

Social Science Learning Problems by Social Science Teachers in Padang City

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ABSTRACT

The purpose of this study was to look at the learning problems of Social Sciences (IPS) subject based on the aspect of teachers in Junior High School/SMP/SMP in Padang City. This type of research is qualitative research, with the techniques used in the data collection questionnaires and interviews as qualitative methods. The questionnaires and interviews were filled out by distributing the google form link to teachers in the Subject Teachers' Deliberation Group (MGMP). Based on the results of data identification and analysis, information on similar problems related to social studies learning in each school was obtained. Problems that occurred from the teacher's perspective are 1) Planning on the learning process, namely the lack of time in preparing the concept of the learning process, insufficient learning support books, and limited supporting facilities in planning on learning concept for each subtopic; 2) Implementing the learning process, namely limited student books and low student interest; and 3) The learning assessment process is that there are still many students who are failed based on the characteristics of the student assessment.

Keywords: Learning Problems, Social Science Teachers, Padang City.



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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, excellent personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state" (UU No. 20/2003; Mariya et al., 2021). Social Sciences (IPS) is a subject given at the Junior High School/SMP/SMP level, in this learning process it examines four subjects namely Sociology, Economics, History, and Geography. Social studies learning consists of the dimensions of information, score, and competence. It is also possible to see the reflection of modern learning paradigms and models. The development of social studies learning in developing countries at present is not only for people who know but also for people with critical and creative thinking skills, and decision-making to solve problems (Ata, 2006) who adopt a value system that is developing and needed in society (Doğanay, 2011).

Social studies which is the implementation of social education in schools must be implemented to achieve the objectives of social science studies. Therefore, social studies learning must be taught by teachers who are qualified in the social sciences field, namely, social studies education backgrounds, not from scientific disciplines as is the case today in most schools, namely social studies learning is brought or taught by teachers who do not

have social science educational backgrounds, but from other disciplines. In terms of applying the concept of learning in this case social science studies, the level of maturity, readiness, level of competence, and experience of the teacher must be considered, so that the objectives of any learning will certainly be achieved. The level of maturity, competence, and experience of a teacher is still needed in situations that emphasize the application of learning concepts (Suyono & Harianto, 2013; Mariya & Neviyarni, 2021).

Social Science is essentially aimed at educating good citizens. Social sciences, which are taught are used to solve problems in education. However, it can be said that the current social science has not reached the desired level. Based on these problems, it is important to understand the social science studies values that are conveyed and to understand in-depth some of the shortcomings (Mariya & Anwar, 2021). The existence of social science studies can answer solutions in dealing with these problems. Therefore, questions arise as to what the problems are and what are the views and suggestions of social studies teachers who experience these problems personally. Based on this explanation, the objectives of this study were identified as problems faced by teachers in teaching social science studies.

METHODS

The type of research used in this paper is descriptive qualitative research. The data collection process is carried out through data collecting and interpreting the data. The phenomenological method is qualitative research that describes phenomena, which are faced in everyday life but are not known in detail, with the experiences, thoughts, and decisions of the people who experience them (Patton, 2002). In determining the samples, we used random sampling through google Forms and interviews at the Social Sciences Subject Teacher Consultation (MGMP) in Padang City.

DISCUSSIONS

A. The history of social science in Indonesia

Based on the historical study of social studies education in Indonesia, some concepts or subjects have been included in social science studies but have not been named social science. The existence of social science in the education system in Indonesia cannot be separated from the curriculum system that has been applied in Indonesia. It has been stated by several experts that curricular embryonic, social science in formal educational institutions or schools in Indonesia was included in the 1947 curriculum, the 1952-centered curriculum, the 1964 curriculum, and the 1968 curriculum (Sapriya, 2017).

In line with the above opinion, in the structure of the 1964 Junior High School/SMP curriculum, it is known that there are two groups of subjects. The first group is called the basic group and the second group is called the created group. A basic group is a group consisting of several subjects that are considered the most dominant in developing students' personalities following the qualities expected of students as formulated in the educational

objectives. Subjects included in this basic group are Indonesian history and Indonesian geography. Besides these two subjects, in this basic group, there are other subjects such as Bahasa Indonesia and civics. While the created group contained subjects of World History and World Geography. Although it has not yet been named social science studies, the content in the 1964 curriculum and previously there has been a discussion about social science studies. The period 1945 to 1964 the term social science in Indonesia was not yet known. However, learning that has the same characteristics as social studies have emerged (Hasan, 1996). This can be understood from the existence of history, geography, civic, and cooperative subjects which are delivered separately in elementary schools, and economics, sociology, and anthropology subjects in secondary schools (Sapriya, 2017).

