

Student Perceptions of Social Studies Learning Problems in the Era 4.0 and the Way to Solve Them

by Rudy Gunawan

Submission date: 18-Dec-2021 03:15PM (UTC+0700)

Submission ID: 1733311223

File name: 2020_ICSSGT.pdf (539.39K)

Word count: 3469

Character count: 19488

Student Perceptions of Social Studies Learning Problems in the Era 4.0 and the Way to Solve Them

(Research at the Postgraduate School of Social Sciences Education Study Program at Muhammadiyah University Prof. Dr. Hamka, Jakarta)

1st Rudy Gunawan*

Faculty of Postgraduate School,

Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta

rudyansich@gmail.com

Abstract—Social Sciences Learning in junior high schools is still constrained by various problems. Problems that often arise are too much material, while the lesson hours are too few, teachers who teach not teach do not come from the social sciences education study program, but come from social science study programs such as history, geography, economics and sociology. Some even come from other scientific disciplines such as religion and language. While in the Era 4.0 requires teacher teaching skills that are comprehensive and have novelty, so that problems in learning must be solved. This study aims to determine students' perceptions of problems in social science education in era 4.0 along with how to solve them. The method used is a survey by giving a questionnaire through the google form. The results in the study were students of the Social Sciences Education Study Program who were able to classify the problems in learning Social Sciences and find a way out to overcome these problems.

Keywords—Social Studies, Social Sciences, Junior High School, Era 4.0

I. INTRODUCTION

Education in Indonesia is currently toward the era of the industrial revolution 4.0 which makes information technology as the basis of people's lives [1]. This is manifested in the mission of the Ministry of Research, Technology and Higher Education which is "increasing access, relevance, and increasing higher education to produce quality human resources, as well as enhancing the ability of science, technology and innovation to support the nation's competitiveness". The mission is one of the strategies implemented through higher education.

Zimmerman explains why in Era 4.0 75% of the work will involve abilities, technology, engineering, mathematics, internet and lifelong learning [2], [3]. This will result in technological disruptions that require a wider digital talent gap, a workforce that is ready for digital technology and important social skills needed for work is needed [4], [5]. Social skills help one in communicating which is part of 21st century

skills. 21st Century skills can help in increasing the ability to sell, work and readiness in becoming a good citizen [6].

Preparing humans to become citizens is the main goal in learning social science. For this reason, social knowledge teachers must have knowledge, abilities and dispositions in order to be able to provide education at the school level in making students good citizens [7], [8], [9]. Teachers are expected to be able to direct students to learn on their own. Independent learning can be done by honing the capabilities they have, creating their own knowledge, facilitating the world with each of them so that each student is able to achieve the potential obtained as part of the world community [10].

However, social science teachers still have some lessons in learning social science in the classroom. Research results regarding social science learning among others are social science education concepts in Indonesia not as strong as in other countries, social science learning still depends on individual learning persons or

groups of experts, still containing material, materials that still have difficulties in implementing learning scientific [11], [12], [13].

This study aims to identify the problem of learning social science from the perspective of students taken from the Social Sciences Education Study Program and find solutions to overcome them. The expected results can provide alternative solutions in overcoming problems in learning social science at the junior secondary level.

II. METHOD

The method used in this research is a case study with several case designs because researchers want to know the problems in social studies learning in accordance with existing conditions. The research was conducted at the educational studies program postgraduate social sciences program, Universitas Muhammadiyah Prof. Dr. Hamka for the reason that most of the students are social studies or social science teachers in junior or senior high school.

Participants in this study were students of the educational studies program postgraduate social sciences program, Universitas Muhammadiyah Prof. Dr. Hamka. The source received in retrieving data is a structured interview given via google forms. Each participant sets the time for two days to answer the questions that have been determined. In this research, direct observation was not carried out, but it depends on the experience of the participants while becoming a social studies teacher. Triangulation of evidence is done with the theory used to corroborate the evidence obtained. Data analysis

is done by categorizing data, matching patterns, making explanations and conducting analyzes that produce a description of the case being discussed.

This study was designed by selecting problematic cases in social studies learning in junior high schools with the assumptions that occur in the classroom. After all data has been systematically collected, the researcher can see answers from structured interviews that have previously met the objectives of the study or have not been analyzed. Ten questions were structured for participants so grouping was done by answering questions in the discussion. After completion, the researcher discusses the research findings as evidenced by a theory that provides conclusions and recommendations.

