation.

Source: Livermore (2011:7-8).

2.2 Social Studies Learning Strategy

Learning strategies according to Kemp, Dick & Carey (in Rusman, 2013:132) are a set of materials and learning procedures that are used together to generate learning outcomes for students. Integrated social studies learning strategies according to Ahmadi & Amri (2011:21) regarding concrete learning activities that students must do in interacting with learning materials and learning resources to master basic competencies and indicators. Social studies learning strategies must depart from a contextual approach because the study of problems studied is related to the reality of everyday life that is able to be understood by students.

Ditjen Dikdasmen (2003: 4-8) classifies contextual approaches into seven contextual learning strategies, namely:

- a. Problem Based Learning;
- b. Authentic Instructions;
- c. Inquiry-based Learning;
- d. Project-Based Learning;
- e. Work Based Learning;
- f. Service Learning; and
- g. Cooperative learning.

Social studies learning strategies are applied to develop 21st century cultural intelligence for students by using Problem-based Learning. Bern & Erickson (in Komalasari, 2013:58-59) suggested that Problem-based Learning is a learning strategy that involves students in solving problems by integrating various concepts and skills from various disciplines. This strategy includes collecting and integrating



information, and presenting findings. Problem-based Learning has several learning methods including Problem-based Introduction, Debate, Controversial issues, example non-examples. Researchers consider all Problem-based Learning methods to be very suitable for developing 21st century cultural intelligence for students. This is because that Problem-based Learning starts from a contextual approach that always puts forward the student centered approach.

Sapriya (2012:12) suggests that social studies at the school level basically aims to prepare students as citizens who master knowledge, skills, attitudes and values, which can be used as the ability to solve personal problems or social problems. Meanwhile, the P & K Department (in Wahab, 2012:33-34) established eight general objectives of social studies learning in Indonesia, namely:

- a. Increasing people's economic awareness;
- b. Improve physical well-being and spiritual well-being;
- c. Increasing efficiency, honesty and justice for all citizens;
- d. Improve environmental quality;
- e. Ensuring security and justice for all citizens;
- f. Providing understanding of international relations for the interests of the Indonesian people and world peace;
- g. Increasing mutual understanding and harmony between groups and regions in creating national unity and unity; and
- h. Maintain the majesty of noble human, spiritual and spiritual qualities.

Nine principles that can be done by teacher in implementing learning according to Gagne (in Nurochim, 2013: 20) are as follows:

- a. Gaining attention: things that give rise to the interest of students by expressing something new, strange, contradictory or complex;
- b. Informing learner of the objectives: informing the abilities that must be mastered by students after completing the lesson;
- c. Stimulating recall or prior learning: stimulates the memory of newly learned knowledge which is a prerequisite for learning new material;
- d. Presenting the stimulus: delivering planned learning materials;
- e. Providing learner guidance: giving questions that guide the process / flow of thinking of students to have a good understanding;
- f. Eliciting performance: participants are asked to show what they have learned or their mastery of the material;
- g. Providing feedback: telling how far the accuracy of student performance is;
- h. Assessing the results of learning (assessing performance): notify the test / task to find out how far students master the learning objectives;
- i. Strengthen retention and transfer of learning (Enhancing retention and transfer): stimulate the ability to remember and transfer by giving a summary, conducting a review or practicing what has been learned.

Wiriaatmadja (in Mulyana, 2015: 203) suggests that learning and social studies learning in order to be empowered if the learning process is meaningful, such as:



- a. Learners learn to establish knowledge, skills, beliefs, and attitudes that they consider useful in their lives at school or outside school;
- b. Teaching is emphasized on deepening important ideas contained in the topics discussed, for the sake of ever, appreciation and application of students;
- c. Meaning and importance of teaching material is emphasized on how presentation and development through active activities;
- d. Interaction in the classroom is focused on deepening selected topics and not at a glance as much material as possible;
- e. Meaningful learning activities and assessment strategies (assessment) should focus on students' attention to important thoughts or ideas that are inscribed in what they learn;
- f. Teachers should think reflectively in planning / preparation, implementation, and learning assessment.

Therefore, teachers are required to continue to actively make creative and innovative learning so that images that emerge among students that boring social studies can be minimized and even eliminated.

2.3 Controversial Issues

Controversial Issues are something that is easily accepted by a person or group but is also easily rejected by other people or groups (Muessig in Komalasari, 2013:60). The tendency of a person or group to take sides is based on certain thought considerations.

The learning steps by using the controversial issues as stated by Hasan (in Komalasari, 2013:60) are as follows: The first step, the teacher presents material containing controversial issues. This presentation can be done through an explanation of teachers, or students read and hear controversial issues that have been prepared by teachers. The second step, the educator invites various opinions along with the arguments from students on the issue. Different opinions were identified as controversial issues. The third step, the controversial issue that has been identified is used as a discussion material. Everyone can be a defender or attacker of an opinion. This discussion was conducted to see the strengths and weaknesses of each opinion. Class activities do not need to be directed to get agreements. In drawing conclusions from teachers and students see the weaknesses and advantages of each opinion.

When you first use controversial issue learning, teachers should not reveal too many different issues. Two or three different issues are considered sufficient. The longer the students are able to disagree well, the number of controversial issues can be improved.

Wiriatmadja (in Komalasari, 2013: 61) presents the steps of learning by using the following controversial issues:

- a. Teachers and students brainstorm on controversial issues to be discussed;
- b. Students in groups choose one case to study;
- c. Students do inquiry, invite speakers, read books, collect other information.
- d. Students present / discuss the results of inquiry, submit arguments, listen to counter-arguments or other opinions; and



- e. Learners apply concepts, generalizations, social science theories to academically analyze problems.

2.4 Problem-Based Introduction

Problem-based Introduction According to Komalasari (2013: 59) focusing on the problems of life that are meaningful to students, the role of teachers presents problems, asks questions and facilitates inquiry and dialogue. Steps:

- 1) Teachers explain the competencies to be achieved and mention the supporting facilities or tools needed. Motivate students to engage in selected problem solving activities;
- 2) Teachers help students define and organize learning tasks related to the problem (setting topics, tasks, schedules, etc.);
- 3) Teachers encourage students to gather appropriate information, experiment to get explanation and problem solving, data collection, hypotheses, problem solving;
- 4) Teachers help students in planning to prepare appropriate works such as reports and help them share assignments with their friends;
- 5) Teachers help students to reflect or evaluate their experiments and the processes they use.

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