The process of developing social science studies in Indonesia is broadly interpreted into two, social science studies for universities and social science for primary and secondary schools. Social science for primary and secondary schools is defined as a simplification or adaptation of the social studies and humanities disciplines, as well as basic human activities that are organized and presented scientifically and psychologically pedagogically for educational purposes. While the meaning of social studies education for higher education is the selection of social sciences and humanities disciplines as well as basic human activities that are organized and presented scientifically and psychologically for educational purposes. Social studies education in universities and primary and secondary schools have different content. The difference lies in the terms simplification and selection, even though the source of the study material is taken from the same social science disciplines (Wagner et al., 1990).

1. Social science curriculum in 1974-1975

Social science in Indonesia cannot be separated from the 1975 Curriculum document which contains social studies as a subject for education in primary and secondary schools. In the 1974 Junior High School/SMP curriculum, Social science covered the disciplines of Geography, History, and Economics as the main disciplines. While the disciplines of sociology, politics, and anthropology as companion subjects. Social science in Indonesia also adopted and adapted the number of thoughts on the development of social studies that occurred abroad. The next development of social science occurred in the 1974 curriculum which was then refined again in 1975. The 1975 curriculum presents social studies education into four groups as follows: 1) Pancasila Moral Education replaces citizenship education as a form of special social studies education that accommodates the tradition of citizenship transmission; 2) Integrated social science for elementary schools; 3) Confederated social science for Junior High School/SMP that puts social studies as a concept that covers the subjects of geography, history, and cooperative economics; and 4) Separate social science which includes subjects of history, geography, and economics for senior high school, or history and geography for teacher education school (SPG).

2. Social science curriculum in 1984-1990

The 1984 Social Science Curriculum is an improvement from the previous curriculum (1974). In the 1984 curriculum, the name IPS is only used to name subjects at the MI/SD and MTs/SMP basic education levels, the same as the 1974 curriculum. In contrast to the

social science at the High School/SMA level, has used the discipline as a subject naming that stands alone. The approach or form of teaching used is an integrative approach and a structural approach for social studies at the Junior High School/SMP level and a separate disciplinary approach for social studies at the high school level. The integrative approach is learning by following reality in the field of the real world where phenomena in the real world occur without clear boundaries. At the high school level, social science is presented separately in the sense that the boundaries of the material provided are clear, and have GBPP for each subject according to the scientific discipline.

3. Social science curriculum 1994

The 1994 curriculum changed due to the enactment of the National Education System Law No. 2/1989. In this law, social science was discussed, especially the change in Pancasila Moral Education (PMP) subjects to Pancasila and Citizenship Education (PPKn). Social science in the 1994 curriculum was designed differently between elementary, junior high, and high school levels. The content of the material presented, for elementary and Junior High School/SMP levels, the approach used is integrated, but there is still a separation of social studies material in the curriculum. This means that social studies education has not been fully provided in an integrated manner. As for the high school level, it is given separately. The characteristics of this curriculum are as follows: 1) Social science for elementary school still uses an integrated approach and applies to grades III to VI while for grades I and II it is not explicitly stand-alone subjects. In addition, the subject is divided into two parts, namely historical material, and social knowledge material; 2) Social science has not changed its approach, meaning they are still co-related, which includes geography, history, and cooperative economics; and 3) Social science for senior high school use a separated approach to national history and general history subjects (Hidayat, 2020).

4. Social Science Curriculum 2006 (KTSP)

The Social Science curriculum in 2006 changed several material contents. Learning puts forward the concept of mastery of minimal material which is measured using KKM by students which are then called competency-based learning and mastery learning. The results of this thought then gave rise to the concept in the formation of the previous curriculum that did not last long, namely the competency-based curriculum (KBK) which was initiated in 2003, and implemented in 2004. The Competency-Based Curriculum (KBK) ran for two years which was then reviewed to give rise to the 2006 curriculum which is called the Education Unit Level Curriculum (KTSP). This curriculum was strengthened by the issuance of a new National Education System Law which was passed, namely the National Education System Law No. 20/2003. The Education Unit Level Curriculum (KTSP) is technically supported by the emergence of Regulation No. 22/2006 concerning content standards. This regulation contains material that is standardized using the terms Competency Standards (SK) and Basic Competencies (KD).

