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Improving Students' Analytical Ability in Social Studies Learning by Problem-Based Direct Instruction

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Abstract

The study aims to develop and validate problem-based direct instruction model in learning of social studies and determine the effectiveness of the learning model in improving the students' analytical ability. This study employed the Research and Development (RnD) with the 4D model that being modified into the 3D model. The subjects are the fourth-grade students of Gugus Kartini Semarang elementary school. The data are collected by interview, test, observation, and questionnaire. The data analysis involves descriptive qualitative analysis, classical completeness analysis, average completeness analysis, comparative analysis, and analysis of the increase of Normalized Gain. The result of data analysis showed that the average of validator value for learning tools is 3,74. The average percentage of teacher responses is 93,1%, student responses are 90%, and teachers' teaching skills is 91.3%. The average of students' analytical ability is 84,53 which is above the minimum completeness criteria. Furthermore, the normalized Gain test indicated an increase in student analytical ability by 71%. Therefore, the finding of this study indicated that problem-based direct instruction model that developed have valid, effective and practical value.

Keywords: Social Studies Learning, Analytical Ability, Problem-based Direct Instruction, Research and Development

Peningkatan Kemampuan Analisis Siswa dalam Pembelajaran Ilmu Pengetahuan Sosial dengan Model Pengajaran Langsung Berbasis Masalah

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan memvalidasi model pengajaran langsung berbasis masalah dalam pembelajaran ilmu pengetahuan sosial dan menentukan keefektifan model tersebut dalam meningkatkan kemampuan analisis siswa. Penelitian dan pengembangan dengan model 4D yang dimodifikasi menjadi 3D digunakan untuk tujuan tersebut. Subyek penelitian adalah siswa kelas IV SD Gugus Kartini Semarang. Teknik pengumpulan data menggunakan metode wawancara, tes, observasi, dan angket. Analisis data yang dilakukan meliputi analisis deskriptif kualitatif, analisis ketuntasan klasikal, analisis ketuntasan rata-rata, analisis uji banding, dan analisis peningkatan uji Normalized Gain. Hasil analisis menunjukkan rata-rata nilai validator untuk perangkat pembelajaran adalah 3,74. Rata-rata persentase respon guru sebesar 93,1%, respon siswa sebesar 90% dan keterampilan mengajar guru sebesar 91,3%. Rata-rata kemampuan analisis siswa kelas eksperimen 84,53 melebihi batas KKM, sehingga tuntas secara klasikal dan individual. Uji Normalized Gain menunjukkan adanya peningkatan kemampuan analisis sebesar 71%. Berdasarkan hasil tersebut dapat disimpulkan model pengajaran langsung berbasis masalah telah valid, efektif, dan memiliki nilai praktis.

Kata kunci: Pembelajaran Ilmu Pengetahuan Sosial, Kemampuan Analisis, Pengajaran Langsung berbasis masalah, penelitian dan pengembangan

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INTRODUCTION

The paradigm of learning in school today has undergone a shift from behaviorism to constructivism. Constructivist approach as the foundation of a new paradigm of directed study on experimental learning is learning by concrete experience, discussion classmate who later used the ideas and the development of new concepts (**Jauhar, 2011: 35**). Constructivism approach requires teachers to implement innovative learning in the classroom, so that students are not only placed as an object of study, that also required to understand everything that is presented by the teacher but also as a subject of study to determine the direction of their own learning and are responsible for study results.

Based on early observations in fourth grade of SDN 03 Sukorejo Semarang found many problems that occurred in social studies learning, among others: (1) teachers didn't develop the material being taught properly; (2) more emphasis on rote learning; (3) students get bored easily because of none practice activities; (4) teachers less maximal in applying teaching materials and students who received grades more than minimum completeness criteria (i.e. 60) was only 19 out of 40 students, so the classical completeness obtained was 47.5%. In addition, through interviews obtained by fourth grade teacher at SDN Sukorejo 03 Semarang, it was revealed that many students have a low level of activity.

