



Social Studies Learning Problems In Indonesia Problematika Pembelajaran IPS di Indonesia

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Abstract

A The curriculum is a set of plans and arrangements regarding the objectives, content, learning materials and methods used as guidelines for implementing learning activities to achieve certain goals. The development of an increasingly advanced era requires changes in the curriculum in order to achieve maximum learning goals. This development also has an impact on several subjects, one of which is social studies learning. These changes lead to the emergence of various problems in the learning process, especially for studying Social Sciences (IPS) in Elementary Schools (SD) and Junior High Schools (SMP). Based on this, this study aims to find out the problems contained in social studies learning in Indonesia, especially for learning Social Sciences (IPS) in elementary schools (SD) and junior high schools (SMP). This study uses a qualitative approach using descriptive methods, so that the results obtained can be described and can be easily understood. Based on the research results, four problems can be identified, namely disruptive behavior of students, lack of learning facilities and infrastructure, teachers who do not understand material outside their field of knowledge and learning methods that are less varied.

Keywords

Curriculum, Social Studies Learning, Learning Problems

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Abstrak

Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan tertentu. Perkembangan zaman yang semakin maju menuntut terjadinya perubahan dalam kurikulum demi mencapai tujuan pembelajaran secara maksimal. Perkembangan ini juga berdampak dalam beberapa mata pelajaran, salah satunya yaitu pembelajaran IPS. Perubahan tersebut menyebabkan munculnya berbagai masalah dalam proses pembelajarannya, terlebih unruk pembalajan Ilmu Pengetahuan Sosial (IPS) di Sekolah Dasar (SD) dan sekolah menengah pertama (SMP). Berdasarkan hal tersebut, Penelitian ini bertujuan untuk mengetahui problematika yang terdapat dalam pembelajaran IPS di Indonesia, terlebih untuk pembelajaran Ilmu Pengetahuan Sosial (IPS) di Sekolah Dasar (SD) dan sekolah menengah pertama (SMP). Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metode deskriptif, sehingga hasil yang diperoleh dapat dijabarkan dan dapat dengan mudah dipahami. Berdasarkan hasil penelitian, dapat diidentifikasi empat permasalahan yakni perilaku disruptif siswa, kurangnya sarana dan prasarana pembelajaran, guru kurang memahami materi di luar bidang ilmunya serta metode pembelajaran yang kurang variatif.

Kata kunci

Kurikulum, Pembelajaran IPS, Problematika Pembelajaran

INTRODUCTION

As the times continue to change along with the development of science and technology, the demands of society have increased. The challenges of the industrial era 4.0 have not yet been answered, a new concept has emerged, namely society 5.0. This illustrates that changes for the better are something that is necessary to do [1]. This also has an impact on education, where the education system is adapted to the times, this also causes changes to the curriculum in Indonesia which are carried out to answer the demands of society that continues to change. The implementation of the 2013 Curriculum is based on the emergence of problems that arise in the implementation of the previous curriculum ranging from content, competencies, processes, to assessment problems (Anwar, 2014). The essence of the 2013 Curriculum is simplification so that the curriculum content is presented thematically-integratively in Elementary Schools (SD) and Junior High Schools (SMP). One of the subjects that is presented in an integrated manner is the subject of Social Sciences (IPS).

Social studies learning is learning that involves social science. Social Sciences according to Trianto (2012, p. 171) is an integration of various branches of social sciences, such as: sociology, history, geography, economics, politics, law, and culture. Social science or commonly referred to as social science is a manifestation of a social phenomenon where social science is related or has branches as is the case with science (IPA). The branches of science from social studies are sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology [2]. Apart from that, the term IPS which is often spoken in elementary schools is the name of a stand-alone subject as an integration of a number of concepts from social science disciplines, humanities, science and even various social issues and problems of life (Swasono, 2013, p. 20).

As has been explained that Social Studies is an integrated subject, with integrated learning. An integrated learning approach in social studies is often referred to as an interdisciplinary approach (Winataputra & Darajat, 2014). Several models of implementing an integrated approach in social studies learning according to several experts can be categorized as follows: 1) integration models based on topics, for example the theme of population economic activities in terms of geography, economics, sociology and history; 2) an integration model based on the main potential of the local area, for example "Lombok potential as a cultural tourism area" can be studied from the natural, historical and cultural factors of the local community; 3) Integration model based on existing problems, for example regarding TKI in terms of geography, economy, sociology and history; 4) cross-disciplinary integration model which is the model used in elementary schools. With integrated learning, students can achieve their full competence in terms of knowledge, attitudes and skills.