☞ Social science at the elementary level does not yet cover and accommodate all social science disciplines. However, there is a provision that through social science subjects, students are directed to be able to become citizens of a democratic and responsible

Indonesian citizen, as well as a loving citizens of the world. The social science delivered has been given from grade I to grade VI using an integrated approach that is linked to real life.

- ☞ Social science for Junior High School/SMP is provided in an integrated manner but does not cover and accommodate all social science disciplines. The scope of social science in Junior High School/SMP is referred to as integrated social studies, by combining geography, history, economics, and sociology materials. Although using the term integrated and the teacher is provided with an integrated social studies book, in practice the learning process has not been integrated. Integrated social science material is still delivered separately according to the division of SK and KD on social science subjects.
- ☞ Social science at the high school level is still given separately (separated). This means that the subject matter is developed and structured according to several social science disciplines separately. In the PERMENDIKNAS (2006) document, IPS for SMA and MA is more of a clump, while the names of subjects are the names of traditional social science disciplines, namely history, geography, economics, sociology, and anthropology.

5. Social science curriculum 2013

The development of the 2013 curriculum has not been fully implemented, several revisions have been made, namely the issuance of the Minister of Education and Culture of the Republic of Indonesia No. 24/2016 concerning core competencies and basic competencies of subjects in the 2013 curriculum. Changes occurred in the provision of terms, namely competency standards to core competencies. If we look at the difference, it lies in the pressing point, where the core competence is an emphasis on spiritual attitudes that must be possessed by graduates. Social science subjects in the 2013 curriculum have experienced more material integration, especially in elementary and Junior High School/SMP. More integrated into the learning process. Using the integrated cohesive model which is an integrated model in which a theme is intersecting and overlapping topics from scientific fields (DEPDIKNAS, 2011). Meanwhile, at the high school/SMA level, social studies education materials are still delivered separately or partially, one of the goals of which is to prepare and equip students at the next level, namely higher education (Hidayat. 2020).

6. Driving-school curriculum

The driving school curriculum is a school curriculum consisting of five interrelated interventions, namely: consultative and asymmetric assistance, strengthening school human resources, holistic competency learning, data-based planning, and school digitization.

B. Teacher problems and social science learning implementation

The implementation of social science in schools must be carried out in an integrated manner, by the Minister of National Education No. 22/2006 concerning Content standards that the substance of social studies and social studies subjects in SD/MI is integrated

science and social studies, as well as the substance of science and social studies subjects in Junior High School/SMP/MTs, is also an integrated IPA and integrated IPS. So that this integration requires the presentation of interrelated material between several disciplines that are incorporated into the context of the science. In social studies learning, there are various materials/disciplines of social sciences, including economics, sociology, history, and other social science disciplines.

In the implementation of the social studies learning process, the approaches that are often used are integrated, correlated, and separated. The integrated approach is a way of organizing and presenting learning material that describes a particular subject or problem that will be studied as a unified whole, even though the study or discussion uses concepts from various disciplines. The correlated approach is a way of presenting material or discussing a subject or problem using concepts from various social science disciplines, ethics, philosophy, and humanities. The separated approach is a way of presenting material or discussing a subject or problem based on certain disciplines (Pramono, 2013).

The role of social studies teachers must be able to develop the potential of students in solving various social problems by integrating various social science disciplines so that students have sensitivity to the social environment following the objectives of social studies learning. The teacher must also understand that Social studies learning must: 1) form social behavior with personal dimensions (having noble character, discipline, hard work, and so on), social (love for the homeland, national spirit, tolerance, unity, and integrity), spiritual (faith and piety) and intellectual (intelligent and skilled); and 2) form students to become good citizens, able to understand and actively solve social problems and understand inherit, and continue the culture of the Indonesian nation.

Integrated social studies learning in Junior High School/SMP is integrated learning from the teacher's aspect and integrated into the subject matter. For example, a geography teacher belongs to other social studies teachers (History, Economics, and Sociology) who must teach four social science materials. Integrated into the subject matter, geography teachers must be able to teach history, economics, and sociology. In this case, the four social science materials are divided into several basic competencies (KD), which are seen as a single social science material. One example, which is the material with the theme of the proclamation of class VIII, can be seen in the science of history (Rengas Dengklok events and the proclamation of independence), geography (aspects of the location of the event), sociology (society structure at the beginning of independence), and economics (post-independence economic conditions). However, based on observations, this cannot be done optimally. Many obstacles are faced in the learning process, especially from the teacher's aspect. Problems from teachers occur in terms of how a teacher prepares for learning, during the learning process, and during the assessment and evaluation process.

