



## **THE URGENCY OF SENSITIVITY TO SOCIAL PROBLEMS IN THE COMMUNITY ENVIRONMENT BASIC SOCIAL SCIENCES COURSE OUTPUT IN UNIVERSITY**

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### **Abstract:**

This research is based on the basic social sciences course given as a compulsory subject to second semester students in the social sciences department of Sayyid Ali Rahmatullah State Islamic University, Tulungagung. As a compulsory subject, the department has a big aim, namely to provide basic social knowledge to students at the end of the lecture to have, possess, various moral & social attitudes, a sense of sensitivity to the conditions of social problems that exist around students, which is considered important in the current era of society. Aoutput fromgoal basic social science courses. The main problems in this research include: 1. Do basic social science courses help TIPS UIN Sayyid Ali Rahmatullah Tulungagung students find social problems in society? 2. Are TIPS UIN Sayyid Ali Rahmatullah Tulungagung students able to provide solutions to social problems found in society ?, 3. To what extent do TIPS students at Sayyid Ali Rahmatullah Tulungagung State Islamic University consider the importance of sensitivity to social issues in society? This research was conducted at the Tadris Imu Social Sciences Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sayyid Ali Rahmatullah Tulungagung State Islamic University which is located at Jalan Mayor Sujadi Timur No. 46 Plosokandang Tulungagung. The type of research used in this research is quantitative percentage researchsurvey. This research aims to see how much or how many students have, have, and consider it important that sensitivity to social problems that exist in the community where students live. The population in this study were all active students in semester 2 who were taking basic social science courses for the 2023/2024 academic year, in 3 classes, namely Tadris IPS class 2A, Tadris IPS class 2B, and Tadris IPS class 2C, with a total of 95 students. student. From the research results, problem formulation 1 is; By providing ISD courses, it can be seen that as many as 87% of TIPS students can find social problems that exist in society. Problem formulation 2; Shows that almost all students with a percentage of 80% who discover social problem phenomena in the community can provide solutions in the form of descriptions of various stages of activities, actions, and also suggestions for efforts to resolve existing social problems. Research results on problem formulation 3; shows that from the assessment scale received by students, almost 90% stated that sensitivity to social problems was considered 10% important, 90% was very important in students after receiving the Basic Social Sciences course with a description of its importance as a provider of solutions, suggestions, for various social problems that arise. exist and are discovered by students around the community. And according to students, it is also important as an effort to maintain diversity and maintain the moral values of society in the global era.

**Keywords:** *Sensitivity, social problems, basic social sciences.*

## INTRODUCTION

Indonesia is an archipelagic country with many regions separated by large and small islands. According to records from the Ministry of Maritime Affairs and Fisheries of the Republic of Indonesia, the standardization of landform names for island elements has been started since 2005 until now the recorded number of islands in Indonesia that have been reported to the UN through the UNGEGN session is 16,671 islands in 2019, and is planned to continue to be updated. in the following years. With so many islands, Indonesia has extraordinary cultural riches, diversity of ethnicities, cultures, customs and languages exist in every aspect of social life. Cultural riches provide many benefits and challenges for Indonesia, of course conditions like these have become iconic in themselves which are not available in other countries. A pluralist country deserves to be recognized or accepted by Indonesia with a diverse cultural background and adorns every aspect of Indonesian society's life stretching from Sabang to Merauke. According to (Moh. Shofan, 2011), pluralism itself refers to an order of social life that seeks to build not only theological awareness but also social awareness. This has implications for the awareness that humans live in a society that is plural in terms of religion, culture, ethnicity and various other social diversity. Because pluralism contains theological concepts and sociological concepts. (Moh. Shofan 2011)

Indonesian society is pluralistic with its diversity, interactions in everyday life are very vulnerable, where every friction from the diverse background activities in society will often cause contact. Often these problems are simply overlooked and allowed to pass by the community because of aspects of community interests and activities, so that these problems may in the future become bigger problems and have a bigger impact. This is not only the cause of the vulnerability of problems in a pluralist society, this condition can be strengthened by various infiltrations or influences from individualist culture from the west that society receives from various media sources. In general, such conditions often occur in global society in various parts of the world, especially the pluralistic Indonesian society. The condition of society is that sometimes they themselves are less sensitive or indifferent in viewing problems that occur in the environment where they live. This could arise due to various factors, one of which is an attitude of lack of care, indifference, and it could be because the values of norms in society are fading. So that the assessment of a social problem phenomenon is considered something normal and there is no follow-up to the social problem. Social sensitivity can be interpreted as whether or not a person is responsive to the expectations of the social environment in accordance with the norms that apply therein, these expectations contain the concepts of good, bad, appropriate, inappropriate, and even whether or not the attitudes or actions carried out by someone towards other people are permissible. Therefore, there is a need for introductory guidance regarding concepts, norms, principles and social values (Novi Putri 2019).