III. RESULTS AND DISCUSSION

The study began by sending a Google form link to 29 participants, but 26 people answered questions that had been prepared on the Google form, meaning that as many as 89, 66% responded to requests from researchers to participate in answering the questions given. Participants who had a social science education background were only 19.2%, the rest came from social science study programs such as economic education, history, cooperatives, sociology, citizenship education and geography (57.7%) and 23% of participants came from outside social science education/other social science. A total of 92.3% is a social studies education teacher/other social sciences with diverse teaching experience. Experience teaches participants can be seen in the following figure 1.

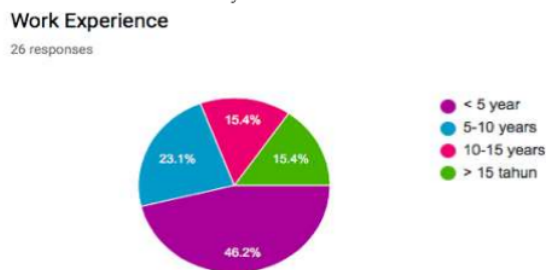


Figure 1. Work Experience

Figure 1 show that the majority of participants have less than 5 years of teaching

experience. This shows the lack of participant experience in applying various learning

methods, but not closed in accepting and implementing learning innovations.

Questions related to learning social science begin with a description of the difficulties of learning social science. The first difficulty answered by participants was social science material. Complex material that must be integrated, broad, too much, does not correspond to class levels and overlaps (there is repetition of material). In addition, the material emphasizes more on the theoretical aspects rather than on the practical aspects whereas the learning of social science will continue to change according to the times. The results of research conducted at public junior high school 3 Sleman, students do not understand the social science material they learn so that they are lazy to reread [14].

Student factors also become complained by participants. Learners lack of reading, difficult to ask questions, lack of focus on learning and tend to lack understanding of social science learning. This causes the teacher to return to using the lecture method that is felt by the students boring even though the teacher is already using learning media. Social media learning media is difficult to be provided in the classroom, only through pictures or videos. The results revealed that interest in learning, learning strategies and learning motivation significantly influence the difficulty of learning social science [15].

Another difficulty is the teacher factor. The teacher is difficult to find the right learning model because of limited time and infrastructure. Not to mention if the school is divided into 2 shifts, the time for each class is getting shorter. In addition, teachers who are not linear with the subject matter are difficult to understand the concept of learning social science, so that it explains to students less than the maximum. Participants argue that the educational background of social science teachers should be linear, linearity will provide high self-confidence, ability to teach and teacher professionalism. One participant gave the answer as follows:

"Right, because a teacher must have the ability to teach according to the field of study he is in charge of, because if the teacher has a deep understanding of one field of science then the

teacher must understand and be able to explain all the material well, besides that the teacher must also have other skills so that they can support the process learning."

The results of research conducted by Rismawati show that teacher competence is related to professionalism so social science subject teachers should have appropriate educational background in order to have maximum professional competence. So that professional competence can be maximized, teachers who have inappropriate educational backgrounds are advised to participate in special education and training programs [16].

The learning process of social science is constrained by the time that is felt to be insufficient compared to the available material. According to some participants this lack of time was partly due to the stigma about social science material that could be studied on their own and considered less important. One participant gave the following answer:

"For social science in the 2013 curriculum, in my opinion the material is too much, too blurry, unfocused and unorganized, making it difficult for teachers to provide material with certainty, maybe teachers from historical backgrounds will provide deeper reinforcement to history and ignoring the economy is more difficult. Other material will be ignored. Yet when the final semester exam students are confronted with the problem with the HOTS system, where students are required to be able to reason the sentences of the questions presented into simple answers. The questions are usually made by the team. If the teacher does not explain material that he does not master, such as economics, then students are the victims."

However, some participants answered that the available time was in accordance with the available material (6 participants). Reasons revealed include that time can be tricked by appropriate learning models that teachers can create fun and meaningful social science learning. Other reason teachers can create an integrated concept of social science which is able to learn several materials at once in one meeting. Providing material in one meeting is not easy. Good literacy skills are needed, both teachers and students. Regarding this literacy, all participants agreed that literacy skills are important to help students understand the material. According to one participant "literacy

ability is very important because the literacy culture of social science adds insight, innovation and filtering on issues in society, nation and state. Because it forms the character of students to be good citizens and adaptive to social change and development in times."

Literacy activities are currently lacking. The causes include the limitations of social science companion books at school, teachers who are less motivating, and low interest in reading. However, one participant answered that literacy should not be a problem in learning social science because in essence social science is a science that studies humans and all their activities so that the surrounding environment can become a media of literacy.