The results obtained in the preliminary observations in class IV of SDN Sukorejo 03 indicated that social science approach had not led to constructivism approach. Social science is one of subjects in elementary school which requires teachers to be able to implement innovative learning in the classroom because a full learning by rote. **In Hidayati (2008: 1)**, Sumaatmadja stated that educational purposes in social science is "nurture students become good citizens, who have the knowledge, skills and social awareness for them as well as for society and the State". Based on Competence Standard and Basic Competence at SD / MI level in Minister of National Education Regulation No. 22 of 2006 (**Badan Standar Nasional Pendidikan [BSNP], 2006: 175**) concerning the content standards for primary and secondary education unit states that: "On the SD / MI social studies materials Geography, History, Sociology, and Economics materials. Through social studies, students are directed become democratic and responsible Indonesian citizens, as well as citizens of the world who love peace. In the future, the students will face tough challenges due to the global community life that always changing every moment. Therefore, social studies designed to develop knowledge, understanding, and analysis capabilities of the social conditions in facing a dynamic social life."

Based on the statements above, in order to achieve the goal of social studies learning teacher should be able to cultivate students' activeness in analyzing in order to master the concept well. Students who can master the concept well, are not only able to memorize a number of concepts learned, but also can apply mastery other aspects by developing the concept of thinking. The increasing of mastery of concepts and the student's ability in solving problems given by the teacher can ultimately increase the activity of students in the process of analyzing. The students' activeness in social science learning can be grown by providing authentic problems, so that students can learn to develop the knowledge that they have already.

In order used to improve social studies learning to be more effective, the learning model that based on teacher centered can be combined with innovative teaching model that based student centered, so that the learning can create two-way communication. Merging learning models with different characteristics are expected to achieve the learning objectives in an optimal way and can complete the lack of models of learning from one another. The learning model that combined is direct instruction and problem-based models. Coupled with both models can increase the activity of students in the Social science learning process.

The direct instruction is a teacher centered model that is specifically designed to support the students' learning process associated with declarative knowledge and procedural knowledge are well-structured to be taught a pattern of activity that gradually, step by step (**Trianto, 2011: 41**). One advantage of this model is the academic focus, direction and control of the teacher. Control and direction of the teacher is given when the teacher chooses and directs the learning task, confirms the central role during instruction, and minimize the number of conversations that are not oriented to academic students (**Joyce, Weil, & Calhoun, 2009: 422**).

While model-based issue or problem based learning is a set of teaching models that use the issue as a focus to develop problem solving skills, materials and self-regulation (**Eggen & Kauchak, 2012: 307**). This model is expected to enhance the analytical skills of students in learning because of emphasis on problem-solving process and requires investigation of the investigation that requires authentic real settlement of the problems of the real. Through the incorporation of direct instruction and problem-based learning models it is expected to be implemented meaningful learning. Meaningful learning can be obtained if students can search, discover, and experience for themselves the various issues related to learning materials. To simplify the mention of the two models can be shortened to problem-based direct instruction (*direct instruction based on problem*).

Social science learning is not only talking about the social sciences but also issues and social problems in the community. It needs to be analyzed in detail, so as to produce a solution to social problems. Students are in the process of analyzing placed as a subject of study that actively involved in the learning. Analysis capability is the fourth stage in the cognitive domain in Bloom's taxonomy after knowledge, understanding, and application. Analytical skill is the ability of students to elaborate or separate something into its parts and can look for linkages between these parts (**Herdian, 2010**). Analytical skill is important because in daily life there are many problems that must be faced and solved by students.

Constraints in the implementation of social studies lesson in class had an impact on the quality of the learning process and results. Such as conditions are not in accordance with the desire to create meaningful learning because teachers are still applying the conventional learning that sees students as objects and not as subjects of study, more communication takes place in the same direction, and more emphasis on the cognitive assessment. The purposes of this study are: (1) Describe the problems faced by teachers and students in learning social studies in grade IV; (2) Develop and produce a valid software development based on direct instruction model problem of the social sciences to enhance the students' analysis of material social issues; (3) Describe the results of the use of the practicality of learning devices problem-based direct instruction model to improve the analysis of students' material social problems class IV; and (4) To determine whether learning by using the results of the development of learning tools problem-based direct instruction model to improve the analysis of students' material social problems class IV effective.

METHODS

This research included into the research development. The product in this study is a learning device. Social science tools developed by problem-based direct instruction models such as syllabi, lesson plans, worksheets, learning model, learning materials and test analysis capabilities, In addition to develop a learning device, this study also develop research tools that include: validation device sheets, the questionnaires, teachers' teaching skills observation sheets, teachers' questionnaire responses to social science model learning device problem-based direct instruction. The development of learning tools that use the approach of software development models Four-D model suggested by Thiagarajan, Semmel and Semmel (**Sugiyono, 2010: 300**), which consists of four stages:

define, design, develop, and disseminate. Definition phase aims to establish and define the learning needs by analyzing the goals and limits of the material. Activity of this definition include: front-end analysis, analysis of students, material analysis, task analysis and specification of indicators of learning.