Social awareness is also known as social sensitivity, related to a person's willingness and nature to empathize or read other people's emotions (Utami, 2019: 19). Social sensitivity can be defined as a person's attention and concern for the state of their environment. (Ema 2018) As a student majoring in Social Sciences, one of the compulsory courses that must be taken is basic social science courses, it is important for students to be aware of and sensitive to the social problems around them. With a basic understanding of basic social science knowledge, it is hoped that insight, knowledge, application with sensitivity to social problems which become goals in the learning process will be firmly embedded in students. Not only do you feel social phenomena, you can discover them, you can even provide solutions related to social problem phenomena in society. Because students are indirectly part of society itself, students are in the midst of society, interacting, living in a community environment so inevitably students' sense of sensitivity is also indirectly honed. Soetomo (2013:25) explains "Society is a group of people who interact with each other continuously in everyday life, so that there are patterned, organized social relations or relations. Patterns and organizations sometimes clash and are vulnerable to causing social problems in society, both individuals and groups. So, whether they like it or not,

students who are part of society, mingling with society can set a good example by being sensitive and caring about the problems they find in society on the basis of strengthening the knowledge gained from Basic Social Sciences courses.

In general, there are designations and groupings of people, there are also classifications, both in terms of status and social strata in society. However, regardless of these conditions, society is still a society in which various aspects of strata and status are mixed together, continuing to interact in social life. Soerjono Soekanto in Abdulsyani (2015:32) states that society has basic characteristics: people living together; mix, mingle for a long time; aware that they are one unit; they are a system of living together. When examining a condition in society, humans will have a lot to do with social groups, whether small or large groups or even individually, so it is clear that with so many different types of interaction activities carried out in everyday life, society is very vulnerable to the emergence of divisions and problems. Education is a learning activity to reach maturity gradually, visible in community life. Education can also change behavior, become a good citizen, and actively participate in community change (Mutiani, 2019). Basic social sciences are mandatory subjects, given to students to provide insight, understanding, knowledge, concepts related to social problems in society. With basic social sciences, students are expected to develop a sense of sensitivity towards social problem phenomena, because this social sensitivity is the goal of basic social sciences. Ideal education is "anticipatory" and "preparatory", always refers to the future, and always prepares the younger generation to face a better, better quality and more meaningful life (Buchori, 2001). Basic social sciences are not independent scientific disciplines, but contain a combination of social sciences, in essence focusing on social problems. Discussion of basic social subjects often extends and targets the general public in the environment. Basic social sciences are a field of study taught at every level of higher education in undergraduate and diploma programs. Basic Social Science is not a science that has epistemology and axiology like science in general. Basic Social Sciences is knowledge that examines social problems, especially those that occur in the Indonesian context and knowledge about the diversity and equality of humans as individuals and social creatures using concepts originating from various areas of knowledge and expertise in the field of social sciences, such as history, sociology, economics, geography and anthropology.

Basic social sciences are also not a separate scientific discipline because they do not have their own scientific objects and methods, and do not develop research like scientific disciplines such as the social sciences. Kurniawan et al. (2021): Various real situations that are considered social problems must be responded to by taking personal approaches or approaches between certain fields. There is heterogeneity of social units and groups that exist in society where each individual has unique needs, thought patterns and behavior pattern interests, but also has many similarities based on needs interests and unity in behavior patterns which causes conflict and relationships. reciprocity. (Siti Fatimah 2023) Basic Social Sciences is a study material specifically designed for educational or teaching purposes in Indonesia which is provided in universities. Strictly speaking, Basic Social Sciences is a course given to provide basic knowledge and general understanding of concepts developed to study social facts and social actions so that students are responsive to their social environment. Apart from social problems, another orientation of Basic Social Sciences is mastering knowledge about the diversity and equality of humans as individuals and social creatures in social life. Basic social sciences (ISD) mainly focus on discussing social problems, and the main objects of discussion and study that are often discussed are social problems themselves. As individuals or groups in society, you will often encounter, see, and know about various phenomena of social problems in society. But also individuals or groups often ignore these social problems because of a lack of sensitivity within themselves.

