

Social Studies Learning Problematics in MtsN 1 Pariaman City

*Fitri Mulyana, Azwar Ananda, Siti Fatimah

Doctoral Program of Education Science, Postgraduate School – Universitas Negeri Padang

*E-mail: fitrimulyana2002@gmail.com

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ABSTRACT

Social studies is one of the subjects that is taught in an integrated manner at the Junior High School (JHS) level. This integrated learning raises problems in social studies learning. The purpose of this study is to identify problems in social studies learning. The method used is the qualitative method. The informants used were teachers and students from seven JHS/MTsN. Data collection methods were interviews, observation, and documentation. Data analysis using descriptive analysis. Based on the results of the study, two problems can be identified, namely 1) Lack of Learning Facilities and Infrastructure, where in social studies learning in class VII MTsN 1 Pariaman City there is a lack of existing learning support facilities. This makes it an obstacle when the teacher explains material that requires learning support media such as pictures and videos. The lack of media in the classroom, such as Liquid Crystal Display (LCD) Projectors that are often used are only teaching materials or books and student worksheets, so learning is not interesting; and 2) Less Varied Learning Methods, where the method most often used by social studies teachers in MTsN 1 Pariaman City in social studies learning is the lecture method. due to a lack of books. If you use other methods such as discussion, students must have books to read so that there is material for discussion.

Keywords: Social Studies Learning Problems, Media, Learning Methods.



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INTRODUCTION

To achieve a better life, an intelligent generation is needed. The preamble of the 1945 Constitution clearly states that one of the goals of an independent Indonesia is to educate the life of the nation (Soedijarto, 2009). Social studies is one of the compulsory subjects in JHS. These subjects contain lessons related to social life. With social studies lessons in junior high school, students are expected to know basic concepts of social science, sensitivity to social problems in their environment, and the role of humans as social creatures (Eshun, 2013).

One of the fundamental challenges of teaching social studies is the change in the socio-cultural environment as a study of social studies material itself. In addition, social studies learning receives less attention, even though understanding social studies will guide students to face reality in a social environment that occurs more wisely and wisely. To face this challenge, it is the teacher who must be adequate, students open their social horizons. So teachers are required to be more professional, teachers no longer only function as conveyors of information, but must be able to guide students in developing their knowledge and getting fun, meaningful, and quality learning.

Teachers as implementers of learning must be able to carry out teaching and learning activities that focus on efforts on how steps are taken so that learning objectives can be

achieved. Thus, teacher activities at the learning implementation stage are organizing learning, delivering learning materials, and arranging interactions between existing learning resources so that they can function optimally. A social studies teacher is required to be able to develop innovative and meaningful learning designs for students. Social studies teaching is also not easy to apply in classroom learning if it does not use an interdisciplinary approach (Akins & Akerson, 2002). The demand for social studies teaching is how the learning materials delivered by teachers can be mastered by students completely. This is quite a difficult problem felt by social studies teachers.

Based on the results of an interview with MTsN 1 teachers, Pariaman City said that for social studies learning, there are still many students who have difficulty learning or receiving lessons delivered by the teacher. Laziness or lack of enthusiasm for students in learning is caused by less pleasant learning caused by the use of unsupportive media, where based on the results of an interview with one of the MTsN 1 teachers in Pariaman City, Mrs. Mirawati said that the use of learning media in class is not supportive, in class there is still no LCD Poyektor, so it cannot show the latest videos related to social symptoms in the community even though teachers already have an effective media use plan so that learning is more interesting and not monotonous so that children are more enthusiastic and more motivated. In addition, in the use of the social studies teacher method in MTsN 1 Pariaman City, more often uses the lecture method because if other methods are used, they are not supported by existing facilities in schools. With the background of the above problem, researchers are interested in researching social studies learning problems in MTsN 1 Priaman City with the title "Social Studies Learning Problems in MTsN 1 Pariaman City".

METHODS

The research used in this study is using qualitative research methods (Erianjoni et al., 2023). The informants used were MTsN 1 teachers from Pariaman City. The research location in this study is in MTsN 1 Pariaman City. Data collection methods are interviews, observation, and documentation. Data analysis uses descriptive analysis, and data analysis used to analyze research results is adjusted to existing data. Furthermore, in this study, the research approach is qualitative, so that in analyzing data obtained from qualitative data only descriptive analysis.

RESULTS

Based on the results of research that has been conducted, there are several problems faced by social studies teachers in MTsN 1 Pariaman City. Broadly speaking, these problems can be grouped into two categories, namely problems in the use of media and problems in the use of methods. The description of each of these problems is as follows:

3.1 Lack of learning facilities and infrastructure

The lack of learning facilities and infrastructure such as books, learning media, and laboratories is also an obstacle faced in social studies learning. Learning media always consists of two important elements, namely the element of equipment or hardware and the element of the message it carries. Learning media requires equipment to present messages, but the most important thing is not that equipment, but the message or learning information brought by the media. In social studies learning in class VII MTsN 1 Pariaman City, there is a lack of existing learning support facilities. This makes it an obstacle when the teacher explains material that requires learning support media such as pictures and videos.