The design phase began after learning indicators formulated. This stage aims to design learning tools and research instruments. Learning device designed to covered the syllabus, lesson plans, worksheets, problem-based direct instruction model, teaching materials and test analysis capabilities. The research instrument this designed cover sheet of validation that is syllabus validation sheet, lesson plans, worksheets, teaching model, teaching materials, tests the ability of analysis, questionnaire responses teacher, student questionnaire responses, and the teachers' teaching skills. The purpose of learning device is development of devices to produce a Final Draft learning device. The activities during the development stage include expert validation, simulation and testing. However, this study stopped at the stage of develop and disseminate due to time limitations of the study. Learning tools that will be developed in this study includes the preparation of syllabi, lesson plans, worksheets, learning model, learning materials and analysis capabilities test.

The subjects were fourth grade student cluster Kartini Semarang academic year 2013/2014. The sampling is using random cluster sampling to select two classes as experimental class and control class and the classroom as a class simulation. The timing of the problem-based direct instruction software testing social science learning model implemented in the second semester 2013/2014. The design of trials using True Experimental Design chosen form Posttest-Only Control Design. There are two groups of randomly selected (R). The first group was treated X_1 is called the experimental class and the second group was treated X_2 class called control.

Table 1. Posttest-Only Control Design

Experiment Class	R	X_1	O
Control Class	R	X_2	O

Techniques used in data collection of this study include interviews, tests, observations, and questionnaires. Data analysis techniques in research instruments developed to support the learning device in this study are as follows: (1) preliminary analysis consists of tests of normality and homogeneity tests to class population trials; (2) evaluation test analysis consisted of content validity, reliability, level of difficulty and distinguishing; (3) validation analysis tools and assessment instruments used content validity based on suggestions and feedback by experts; (4) analysis of the practicality of learning devices in terms of three indicators, namely analyzing the response of teachers to the learning device social science learning of problem-based direct instruction model, analysis of students 'response to the social science learning of problem-based direct instruction model and teachers' teaching skills in teaching social studies with a problem-based direct instruction model; (5) analysis of the effectiveness of the device in terms of three indicators of student achievement individual completeness and classical, experimental class students analytical skills better than the control class and an increase in the experimental class students analytical skills demonstrated by calculation Normalized Gain.

From some of the above criteria, overall the learning tools generated in the study is said to be a good development if it meets the following criteria. In this study, the Social science model learning device problem-based direct instruction prepared as valid if it satisfies the validity of the content based on the advice and input of experts or validator. According to Hobri (**in Erna, 2013: 54**), the validity of the learning device is if the average assessment experts point score as follows.

Table 2. Learning Device Validity

No.	Indicator validity	Achievement criteria
1.	Syllabus	3.26 ≤ Va < 4 in the category "very valid".
2.	Lesson plan	
3.	Student Activity Sheet	
4.	Learning model	
5.	Teaching Materials	
6.	Analysis Ability Test	

In this study the practicality of measuring learning tools which have been developed on the response of teachers classified as positive towards learning device problem-based direct instruction social science model, students classified as positive response to the learning process problem-based direct instruction social science model and skills of teachers in managing social science learning of problem-based direct instruction models in both categories.

Table 3. Practicality Measures

No.	Practicality indicators	Achievement criteria
1.	Teacher's Response	Sa average teacher responses show category ≥ 75% positive
2.	Student response	Sa (at least 30 of the 40 students in the experimental class) indicates the category of ≥ 75% positive
3.	Teacher's Skills	Sa ≥ 75%

Description: Sa is average final Score value of the questionnaire responses of teachers, student questionnaire responses and teachers' teaching skills in teaching social studies with a problem-based direct instruction model.

The effectiveness of a learning tool in the study visits of: (1) analytical skills students completed individually and classical to achieve the minimum completeness criteria (KKM) that has been set which is 60; (2) experimental class students analytical skills are better than the control class; (3) an increased ability analysis of experiment students demonstrated by calculation Normalized Gain.