There are a lot of social problems that occur in society. The main characteristic that differentiates social problems from other problems lies in the norms, rules, customs inherent in society itself. If the problem intersects with or violates existing norms and rules in society, then it can be said to be a social problem. The characteristic

and distinguishing feature between social problems and other problems is that social problems are always closely related to moral values and social institutions, and always have something to do with human relations and with the normative context in which human relations are realized (Robert A, 1961 ). According to (Soekanto Soerjono, 1990: 401), social problems are a situation where there is no conformity between elements in society and existing conditions. Where this condition can cause social inequality in society. Problems are divided into two types, 1. Related to societal problems (scientific or societal problems), these are related or concerned with analysis and societal symptoms. Second, social problems (ameliorative or social problems), examining abnormal symptoms in society with the aim of improving or even eliminating them. Basically, social problems can be said to be conditions that are not appropriate in society regarding norms, social and moral values. These various problems are social problems because they involve moral values, social values that are contrary to the destructive laws of society. Therefore, it is impossible for social problems to arise without considering the size of values in society regarding what is considered good or bad. (Serjono 1990).

There are many social problems, such as the loss of tolerance between neighbors, littering, not following traffic, selfishness, and many other social problems. For this reason, basic social sciences must have a big role in overcoming social problems. Basic social sciences can provide insight and increase sensitivity in individuals who study them. Studying basic social sciences does not guarantee that an individual's sense of sensitivity will grow instantly, but at least a basic understanding of social sciences, its concepts and basics, builds educational value for students and is expected to arouse a sense of sensitivity. And the series of activities carried out by researchers is a learning planning process with the aim of forming a sense of sensitivity to social problems in students. Because educational planning resources are explicitly developed by educators to be educational for educators and students, they are called "educative curriculum materials" (Collopy, 2003). It is good to do, implemented by educators shaping how to teach students, and involves students reflecting on ideas, decisions, and pedagogical rationales. Basically, humans live together in society, interact both individually and in groups, have norms, social institutions, so that humans are said to be social creatures, they cannot live alone in society, nation and state. (Hermi Yanzi 2020).

## **RESEARCH METHODS**

This research was conducted at the Tadris Ilmu Social Sciences Study Program, Faculty of Tarbiyah and Teacher Training, Sayyid Ali Rahmatullah State Islamic University, Tulungagung, which is located at Jalan Mayor Sujadi Timur No. 46 Plosokandang Tulungagung. The type of research used in this research is quantitative percentage research. This research aims to see how much or how many students have and how sensitive they are to social problems that exist in the community where the students live. The survey method was used to find out in detail the population selected in the research. Sugiyono (2013:11) survey method is research carried out using questionnaires as a research tool and can be carried out on a population whether large or small. "But the data studied is data from samples taken from the population, so that relative occurrence, distribution and relationships between variables, sociological and psychological, are found" (Sugiono 2013). The aim of survey research itself is to find out or provide a detailed description of the nature, character or unique background of a general event or phenomenon. Meanwhile, the population in this research is all students who are still actively studying and are in their second semester taking basic social science courses. With a total number of three classes, namely TIPS class 2A, TIPS class 2B, TIPS class 2C, with a total of 95 students. In collecting data, the author used a survey research method to create a questionnaire with a Likert interval scale.

### **Research Population.**

According to Sugiyono (2009:80) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by

researchers and then conclusions are drawn (Sugiono 2009). Meanwhile, according to Arikunto (2002; 108) that the population is the entire research subject. The population in this research is all students who are still actively studying and are in semester 2 taking basic social science courses. With a total number of 3 classes, namely TIPS Class 2A, TIPS Class 2B, TIPS Class 2C, with a total of 95 students.

### TIPS Class Population for the 2021/2022 academic year

NO	CLASS	NUMBER OF CLASSES
1	2 A	31
2	2 B	31
3	2 C	33
AMOUNT		95

## RESULTS AND DISCUSSION

a. Do basic social science courses help TIPS UIN Sayyid Ali Rahmatullah Tulungagung students discover social problems in society?

From the results of research conducted on all sample classes, it shows that in terms of sensitivity, the ability to find social problems that arise from within students can increase after taking basic social science courses. This can be seen from the results or the number of social problems that have been or can be discovered by students. around the community where students live with various social problem phenomena.

