
SOCIAL SUPPORT AND PROBLEM SOLVING AMONG TEACHER IN YOGYAKARTA

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Abstract: This study was aimed to determine the relationship between Social Support and Problem Solving among teachers in Yogyakarta. The subjects of the study were 106 teachers in Yogyakarta, which consist of teachers in public schools, private schools and inclusive schools. The scale used Personal Problem-Solving Inventory and Multidimensional Scale of Perceived Social Support. Statistical results used the Spearman Rho technique showed that there was a significant positive relationship between problem solving and social support ($p = 0,000$, $r = 0,401$). The relationship between the two variables showed that the higher the Social Support shown by teachers in Yogyakarta Indonesia, the higher the Problem Solving of their life.

Keywords: Social Support, Problem Solving, Teacher.

Introduction: Problem solving ability is an ability which needed by a teacher (Temel, 2015). Problem solving becomes an ability that can help a teacher in a good relationship, technically, goals in communication, or goals in achieving good performance. (Roesler, 2016). The ability is described through a process which is accomplish a problem based on their background knowledge.

Temel (2015) stated that a teacher should do these activities: (1) explain the main of a problem; (2) show the problem with a specific knowledge; (3) gives feedback for students who try to solve a problem; (4) recommends activity to students which appropriate with their cognitive.

Meier (Meier, 1996) stated that in general, teachers have narrow insight about problem solving, they just focus on content where they are teaching. Rutherford and Ahlgren (Meier, 1996) also explain that a lot of science teachers stuck just in where they are teaching, forget that a lot of science question that should be solved, even they are not push students to asking and find the answer of question.

Meier (1996) stated that technology teachers less in implicating problem-solving process on students. This matter can be told that teachers have problem in solving problem, especially in implicating for solving problem on students. Teachers give less motivation for students to ask and giving solution for problem.

Omrod (Patnani, 2015) stated that factor that affects problem-solving is ability to memorize, gives meaning for problem, individual understanding for facing problem, ability to recall the long-term memory and metacognitive process that is understanding of cognitive ability for optimize that ability.

Eghen and Kauchak (Patnani, 2015) claim the way that was done to increase problem-solving ability is push social interaction, telling problem easily to understand, give chance to find the problem, give help

to solve the problem, and doing problem-solving strategies. One that can affect in problem solving ability is the function of social individual support (Prstorius, 1994). Effort to increase problem-solving by Eggen and Kauchak (Patnani, 2015) needs support from other people, thus needed social support to increase the problem-solving.

Social support be an essential aspect that support individual interpersonal especially teacher, one of the abilities is to solve a problem (Kruger, 2012). The social support which obtained in the form of believe and precious help from co-workers. That support will make teacher confident of their self and their ability, also makes teacher sure for solving problem.

Based on the Kruger's (2012) research showed that an individual who believe in support like appreciation for their ability, thus the individual also believe that they can solving a problem. In line with other research, Prstorius (1994) said that the problem-solving ability obtained from the function of social individual support. Problem-solving become effective because the function of social environment like support and reduce the social stress.

Sullivan, Pasch, Johnson, & Bradburry (2010) in their research explained that social support will be a positive effect in doing a task based on their role. This positive effect is like satisfy feeling which obtained from a successful solving-problem in their first task. The explanation above, the researcher interest to researching about how problem-solving can be made by the social support.

Problem Solving: According to Heppner and Peterson (1982), problem solving is a knowledge that is used to accomplish a problem procedurally or declarative memory which can apply analysis ability, inferential ability, and also choice and appraisal procedure or produce suitable strategy to gain the answer of certain problem.

In accordance with Tomas (Temel, 2015) there are five steps in problem solving, there are formulate the problem, collect the supporting information related to the problem, develop the alternative solution to accomplish the problem, choose the right solution, and apply the chosen solution.

Hepper & Petersen (1982) decides problem solving into 3 aspects, there are confidence in accomplish problem, approach and avoidance, and self-control.

Problem solving or accomplish a problem being one important indicator for doing a role especially being a teacher.

Social Support: According to Cohen (2004) social support is source of connection social supply in the form of psychology sources and material refer to individual for increase their ability in handling stress. Social support involves three aspects, there are instrumental, information, and emotional. The instrumental support is a material or support in financial and also support in daily life tasks. The information support according to something relevant with individual needed such as an advice, suggestion, and opinion. The emotional support is an expression of empathy, concern, and trust.

Zimet, Dahlam, Zimet, and Firley (1988) defined that social support is something received by individual in the form of support by the closest people involves support from family, friends, and special persons for the individual. Furthermore, social support can be interpreted as a comfort feeling, attention, appreciation and support from others (Sarafino and Timothy, 2011).

According to (Zimet, Dahlem, Zimet, & Farley, 1988) there are three aspects owned by social support, there are family, friend, and significant others.