Table 4. Effectiveness Measures

No.	Effectiveness indicators	Achievement criteria
1.	Students asanalytical skills completed individually and classical	Tk ≥ 75% (30 of 40) students achieve mastery of classical Ti ≥ 60
2.	Experimental class is better than the control class	comparative tests H ₀ appeal if $-t_{(1-\frac{1}{2}\alpha, n_1+n_2-2)} < t < t_{(1-\frac{1}{2}\alpha, n_1+n_2-2)}$ $t_{obs} < t_{table}$ dengan $dk = n_1 + n_2 - 2$ The level of significance 5%.
3.	An increase in the experimental class students' analytical skills	$\langle g \rangle \geq 0,70$

FINDINGS AND DISCUSSION

Based on the interviews conducted by researchers to teachers and the results of observations conducted to Class IV SD Kartini Cluster, there are still many problems faced by the teachers and the students in social studies learning. The problem faced by teachers

and students, are; (1) Teachers never develop the social studies material and rely solely on textbooks so that if the book was finished discussed, the students' learning process will eventually end. This makes learning becomes boring (2) Teachers have not given the opportunity for students to learn through practical activities e.g. the group discussions; (3) Teachers are less varied in utilizing instructional media; (4) The learning model used by teachers and the leaning activities are not diverse. Social science is more centered on the teacher, so that the student involvement remains low; (5) Throughout learning process, teachers put more emphasis on memorization techniques; (6) There are few effort from teachers to make a variation in the learning model; (7) Learning tools developed by the teachers do not encourage learning activities that can enhance students' analytical skills and have yet to address to each of students' uniqueness.

The obstacles that occur in social studies learning require an improvement through the implementation of a more innovative learning model, one of which is to develop a problem-based direct instruction. Merging learning models with different students' traits are expected to achieve the learning objectives in an optimal way and also can complement the shortcomings of the learning model that are teacher-centered. **Ewing (2011)** states that direct instruction focus on explicit instruction and provide some examples during the learning. While **Solikhin (2011: 157)** argues that in the problem-based learning teachers used to encourage students to have a chance to identify their own problems and make a solution accordingly based on their level of thinking. Problem solving can help students to understand the concepts being studied.

Problem-based direct instruction model is a learning model that being developed from a number of social problems, in which it requires the teachers' direction for the students to come up with solution. This is in accordance with the **Maynes (2012)** which states that problem solving might be "less efficient" and could lead to gaps of information submitted. By using the concept of direct instruction, learning can be effectively managed and students will remain on the track, focus still, and be able to clarify the possible misunderstandings. The shifting towards problem-based direct instruction is more likely to affect the students learning way rather than to fix it.

The social study learning not only talks about the social studies but also the ongoing issues and social problems in the society. It needs to be analyzed in detail, so as to produce a solution to those particular social problems. Students that are in the process of analyzing, is being placed as a subject of study that is actively involved in the learning. Analysis capability is the fourth stage in the cognitive domain in Bloom's taxonomy after knowledge, understanding, and application. Analytical skill is the ability of the students to elaborate or to breakdown the problems into parts and look for the connection between these parts (**Herdian, 2010**).

Analytical skill is important because in daily life there are many problems that must be faced and solved by students. With this analytical skill, students will be able to understand in detail of the problem, so that students can eventually identify and determine the right way to solve such problem. Therefore, it can be concluded that the problem-based direct instruction model can enhance the fourth-grade students' analytical capabilities since in its implementation the students are place in group to solve the social problems given by the teacher in which it requires them to determine the appropriate solution to the problems. Corresponding to the application of problem based direct instruction, Dewey's theory states that "*created an active intellectual learning environment in his laboratory school*" is relevant because according to Dewey meaningful learning can be realized by having students sit in small groups to work on projects in accordance with the topic of their own interests (**Nur, 2011: 21**).

The result shows a valid improve in the analytical capabilities of fourth grade students that do social studies learning with tools developed with problem based direct instruction. Total validity indicated an average score of 3.74 and can be used with a bit of

revision. The score is in accordance to tools validity categorization based on Hobri (**in Erna, 2013: 54**), a validation is categorized as valid if the score is at $2.5 \leq Va < 3.25$ and categorized as highly valid at $3.26 \leq Va < 4$. The analytical result proves the practicality of the development of learning tools in problem-based direct instruction model in social studies to improve the analysis of fourth grade students. The observation result of the teacher's ability to manage the learning process of social studies, shows that the teachers have done the scaffolding well, that is a supporting framework that can develop and enhance student's inquiries. In the learning process, teachers started by orienting the students towards the social problems, let them identify the problems, and then let them look for the appropriate solution. This is consistent with the results of research conducted by **Solikhin (2011: 156)**, that state teachers in the application of the PBL model (problem based learning) based on ICT have been doing well with the scaffolding by giving support to students in their learning and start the learning process by identify the problems and then followed by determining the right solution to it.