**Table I.I**  
**Percentage of Student Sensitivity in Finding Social Problems in Society:**

No	Response	Scor	Σresponden	%	Total
1	Not sensitive	1	0	0	0
2	Less Sensitive	2	5	0	10
3	Sensitive enough	3	0	5	0
4	Very Sensitive	4	90	95	360
<b>Amount</b>			<b>95</b>	<b>100</b>	<b>370</b>

#### Classification of answers

Insensitive : 95 - 166  
 Less Sensitive : 167 - 238  
 Moderately Sensitive : 239 - 308  
 Sensitive Understanding : 309 - 380

The results of the research survey show that regarding sensitivity in finding social problems in the community, it shows a percentage of 95% of the 95 students with a score of 370. When viewed from the classification of answers, a score of 370 is understanding because it is located at numbers 309 - 380 indicating the category of understanding and being able to find social problems. Meanwhile, a percentage of 5% of students have not been able to find social problems. This is because the 5% percentage of students who do not find social problems, students still experience confusion in determining whether the problems they find fall into the category of social problems or not. For example, the problem of the scarcity of cooking oil, the problem of

damage to village roads.

b. Are TIPS UIN Sayyid Ali Rahmatullah Tulungagung students able to provide solutions to social problems found in society?

Then the follow-up activities after students are able to find social problems that exist in the community where students live, namely students' efforts to be able to provide solutions or solutions offered by students to these social problems so that these social problems can be avoided or resolved properly. The research results show that almost 90% of students can find social problems in their environment and can also provide several alternative solutions offered by students to overcome these social problems with the percentage of students who are able to provide solutions, namely 89%.

**Table I.2**  
**Percentage of students providing solutions to social problems in society:**

No	Response	Scor	Σresponden	%	Total
1	Cannot provide a solution	1	11	11	11
2	Not able to provide asolution	2	0	0	0
3	Just enough to provide asolution	3	0	0	0
4	Can really provide asolution	4	84	89	336
<b>Amount</b>			<b>95</b>	<b>100</b>	<b>347</b>

Classification of answers

Unable to provide a solution : 95 -166  
 Not able to provide a solution : 167 - 238  
 Sufficiently able to provide solutions : 239 - 308  
 Very able to provide solutions : 309 – 380

From the results of the research survey, it shows that it is related to the solutions given by students to social problems that they found. The research survey shows a percentage of 89% of 95 students with a score of 347. The score of 347, when seen from the classification of answers, shows the understanding category which is located at numbers 309 - 380. that students can offer or provide solutions to the social problems they find. On average, students who give answers can find solutions to social problems. They are able to identify the social problems they raise and by analysis and discussion with fellow students conclude the main problem and the solution steps offered by students. And only 11% of all students stated that they had not found a solution to the problem they found.

c. To what extent do TIPS students at Sayyid Ali Rahmatullah Tulungagung State Islamic University consider the importance of sensitivity to social issues in society?

Then, to assess how important sensitivity to social problems is in students in seeing social problems in society, a Likert scale measurement is used, where there are measures of important, not important, and very important. The research results show that 95% of students think that social sensitivity towards social problems in society is very important, with the average argument from students being to reduce conflicts that

might occur in society.

**Table 1.3**  
**Whether Sensitivity to Social Problems Is Important in Students:**

No	Response	Scor	Σresponden	%	Total
1	Not important	1	0	0	0
2	Not tooimportant	2	0	0	0
3	Quite important	3	5	5	15
4	Very important	4	90	95	360
<b>Amount</b>			<b>95</b>	<b>100</b>	<b>375</b>

Job classification

Not Important : 95 -166  
 Less Important : 167 - 238  
 Moderately Important : 239 - 308  
 Very Important : 309 – 380

From the results of the research survey, it shows that 95% or 90 students consider it very important to be sensitive to social problems. If we look at the classification of answers, the score of 375 in the category of understanding (very important) is located at 309 – 380, indicating that students consider it very important that sensitivity to social problems exists within students. For students, 95% think it is important, with the majority arguing that there is a harmonious society and there is no division in society.

From the research results and the tables above, it can be concluded that the basic social science courses given to students show several positive points in student development both in terms of knowledge, attitudes, increased sensitivity to social problems. This condition can be seen from the results of research regarding the sensitivity of social problems which can be found by students from the survey results of 95% of students who received basic social science courses being able to find social problems around them. The social problems found by students around them are very diverse, such as throwing away rubbish in rivers, illegal racing by teenagers, declining moral values towards parents, brawls between silat school groups, unemployment, factory waste dumping, etc. are some examples of social problems found by students in the environment around where students live. The next indicator after discovering social problems, namely providing solutions or ways out of problems found by students, shows that a percentage of 89% of students are able to provide solutions to social problems. Students can provide various solutions, either in the form of suggestions or a series of activities given by students to be able to solve the problems they find, which can be provided well. Then for indicators regarding students' grades or assessments of the importance of basic social science courses given to students, it shows that a percentage of 95% of students provide important assessments with explanations that basic social science courses are able to provide solutions or solutions to social problems that exist in society and can maintain society in general remains harmonious so that they can live together in society.