Based on the results of Asarina's research (Asarina, 2014) that teachers still face several obstacles in social studies learning, namely in the aspects of planning, implementation and evaluation of learning. At the planning stage of learning, teachers face obstacles, namely difficulty in integrating material, lack of manuals, not being able to create learning themes or topics, difficult to describe basic competencies, and difficulty allocating time both for compiling learning tools and for learning activities. At the implementation stage of learning, the teacher also found obstacles, namely not all students were ready to take social studies lessons, teachers did not understand the whole social studies material due to specialized scientific backgrounds, limited time, and were not able to apply various methods. Meanwhile, in the evaluation of learning, the difficulty of compiling an assessment instrument is an obstacle for teachers. Apart from these problems, there are also problems in social studies learning that are not only experienced by teachers.

Based on this, this study aims to find out what are the problems or problems in social studies learning in Indonesia, besides that the researchers also hope that the things discussed in

this study can be useful by knowing the problems of social studies learning we can overcome them a little.

METHOD

The method used in this study is a descriptive method with a qualitative approach, because this research intends to understand, reveal and explain various descriptions of the problems raised or discussed, then summarized into descriptive conclusions based on research data collected by the researchers themselves.

Descriptive method is a research method that seeks to solve problems or answer various questions from the problems being faced at the present time. While the qualitative approach by Mustafa (Alwasilah, 2002: 27) is assumed to be a research approach that aims to understand the problem based on the observations of several researchers who have raised issues regarding social deviation. Kirk and Miller (Moleong, 1993: 3) define qualitative research as a particular tradition in social science that is fundamentally dependent on observing humans in their own area and relating to these people in their language and terminology.

RESULT AND DISCUSSION

Social studies learning is one form of integrative learning that is applied in elementary and junior high schools. The existence of the integration of several disciplines into one subject provides obstacles for social studies teachers in teaching. Based on the results of interviews conducted by Rahmawati and Zidni, it was found that the problems that occurred or were experienced by teachers in social studies learning were as follows:

- Student Disruptive Behavior

Disruptive behavior of students or known as Disruptive Classroom Behaviors (DCB) (Wicaksono, 2012) is visible behavior that occurs in the classroom that disturbs teachers and or other students, for example refusing to participate or cooperate in class activities, ignoring the rights of others, not paying attention to the lesson, making noise and leaving the seat without permission (Bidell & Deacon, 2010). When viewed from the student's point of view, this condition is caused by a lack of student interest in social studies learning. According to some students, the method used by the teacher was one of the reasons. Social studies teachers mostly use the lecture method which makes students bored and sleepy, especially social studies lessons are placed in the last hour. Another student stated that the teacher scolded students more than motivated them. In addition, the note-taking task given by the teacher is often too much so that students become lazy to complete it.

- Lack of Learning Facilities and Infrastructure

In addition to the student factor, the lack of learning facilities and infrastructure such as books, learning media, and laboratories is also an obstacle faced in social studies learning. In some schools, the books that are owned as learning resources are still minimal, especially student handbooks. The books owned by students did not match the number of students, as a result, one book was used by two or more students. The students themselves complained about this condition. The lack of books required them to share with other friends. As a result, students become less enthusiastic in participating in social studies lessons.

- Difficulty Understanding Material Outside the Field of Science

Social studies subjects that are presented in an integrated manner by combining geography, history, economics and sociology provide difficulties for teachers. Teachers with a

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background in history education find it difficult to teach material other than history, as well as teachers with an educational background in geography, economics and sociology find it difficult to deliver material outside their field of knowledge. Most teachers experience the same thing when they have to deliver material outside their field of knowledge. Mastering the subject matter is one of the teacher's competencies, namely professional competence.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and deeply" (Nuraida, 2013). If the teacher does not master the subject matter, it will also have an impact on students' lack of understanding, because the teacher's professional competence has a significant influence on student learning achievement (Sulistiyowati, Sukardi, & Sukardi, 2012; Wulandari, 2013) and student learning motivation (Widoyoko & Rinawat, 2012).

- **Less Varied Learning Methods**

The results of the interview show that the method that is most often used in social studies learning is the lecture method. The use of methods that are less varied will cause students to become bored, sleepy, less motivated which will have an impact on their learning outcomes. In addition, the lecture method emphasizes more on teacher-centered learning, a condition that is in stark contrast to the current ideal of learning.