The average yield response of teachers to the development of learning tools of social science with problem-based direct instruction models is 93.1%, if the response criteria in consultation with teachers, it was included in the criteria of "very positive". This indicates that the use of models problem-based direct instruction greatly assist teachers in improving analytical skills of students, help students solve social problems that occur in daily life, in addition the teachers agree that the concept of social problems fit with problem-based direct instruction model as it relates to student experience, so that students are more motivated to learn. In solving the problem of students guided and directed by the teacher in order to obtain the solution of social problems that appropriate. This is consistent with the statement of **Nur (2011: 19)**, namely that the role of the teacher should be able to engage students in problem-oriented projects and help them when investigate about social issues, science and technology. In the learning process by using problem-based direct instruction model, teachers assign work to students regarding social issues. Award problem in learning aims to enable students to develop analysis capabilities in solving problems that occur. While **Jonassen (2008)** reveals that the problem played a role in the effectiveness of student learning outcomes in all types of learning method that uses a problem. Problems with high difficulty level in students lies in the cognitive intractable. The purpose of troubleshooting is to help students identify the type of problem that is used in problem-based learning.

The average percentage of students' response to social studies learning with problem-based direct instruction model reached 90%. Based on the students' interest towards learning criteria that have been established, then the interest of the students towards learning problem-based direct instruction model "very interested". In other words, learning social studies with a problem-based direct instruction model received a positive response from students. On the implementation of social studies learning, many teachers still oriented to the learning outcomes which is the ability of students scoring above the KKM, but not on improving analytical skill of students in learning. Analytical skill is important because in daily life there are many problems that must be faced and solved by students. With this analytical skill students' will be able to understand in detail of the problem, so in this future students can find and choose the right way to solve the problem. One way that can be used to enhance the analytical skill of students is the selection and use of appropriate models and learning. Problem-based direct instruction model refers to a teaching model that orients students on an issue. Problem-based direct instruction model in social studies regarded as a new and exciting. In this model orientations phase in which students are oriented to the problem through the media.

The media's role is very important to attract the interest of student learning and make students enthusiastic about the material provided. Media were used according to existing facilities in schools. Based on interviews and observations, SD Force Kartini Semarang has

a CD and display facilities but has never been used in learning activities in the classroom. Therefore, the LCD and the screen can be used as a tool used in the media aired video learning material Social science social problems (?). It is intended that students are motivated towards Social science. Problem-based direct instruction serves authentic problems so that students can make the process of solving problems in the daily life of the corresponding causes and consequences.

The analysis showed that the development of Social science learning tools of problem-based direct instruction model to improve the analysis of fourth grade students is practical. Based on the observation of teachers' teaching skills in managing learning social science of problem-based direct instruction model with very good criteria because the average percentage at 91.3% in the three meetings with the percentage breakdown of the average obtained in the first meeting by 89%, amounting to 92 meetings II % and the third meeting by 93%, so it can be concluded that the teachers' skills in teaching social studies material social problems using the learning device social science of problem-based direct instruction model is said to be "managed" by getting a percentage of each meeting $\geq 85\%$ of the average results of observations by third observer. The basic skills teaching (teaching skills) are the ability or skill of a distinction (most specific instructional Behaviors) that must be owned by a teacher, lecturer, trainer or trainers in order to carry out teaching duties effectively, efficiently and professionally (**Asril, 2011: 67**). Learning is a complex process and involves various aspects interrelated. Therefore, to achieve effective learning the necessary skills are skills taught in this teaching.

These skills include the teachers' teaching skills provide reinforcement, questioning skills, using a variety of skills, skills explained, opening and closing skills lessons, skills, small group and individual teaching, classroom management skills, and skills to guide small group discussions (**Hasibuan, 2009: 58**). Teachers' teaching skills can be regarded as an indicator of a good teacher or a professional. Because a good teacher or a professional not only have to master the specialization of science, but also master the basic skills of teachers, resulting in learning activities, teachers can deliver material that is easily understood by students. Skilled teacher who studied in this research is the teaching skills of teachers in social studies learning material social problems with the problem-based direct instruction model. Indicators of teachers' teaching skills were observed in this study was associated with the application of problem-based direct instruction.