1. Preparing for learning process

The dominant problems faced by teachers in preparing for the learning process are: First, there are still teachers who lack mastery or understanding of material outside their fields of study, such as Geography teachers who do not master Economics, History, and Sociology because they are not their fields of expertise. Likewise, other social studies

teachers, as stated by Mr. Januar, that it is still difficult to implement Integrated Social Studies. It is difficult because the teachers are based on only teaching History, Economics, or Geography. So if they are asked to teach Integrated Social Sciences, they will have some sort of experience obstacles, they don't master the other Social Sciences materials with their lack of understanding about Integrated Social Studies learning models in general. Secondly, there are still teachers who use innovative learning models that are not widely understood. Based on the observations, they stated "for innovative learning models, I have not understood much of the material, so it is rather difficult to apply them". Thirdly, there are feelings of anxiety and pessimism among social studies teachers towards the successful implementation of integrated social studies learning which is considered too complicated and difficult to implement.

2. Learning process

Problems in the implementation of learning in general, firstly social studies learning are not taught in a fully integrated manner in practice, and the concept of integrated social science teaching cannot be implemented optimally, except at the elementary level, this fact is influenced by several factors, the habits of teachers in managing to teach still exist with the lecture method. Secondly, the limitations of books containing social studies material and books on social studies teaching. Third, the educational facilities and infrastructure needed in social science learning make it difficult to use learning media that are suitable for all students.

3. Scoring and evaluating

Scoring from the assessment aspect, the teacher still has difficulty in providing an assessment that is truly following the assessment and evaluation frame of reference, because the assessment must be following the characteristics of the students. Therefore, there are still many students who do not reach the KKM. With the KKM not achieved, the time needed for the assessment is also not enough. Based on the problems from the teachers above, the importance of several strategies in social science includes (Karima & Ramadhani, 2009):

- ☞ Attention Giving: Attention is one of the influencing factors in learning activities. William Stern in his book: *Al gemeine Psychologie*, this psychiatrist provides a definition of attention that can essentially be formulated as follows: Attention is the concentration of psychic energy or mental activity directed at an object and to the exclusion of other objects. Therefore, teachers are responsive to pupils' behavior, so what needs to be considered by teachers is that teaching must attract pupils' attention. Learning Needs 1) With a variety of sounds, the sound can be amplified, attenuated, and even silent for a while (silent) to attract attention; 2) Writing variations, important things can be written that are more striking, and different than others; 3) Using pictures (maps), pictures (maps) are needed to show the location or place of an area; and 4) The Selection and Use of Learning Media Learning, media is anything that can be used to deliver learning materials to achieve learning objectives.
- ☞ Motivation Giving: Motivation is a state within a person that encourages him to carry out activities to achieve goals. Functional motivation provides a value or its intensity to

pupils in increasing learning motivation and learning achievement. The existence of motivation determines the intensity of the learning effort for pupils. According to Djamarah, there are three functions of motivation: 1) Motivation is a driver of action. Motivation serves as a driving force to influence what attitudes pupils should take to learn; 2) Motivation as a driver of action. Psychological impulses that give birth to attitudes towards students are an unstoppable force, which is then incarnated in the form of psychophysical movements; 3) Motivation as a driver of action. Pupils who have motivation can choose which actions to take and which actions to ignore.

📖 Critical Incident Learning Strategy: Critical Incident Strategy is a strategy used by teachers to invite pupils to remember experiences that have been encountered or experienced themselves and then associated with the material discussed. This strategy is faced with the problems encountered in the learning process, then education practitioners begin to initiate to overcome the existing problems, then an active learning strategy is formulated, "active learning itself comes from the words active and learning". This learning process, it will make the process more meaningful by trying to reconstruct the experiences that exist in the minds of students associated with the context of the material received during the learning process, with this memory pupils are required to actively describe and implement experiences in solving problems faced.

CONCLUSIONS

Based on the results of the study, the problem of social science by teachers in schools is caused by general factors. Social science in schools, unlike other subjects in schools, but in the process is faced with various problems. Problems ranging from learning hours that are still lacking for teachers in preparing the learning process (RPP, media supporting the learning process), the learning implementation process (educational facilities, the quality of social studies learning books are not widely available), and the learning assessment process (the assessment process is still not perfect). According to the characteristics of students and short remedial time, this can also be seen from the understanding of teachers who do not understand the nature of social science studies.

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