According to the participants, literacy activities can be carried out before starting the lesson or assigned one day's activity to one book so that students' insights increase. Literacy skills can be improved by reading from a variety of sources wherever they are. Classes can be created as a source of literacy that is supported by innovative and creative teachers, so students want to read. In addition to reading, students are also asked to write down what is read, learn to check what they read so that students' critical thinking power can be trained. Here are some activities to improve student's literacy skills, including: (1) diligently read at least 25 minutes a day; (2) make a reading corner in the classroom; (3) add to the collection of books in the school library; (4) using maps, novels and other sources related to learning material as a source of literacy; (5) assign students to make personal summaries and opinions about books they have read; (6) provide two hours of school time for literacy activities, so students can demonstrate their ability to write poetry, read poetry or even read brief reviews of books that have been read and (7) make use of time to get used to reading and accessing information continuously both in the library of books, electronic and print media and sensitive to the development of social conditions in the community.

Good literacy can help teachers in creating interesting social science learning media. Adequate knowledge helps teachers in understanding knowledge so that the media

produced will increase students' creative and critical power. According to respondents, making learning media can utilize the environment by using used materials or utilizing technology and information. One respondent revealed that:

"Learning media can be made from simple materials such as making clippings, utilizing the environment as a source of learning apart from museums, utilizing interesting novels and books that can be linked to the material, the reason for this is the teacher's mindset considers the laboratory to be standard in the form of the room when it is intended with laboratories in social science not necessarily in the form of a room, in fact the environment is also a laboratory, learning resources do not have to be merely books, but things around can become media and learning resources for social science."

Forms of media can be images, videos, news, power point, digital maps, snakes and ladders games, puzzles, film screenings or direct visits to places relevant to social science learning such as museums, meteorological bodies, stock exchanges, markets, offices tax and planetarium. Other media that can be made are games or media that have been uploaded to YouTube. Learning media can be created by collaborating with students, so that learning media is increasingly motivated and able to increase students' creative and critical power.

Determination of the media adapted to the learning model used. According to the participants, the method of discussion, project based, problem solving, contextual, inquiry, discovery and problem based learning can be applied to learning. Of course the teacher must first master all the syntax of the learning model that will be implemented. The point is that all learning models based on scientific learning can be done in social science learning. Any learning model that is applied must be adapted to the conditions of students and facilities and infrastructure so that it is easy to evaluate.

Evaluation in the 2013 curriculum is already good because the assessment concerns the dimensions of attitude, knowledge and skills. However, some participants argued that this assessment was not simple and impractical so the basis of the teacher's evaluation was only from the results of formative and summative

tests, especially those holding large classes. The evaluation system on social science learning should be done individually because many aspects of attitudes and skills can be evaluated by the teacher.

At the end of the question, participants were asked to give their opinions on the fun learning of social science. Enjoyable learning will eventually be able to overcome all problems in learning social science. The social science teacher must indeed have broad insights so that creativity and innovation in learning will emerge. The social science teacher must continue to be increased knowledge, because social changes that occur continuously in a very short time relatively.

Learning social science can be done with the collaboration of teachers and students. Students are directly involved in the learning process by being given direction and motivation in learning social science. Contextual learning can stimulate students' curiosity about an event. The teacher becomes a facilitator and role model in every learning process so that students have respect that eventually will give students enthusiasm in learning social science.

Integrated social science learning needs to be applied, although in practice it is still in line with the field of social science, but as a social science teacher must be able to provide inter and intra-disciplinary learning so that themes emerge that can be comprehensively discussed from an economic, historical perspective, geography and sociology. The surrounding environment is a social science laboratory that can be put to good use by accompanying students to explore and find out every problem in learning.

Learning social science rests on the four pillars put forward by UNESCO namely **learning to know, learning to do, learning to live together and learning to be** so that students are able to find information, solve problems, are able to work together, tolerant of differences, and tolerance. This can foster the confidence of students so they are able to recognize their own potential. In the end students have confidence are able to recognize themselves, independent and have economic and social stability.

IV. CONCLUSIONS

The problem of learning social science from the perspective of students from the social sciences education study program in this study shows that teachers have a central role in the learning process. Teaching experience will affect the ability of teachers to apply learning innovations. Complex material is one of the problems because it requires integration between materials, overlapping and not in accordance with class level. The material emphasizes more on aspects of theory not practice. Students who lack reading and don't want to ask questions become another problem in learning social science, so that the use of media is felt to be less effective especially since the media presented are only in the form of pictures without elaboration from the teacher. Beyond the teacher, student and material factors, time is also one of the problems so that so much material is not conveyed. The solution offered by the majority of respondents is to improve literacy skills, both teacher literacy and student literacy so that they can add insight, adaptively innovate in the face of changing times. Learning social science can be made more fun if teachers and students can already enjoy the learning process.

ACKNOWLEDGMENTS

The highest award was given to students of the Social Sciences Graduate School of Muhammadiyah University Prof. Dr. Hamka Jakarta, which has been a participant in this study.