In the application of the problem-based direct instruction model teachers act as facilitators. Teacher as facilitator will have direct consequences as a model designer, trainer, and mentor. In addition, as a facilitator, more specifically the role of the teacher in learning is as expert learners (**Santayasa, 2007: 5**). As expert learners, teachers are expected to have a deep understanding of the learning material, providing ample time for students, providing the problem and alternative solutions, monitor the teaching and learning process. Observation of teachers' skills in managing the learning problem-based direct instruction model has highlighted that teachers have been doing scaffolding well, in the form of a support frame to develop and enrich the student inquiry. Scaffolding is to change the level of support. After passing through several courses in the learning sessions, where people are more skilled and expert (teacher or peers) to adjust the amount of guidance appropriate to strengthen the ability of children (**Santrock, 2007: 268**).

When viewed from the observation of teachers' teaching skills in managing social studies learning material social problems with the model problem-based direct instruction increased, the average percentage of the first meeting reached 89% with very good category, meeting II reached 92% with very good category, and on meetings III reaches 93% with very good category, so it can be concluded that the teachers' skills in managing social studies learning is successful. The effectiveness of the learning device can be viewed from some of the following: (1) attainment of mastery learning experimental class; (2) the ability of analytical grade students experiment better than the control class; (3) An

increase in the experimental class students' analytical skills. The achievement of mastery learning experimental class students are given class treatment with problem-based direct instruction models better than the control class is the class that the treatment given direct instruction models. It can be seen from the average empirical on the output table One-Sample Statistics shows that the average analytical skills of students at 84.53 on 73 experimental class and the control class. Value shows the average experimental class analysis capabilities over the specified completeness criteria (KKM = 60), so that we can conclude the experimental class analysis capabilities have reached the criteria set.

In the application of the problem-based direct instruction model the experimental class, students were more enthusiastic than the application of models of direct instruction in the control class. This model systematically approaches the learning materials and more emphasis on problem-solving process. Through research, problem-based direct instruction models can improve analytical skills of students in social sciences. With increasing analytical skill students are expected to master the concepts well, so that students can achieve mastery learning. Based on the description of the process and the results above, it can be concluded that the model problem-based direct instruction model can be used as a solution to improve the analytical skills of students. It can be seen from the thoroughness of the experimental class was 90% (36 of 40 students completed). In addition, there are significant differences between the control class analysis capabilities with experimental class that $t_{obs} > t_{table}$ ($5,301 > 2,021$), means that H_1 is accepted. This improvement can occur because the learning is done can influence students to develop analytical skill in the process of solving social problems in Social science learning.

Improved analytical skills of students performed with n-gain analysis on test results both in the experimental class and the control class. Tests given to students on the subjects of social sciences in the form of the initial test (pretest) analytical skills of students before being given treatment and final tests (posstest) analytical skills of students after being given treatment. Analyses were performed using the formula average normalized gain (*average normalized gain*), by Hake (**in Wiyono, 2013: 53**) considered to be more effective. Pretest and posttest scores were then calculated using the formula *Normalized Gain* (g). The calculation of the value pretest and posttest using n-gain showed that the experimental class has increased by 0.71 and 0.51 for the control class. Based on the results table n-gain obtained experimental class and control class above it can be concluded that an increase analytical abilities of students in the experimental class, so that social science learning of problem-based direct instruction model is considered successful in improving analytical skills of students with high category, 0,71.

CONCLUSION

The results of this study indicate that the application of the model shows that learning device problem-based direct instruction model valid, practical and effective. It can be seen from: (1) The validity of the study showed an average overall in the category of very valid with an average of 3.74 percentage; (2) Practicality learning device shows that teachers' skills in teaching material social issues using the social science learning with problem-based direct instruction models said to be "managed" by getting a percentage of each meeting $\geq 85\%$ of the average of observations by the three observers; and (3) The effectiveness of the learning device shows that mastery learning outcomes for students analytical skills indicate that individual completeness reached 90% (36 out of 40 students in the experimental class declared complete), with the value of analytical skills of students has increased after the learning process. That is social science learning of problem-based direct instruction model can enhance students' analytical skills Sukorejo 03 fourth grade in social studies material social problems.

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