- a. **Family:** One of the social supports for individual is family. Family is the main support in doing daily activity to reach one goal. Family in question is consist of father, mother, and brothers/sisters.
- b. **Friend:** The second social aspect is friend. Friend can be a support for individual thus friends from the same age, co-workers, or friends in school.

c. **Significant Others:** Significant others can also be called special someone or special to gives support to individual. Significant others in this case not including family and friends.

Problem solving can be increase by social support that gives by social environment Yang and Clum (1994). Even social support can give positive impact such ass effect in decrease stress and depression which made by work tension.

Social support such as friend, family and significant other become source aspects of a support. The support that obtained can be increasing individual confident especially in solving problem. Even problem solving can be increasing individual self-quality especially teachers by gained the social support (Graven et al, 2018)

Method:

Participant: participant in this research are teachers in some teachers in public schools, private schools and inclusive schools in Yogyakarta. Sample size in this research are 106 teachers.

Instrument: the measurement that be used in this research is Personal Problem-Solving Inventory (Hepner & Petersen, 1982) for measure problem solving and Multidimensional Scale of Perceived Social Support (Zimet et all, 1988) for measure the social support.

Hypothesis: Hypothesis in this research showed there is a positive correlation between Social support and Problem Solving in Inclusion school’s teachers.

Result: Based on normality test result (Table 1) data distribution of social support is normal (p=0.200), but data distribution for problem solving is abnormal (p=0.026). This shows the data that is used is not generalized. The linearity testing of problem solving and social support is showed in table 2, shows that both of variable are linear (p=0.000).

	Statistic	df	Sig.
Social Support	.046	103	.200*
Problem Solving	.093	106	.029

	Sig.
Problem Solving * Social Support	0.000

	Problem Solving	
	Correlation Coefficient	Sig. (1-tailed)
Social Support	.401**	0.000

Hypothesis test using analysis technic non-parametric spearman rho. This is caused the data from one variable is abnormal. Based on correlation test conducted there is correlation between social support and problem solving (p=0.000) thus this hypothesis accepted. Social support and problem solving are have strong correlation with r value 0.428 (Table 4).

Table 5. Correlation between aspect of social support and problem solving (Spearman Correlation)

	1	2	3	4	5	6	7	8
1. Social Support								
2. Significant Other	.893**							
3. Family	.769**	.522**						
4. Friend	.746**	.508**	.525**					
5. Problem Solving								
6. Problem Solving Confidence	.401**	.338**	.378**	.194*				
7. Approach Avoidance Style	.362**	.299**	.296**	.170*	.822**			
8. Personal Control	.341**	.293**	.320**	.172*	.893**	.598**		
	-.054	-.051	.086	.048	-.024	-.195*	-.151	

Based on correlation test between social support and problem solving, social support aspect has the major dimension which is family dimension (0.378), as showed in Table 5. Next is followed by significant other aspect (0.338) and friend aspect (0.194)

Discussion: The result of this research shows that there is positive correlation between social support and problem solving. This research is in line with the research that had been done by Arslan (Baltaci & Harmata, 2013) shows that social support and problem solving affected each other and individual who feels social support think more positive when they face the problem they can think and solving better.

Social support from friends, family, or significant others gives confidence for individual to perform their role. Family become an essential support and have adequate ability to support in respects and confidence which gives strength for individual to solves their problem. Friends such as co-workers also gives confidence that is built in teachers professionalism correlation. In the research of Kruger (2012) shows there is understanding on psychology process can developed by investigate the social context. Support that given by someone to others can makes the individual believe that their co-workers appreciate their ability, thus the people believe that they can solve the problem.

Okanh, Tortumluoglu, & Kirpina (Baltaci & Harmata, 2013) problem solving is an ability that developed as a result for all of academic activity and training, this ability could be easily and effective with support that given to individual and facilitates the individual adaptation in life. Problem solving in line with accomplish an anxious and stressful event, mental health and adaptation, this has strong correlation with social support perceived by the individual.

The disadvantages in this study are data collection that does not use random sampling techniques so that it cannot generalize the results of existing research. In addition, the measuring tools used in Problem Solving and Social Support are old measurement tools and researchers have not found a measurement tools for the two variables in the newest version. Research implementation in data collection is not effective because of the amount of time wasted waiting for permits from schools. Then some of data obtained in questionnaires were dropped because of the number of items that were not filled.

Conclusion: Based on the result the researcher can conclude that social support has positive correlation with problem solving on teachers in Yogyakarta. The individual can have confidence to accomplish their problem with support that given by others. Thus, in academic environment, there is should be social support between teacher to teacher, teacher to students, and any individual that involves there. This is also applying not only in academic, although in daily life, social support could help individual to solve a problem.

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