REFERENCES

- [1] Kemenristekdikti. (2018). *Pengembangan Iptek dan Pendidikan Tinggi di Era Revolusi Industri 4.0*. Retrieved from ristekdikti.go.id:<https://www.ristekdikti.go.id/penge-mbangan-iptek-dan-pendidikan-tinggi-di-era-revolusi-industri-4-0/>
- [2] Pannen, P. (2018). *Mempersiapkan SDM Indonesia di Era Industri 4.0*. Jakarta: Kementerian Riset, Teknologi dan Pendidikan Tinggi.
- [3] Meranti, & Irwansyah. (2018). *Kajian Humas Digital: Transformasi dan Kontribusi Industri 4.0 pada*

- Strategik Kehumasan. *Jurnal Teknologi Informasi dan Komunikasi*, 7(1), 27-36.
- [4] ILO. (2017). *Laporan Ketenagakerjaan Indonesia 2017: Memanfaatkan Teknologi untuk Pertumbuhan dan Penciptaan Lapangan Kerja*. Jakarta: Organisasi Perburuhan Internasional.
- [5] The Economist. (2017, January 14). *Special Report Lifelong Education: Learning and Earning*. Retrieved from economist.com: https://www.economist.com/sites/default/files/learning_and_earning.pdf
- [6] Redhana, I. W. (2019). Mengembangkan Keterampilan Abad Ke-21 dalam Pembelajaran Kimia. *Inovasi Pendidikan Kimia*, 13(1), pp. 2239-2253.
- [7] Rachmah, H. (2014). *Pengembangan Profesi Pendidikan IPS*. Bandung: Alfabeta.
- [8] Gunawan, R. (2014). *Pengembangan Kompetensi Guru IPS*. Bandung: Alfabeta.
- [9] National Council for the Social Studies. (2016). A Vision of Powerful Teaching and Learning in the Social Studies. *Social Education*, 80(2), pp. 180-182.
- [10] Wheeler, S. (2013). *The meaning of Pedagogy*. Retrieved from stevwheeler.co.uk/:<http://www.stevwheeler.co.uk/2013/11/the-meaning-of-pedagogy.html>
- [11] Rachmah, H. (2012). Inovasi Pembelajaran IPS untuk Generasi Z. *Seminar Nasional Inovasi Pembelajaran IPS* (pp. 167-175). Bandung: Program Studi PIPS SPs UPI.
- [12] Setyowati, R., & Fimansyah, W. (2018). Upaya Peningkatan Citra Pembelajaran IPS Bermakna di Indonesia. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 3(1), pp. 14-17.
- [13] Senji, P. H. (2018). Problematika Pembelajaran IPS Terpadu dalam Implementasi Pendekatan Saintifik Kurikulum 2013 di Kelas VII MTs Sunan Kalijogo Malang. *Skripsi*. Malang: Prodi IPS UIN Maulana Malik Ibrahim.
- [14] Lestari, N. W. (2016). Faktor-Faktor Kesulitan Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas VIII Di SMPN 3 Sleman. *Skripsi*. Yogyakarta: Jurusan PIPS FIS Universitas Negeri Yogyakarta.
- [15] Rismawati, W. C. (2017). *Pengaruh Latar Belakang Pendidikan Guru terhadap Kompetensi Profesional Guru*. Retrieved from blogs.uny.ac.id: <http://widiacahyaris-mawati.blogs.uny.ac.id/wp-content/uploads/sites/15332/2017/10/Pengaruh-Latar-Belakang-Pendidikan-Guru-Terhadap-Kompetensi-Profesional-Guru-1.pdf>
- [16] Rusmawan. (2013). Faktor yang Memengaruhi Kesulitan Belajar IPS Siswa Sekolah Dasar. *Cakrawala Pendidikan*, 32(2), pp. 285-295.

Student Perceptions of Social Studies Learning Problems in the Era 4.0 and the Way to Solve Them

ORIGINALITY REPORT

6%

SIMILARITY INDEX

6%

INTERNET SOURCES

2%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1 Submitted to Universitas Negeri Padang 1%
Student Paper

2 repository.umj.ac.id 1%
Internet Source

3 philpapers.org 1%
Internet Source

4 Submitted to Universitas Pendidikan <1%
Indonesia
Student Paper

5 jce.ppj.unp.ac.id <1%
Internet Source

6 journal.lppm-unasman.ac.id <1%
Internet Source

7 www.scribd.com <1%
Internet Source

8 ijmmu.com <1%
Internet Source

journal.unj.ac.id

9

Internet Source

<1 %

10

ojs.excelingtech.co.uk

Internet Source

<1 %

Exclude quotes On

Exclude matches < 3 words

Exclude bibliography On