The research results above show, in accordance with the opinion of Rohima (2018: 11), that there are two different types of social sensitivity, namely: 1) Empathy is

a reaction to actions, attitudes or words that are very similar to what other people expect. This empathetic character often triggers other emotional reactions, such as sympathy. 2) Social Awareness is when someone easily perceives changes from small things happening around them, such as acting seriously, loyally, bravely, virtuously and justly, without being too tempted by things to the contrary. They usually do the right thing. Someone who has high social sensitivity may also have a high sense of social care. (Waluyati, S.A. 2019) These two types of sensitivity can be said to grow and emerge in students after students take basic social science courses and practice directly on social problems in society. Apart from knowledge of social problems in society, it is also important to foster a sense of social sensitivity within students, as well as increasing their sense of responsibility for what they see and discover.

This condition can be proven by the many solutions or solutions given to every social problem they find in society. In accordance with the aim of the course to increase sensitivity to social problems occurring in the surrounding community (suhermanto, 2023). With a sensitive attitude towards social problems, it is hoped that the atmosphere in the community will become more harmonious and there will be no divisions. The discovery of social problems in society is a strong construct within students, because finding social problems in society also implies a lot of activity within students to provide problem solving. Problem solving is provided not only by passively identifying a problem, but also by active participation in the act of constructing a solution to the problem. This condition is in accordance with the opinion (Mumford, Reiter-Palmon, & Redmond, 1994). Problem construction or problem discovery is the process of determining the goals and objectives of problem solving efforts and designing plans to organize and direct problem solving. Several terms have been used to describe this process (Runco, 1994a), including problem discovery (Getzels, 1975), problem identification (Subotnik & Steiner, 1994), and problem construction (Mumford et al., 1994).(Jennifer O' Connor Boes. 1997). Research by Sadam Fajar Shodiq, with the title 'The Influence of Social Sensitivity on the Development of Community-Based Character Education in 2021'. Based on Sadam Fajar Shodiq's research, in general it can be concluded that social sensitivity is basically possessed by agrotechnology study program students through the KIAI program, but this has not penetrated deeply into the students' character, this can be seen from the results of the questionnaire on variable Y (character development) which shows). In this variable, the character that must be formed through an attitude of social sensitivity is quite significantly influenced (Sadam Fajar Ashodiq. 2021). So it can be said that it is important that learning that has a goal in terms of scientific disciplines can increase the sense of knowledge and also the goals of the scientific discipline itself can grow in anyone who learns it and put it into practice in real, everyday life.

## **CONCLUSION**

From the results of research on the urgency of sensitivity to social problems that exist in society, it can be seen that the majority of students who have received basic social science courses can understand the meaning and purpose of giving basic social science courses well so that they are able to grasp the message of basic social science courses. The second stage after that is the application part which is applied from within the student, namely trying to see various social problem phenomena that exist around the student's life living in society. Not only that, students also try to find existing social problems by looking at various environmental conditions, activities or various community actions whether they conflict with the values of norms or rules that exist in society so that they can cause social problems. The third stage, namely assessing whether social sensitivity is important or not in students, is of course related to the first discussion, namely the aims or goals of basic social science. After understanding the aim, content, or goals of basic social science well, it can inspire students to assess the importance of having a sense of social sensitivity in students because with the existing sense of sensitivity they can later provide an action or follow-up that is more related to



the existing problem, not only seen, felt, but there will also be how the problem can be solved, resolved, with the solutions offered by students. Such conditions are very good for being able to overcome, minimize various social problems that exist or arise in society in the future. With a sense of sensitivity to social problems, students can see, assess, understand, analyze existing social problems, and the most important part is that students can provide, offer solutions using each student's way of thinking, which of course, if it continues to be built and developed, will bring positive things to society in general in the future. This is important considering that Indonesia is a pluralistic country and with a large population which is very prone to clashes and conflicts, whether resulting from interactions between individuals, groups, or conflicts originating from religious, racial or class issues.

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