Meanwhile, according to Supardi (2011: 2016-218), there are several problems with the social studies curriculum at the primary and secondary education levels, which become problems in the social studies learning process, including:

1. Social Studies Curriculum Problems in Elementary School

The development of the Social Sciences EDUCATION curriculum for elementary schools has been in development for a long time. The format of the system is more mature than the social studies curriculum for junior high school. It's just that there are still some problems with the social studies curriculum in elementary schools, including:

- a) That the process approach which is one of the references for the social studies education curriculum in elementary schools is still dry. Especially for elementary school. Elementary schools are still far from communicating with other schools, the implementation of the curriculum is sometimes stagnant (runs in place). This is due to the large number of primary schools which are far from the ideal communication range;
- b) There are still many perceptions that social studies education is a lesson that is not too important, or sometimes underestimated because it is too easy, leading social studies lessons to only emphasize cognitive aspects. Affective and psychomotor aspects are rarely used more explicitly;
- c) That social studies learning at the elementary level has not played a big role in reality as a problem solving in everyday life.

2. Social Studies Curriculum Problems in Junior High School

The characteristics of social studies education for junior high school students are different from the characteristics of high school education. In the past, that in junior high school social studies subjects were still monodisciplinary, where there were History, Geography and Economics subjects, just like in high school. Since the development of the 2004 trial curriculum (KBK) and 2006 curriculum (KTSP) social studies education for junior high schools has united all social sciences in social studies subjects. However, there are still some problems related to the concept and implementation of the social studies curriculum for junior high schools, namely:

- Whereas although the social studies curriculum is integrally structured, it does not yet highlight it as an inter and transdisciplinary approach. This phenomenon sometimes occurs in different translations between teachers.

- The difficulty of making the class collaborate, especially the coordination of time and energy, so that teachers will choose separate learning, according to their own field of study.
- Whereas the trans-interdisciplinary approach to social studies education in junior high schools is feared to be only a curriculum formality, which can only be seen in the final reporting and assessment which combines three fields of study.
- The low motivation of teachers to make changes and updates in teaching, so that they tend to be monotonous in doing what they usually do. The implication is that IPS is a subject that is less desirable, or preferred because it is impressed as a rote subject.

3. Social Studies Curriculum Problems in Senior High School

The social studies education curriculum in Senior high school has applied the concept of a monodisciplinary curriculum, except for Civics. For schools that major in science and social studies, some subjects such as political science, law, and state administration have even been included. The social studies curriculum for high school has indeed prepared students to become academics. However, there are still some problems related to the social studies education curriculum in high school, namely:

- There is a difference between general SMA-SMA and SMK, while there is no solid social science education concept.
- Whereas social studies education in SMA and SMK still prioritizes the cognitive aspect, this phenomenon departs from the emergence of educational pragmatism.
- The emergence of science and social studies majors in senior high schools does not have a significant effect on social studies learning in universities. In fact, science graduates often have advantages in college when they enter the social sciences major.

Social studies education in SMA/SMK has not been able to significantly become the handle of students' problem solvers. In connection with various problems of the Social Sciences education curriculum at Dikdasmen, it is necessary to pay attention to several recommendations for curriculum improvement, namely:

- That the social studies education curriculum must refer to current and future needs. Students must be invited to become problem solvers of current problems, and anticipatory to future problems. As in his book Jamus A Beane Curriculum Planning and Development, which emphasizes the need to estimate future phenomena, based on past and present phenomena.

Whereas the existence of IPS education for Dikdasmen cannot be separated from universities, the government, and the community. For this reason, it is necessary to create a synergistic network to build a flexible curriculum. Optimization of school-based social studies curriculum is necessary

CONCLUSION

The problems that can be identified in social studies learning are disruptive behavior of students, lack of learning facilities and infrastructure, teachers do not understand material outside their field of knowledge, and less varied learning methods. The disruptive behavior of the students identified was hanging around and playing around when learning was taking place, being difficult to manage, not doing the assigned tasks, making noise in the classroom, not paying attention, being sleepy, and chatting. Meanwhile, learning facilities and infrastructure that are considered to be lacking are books and learning media. Teachers also find it difficult to understand subject matter outside their fields and the learning methods used are less varied because they use the lecture method more.

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