Based on the results of an interview with one of the class VII social studies teachers "the problem in social studies learning in class VII is the lack of learning media in the classroom, where there is no LCD Projector. So delivering the material is not interesting and monotonous because only lectures and lectures continue". Furthermore, based on an interview with one of the students "Social studies lessons are boring, because there is a lot of memorization, and there is also no media used, we hope that there will be video shows or animations related to the material delivered so that we are more enthusiastic about learning".

From the results of the interview above, it can be concluded that in MTsN 1 Pariaman City, the social studies learning process in Class VII is still constrained by the lack of media in the classroom, such as LCD Projectors that are often used only for teaching materials or books and student worksheets, so learning is not interesting. The use of learning media is very important to improve student activities and learning outcomes. As stated by Arsyad the learning process can be more dynamic and will achieve the desired goals if other tools or media are added, such as audio-visual media, print, projectors, films, games, and so on (Arsyad, 2013).

Furthermore, Arsyad (2013) explained the benefits of using media, namely: 1) Learning attracts the attention of students more so that it can foster learning motivation; 2) Learning becomes clearer and more meaningful so that it can be understood by students, 3) Students in learning activities not only listen to the teacher's description, but also other activities such as observing, doing, acting, and demonstrating, and 4) Teaching models or methods will be more varied, not only verbal communication or lectures by the teacher, so that students do not feel bored, bored, and teachers do not run out of energy (Arsyad, 2014). The results of Mayasari's research (Mayasari, 2019) also show that the media-assisted Value Clarification Technique (VCT) learning model provides real experience, stimulates students' thinking to be creative, and student-centered, and makes meaning in life. The use of audio-visual media also improves the quality of teaching and learning and reduces verbalism so that through learning media teachers can more effectively achieve learning objectives.

Various types of media can be used in social studies learning such as snakes and ladders media (Afandi, 2015), interactive CDs (Herijanto, 2012), and web-based media (Uno & Ma'ruf, 2016). Rahmatullah (2011) showed that learning by utilizing animated film media showed increased motivation and interest in learning and easier to understand the social studies concepts taught (Rahmatullah, 2011). Video media is also effective in making it easier for children to understand the material, and cause enthusiasm and enthusiasm to minimize sleepiness and boredom in students (Mustika et al., 2023). Learning media can be adjusted to learning situations and conditions.

3.2 Less varied learning methods

The selection of effective learning methods will certainly increase motivation and increase learning achievement. In learning activities, the learning method used is very important to measure the extent of a student's ability to master and understand the material presented. The lecture method can be viewed as a way of delivering lessons through narration. This method of lecture belongs to the classics. But its use is very popular. Many teachers use the lecture method in teaching so that communication between teachers and students is generally unidirectional. Therefore, teachers can supervise carefully.

The selection of effective learning methods will certainly increase motivation and increase learning achievement. In learning activities, the learning method used is very important to measure the extent of a student's ability to master and understand the material presented (Hermon et al., 2021). The results of an interview with MTsN 1 teachers in Pariaman City showed that the method that is most often used in social studies learning is the lecture method. One teacher stated: "The method I use most often is the lecture method due to lack of books. If you use other methods such as discussion, students must have books to read so that there is material for discussion". The same thing was also stated by students: "The teacher is just a lecture, so we are quickly sleepy and bored". As stated by the teacher, teachers find it difficult to provide variations in learning methods due to a lack of learning facilities.

The use of less varied methods will cause students to become bored, sleepy, and less motivated which will have an impact on their learning outcomes. In addition, the lecture method emphasizes teacher-centered learning, a condition that is in stark contrast to the ideality of learning today. Furthermore, based on interviews with social studies teachers in MTsN 1 Pariaman City, the lecture method is considered less effective because the explanation delivered by the teacher is too long and not supported by other learning media such as pictures and videos, so students feel bored when they continuously hear the teacher explain. According to Slameto (2017), poor teaching methods will affect student learning, teachers usually teach with the lecture method only students will become bored, sleepy, passive, and just take notes. Progressive teachers dare to try new methods, which can help improve teaching and learning activities and increase student motivation.

CONCLUSIONS

Based on research that has been conducted by researchers on Learning Problems for MTsN 1 Students in Pariaman City, the following conclusions were obtained: 1) Lack of Learning Facilities and Infrastructure, where in social studies learning in class VII MTsN 1 Pariaman City, there is a lack of existing learning support facilities. This makes it an obstacle when the teacher explains material that requires learning support media such as pictures and videos. lack of media in the classroom, such as LCD Projectors that are often used only for teaching materials or books and student worksheets, so learning is not interesting; and 2) Less Varied Learning Methods, where the method most often used by social studies teachers in MTsN 1 Pariaman City in social studies learning is the lecture method. due to a lack of books. If you use other methods such as discussion, students must have books to read so that there is material for discussion.

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