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Identification of Problems in Learning Social Sciencesat the Junior High School (JHS) Level in Sungai Penuh City

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Abstract:

Social sciences subject at the JHS level is one of the subjects that are taught in an integrated manner at the level. This integrated learning raises its own problems in social science learning. The purpose of this research is to identify the problems in social studies learning. This research uses qualitative methods. The informants used were teachers and students from seven JHS. Data were collected through interviews, observation and documentation. The research data were analysed using descriptive analysis. Based on the results of the study, four problems can be identified, namely disruptive behaviour of students, lack of learning facilities and infrastructure, teachers lack of understanding of materials outside their field of knowledge and learning methods that are less varied. The disruptive behavior of students identified is wandering and

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playing around when learning takes place, difficult to manage, not doing the assigned tasks, making noise in the classroom, not paying attention, and drowsiness. Meanwhile, learning facilities and infrastructure that are considered still lacking are books and learning media. Teachers also find it difficult to understand subject matter outside their field and the learning methods used are less varied because they mostly use the lecture method.

INTRODUCTION

Changes always occur including the field of education along with the development of science, this change is also a form of demand for the needs of society, for now as we know the flow of globalization is getting swift, if we cannot keep up then we will be left behind. Not yet answered the challenges of the industrial era 4.0, a new concept emerged, namely society 5.0. This illustrates that changes for the better are being made. This will be seen in curriculum changes in Indonesia as a manifestation of the inevitability of change to answer the demands of an ever-changing society. The implementation of the 2013 Curriculum is based on the problems that arose in the implementation of the previous curriculum ranging from content, competencies, processes, to assessment issues (Anwar, 2014). Actually, at this time a Merdeka Curriculum has emerged, but this curriculum has not been implemented evenly and cannot be evaluated. In JHS in Sungai Penuh City, the implementation of the curriculum also varies, some have implemented a Merdeka Curriculum in grade VII and some JHS are still implementing the full Merdeka curriculum.

The point of Curriculum 2013 is simplification so that the curriculum content is presented thematically-integratively in Elementary Schools and JHS. Integrative learning is a learning approach that combines various disciplines into one. According to Fogarty (1991), integrative learning is a form of curriculum that combines both materials, learning experiences, and skills, themes, concepts and topics from various disciplines. This integration can be done in the form of intradisciplinary or interdisciplinary. While according to Drake (2007) integrated learning is divided into three types: interdisciplinary, multidisciplinary and transdisciplinary. However, the implementation of integrated social science learning in JHS in Sungai Penuh City, learning is not implemented optimally, the teacher who teaches not integrated social science background, so that the material is conveyed more to the background, if the teacher is an history teacher, then the material reached only history while for economic material is not explained optimally. Moreover, at this time who teach social science found in schools teachers who have a background in social studies, Math and others.

Actually, the integrated approach can provide a meaningful learning experience because it is in accordance with the needs of students (Hermawan, 2014). Integrated learning provides space for learners to build concepts from various events and information that are interrelated so that complex problems in the surrounding environment can be understood. Kohler states that learning will be successful if learners

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are able to integrate all elements and place them in one way to solve the problem as a whole. Solutions will emerge if a person is able to use the entire stimulus around him so that an insight is formed (Hergenhahn& Olson, 2008). The concept of integrated learning according to Kemendikbud (2013) is a learning approach that integrates various competencies from various subjects into various themes.

Based on the concept above, Sa'ud (2006) states that integrated learning should be implemented according to the following principles: 1) The hidden curriculum, learning is not fixated on one particular subject matter so that learning will be meaningful for children; 2) Subject in the curriculum, learning must be truly implemented by considering the selection of subject matter, learning time, and assessment of learning progress; 3) The learning environment, a learning environment that provides opportunities for students to develop their potential; 4) Views of social world, learning must be based on the life and needs of society; and 5) Value and attitude, learning is directed at the formation of values in students.

One of the subjects presented in an integrated manner is the subject of Social Science. In the context of western education, social science is known as social studies which Edgar B. Wesley defined as social science simplified for pedagogical purposes (Zevin, 2013). For social science taught in secondary schools, Zevin defines it as the study of data, analysis, and ethical issues related to human history, human behaviour, and human values. In short, social studies in the classroom is about how and why people act, what they believe, and where and how they live and have lived. It is about actions, ideas, values, times, and places (a range of topics) that cover a very wide and somewhat amorphous range, but allow tremendous freedom in the choice of materials and methods for the teacher (Zevin, 2013).

Integrated learning approach in social sciences are often referred to as interdisciplinary approach (Winataputra & Darojat, 2014). Some models of application of an integrated approach in learning social science according to Depdiknas (2007b) can be categorized as follows: 1) Integration model based on the topic, for example the theme of economic activity of the population in terms of geography, economics, sociology and history; 2) Integration model based on the main potential of the local area, for example "Lombok's potential as a cultural tourism area" can be studied from natural, historical and cultural factors of the local community; 3) Integration model based on existing problems, for example about migrant workers in terms of geography, economics, sociology and history; 4) Cross-disciplinary integration model which is a model used in elementary schools. With integrated learning, students can achieve their competencies as a whole in terms of knowledge, attitudes and skills.

The complexity of the material and the number of alternative models that can be developed can cause obstacles for teachers because of the difficulty of finding the right form and model for social science learning. According to Ucar (2013) that the complexity of social education can cause several obstacles: 1) The cognitive missunderstanding, which is about how to prepare the learning process and the content of the material to be taught; 2) The political trap, which is related to social goals and functions; 3) The misunderstanding of scientificity, which refers to the conceptualization of the discipline; 4) The misunderstanding of action, related to the diversity of approaches used and the difficulty of assessing the results of actions; 5) The misunderstanding of normativeness, which is related

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to professional actions and their results; and 6) The misunderstanding of the social, which refers to the point and limits of social pedagogy. Furthermore, according to Úcar (2013), these misunderstandings have influenced the conceptualization of the discipline or its professional practice.

Based on the results of observations at JHS in Sungai Penuh City, that teachers still face several obstacles in learning social science, namely in the aspects of planning, implementation and evaluation of learning. At the stage of lesson planning, teachers face obstacles such as difficulty integrating the material, lack of guidebooks, have not been able to make a theme or topic of learning, difficult to describe the Basic Competencies, and difficult to allocate time both for preparing learning tools and for learning activities. At the implementation stage of learning, teachers also find obstacles, namely not all students are ready to follow social science learning, teachers do not understand all social sciences materials due to specialized scientific backgrounds, limited time, and have not been able to apply a variety of methods. While in the evaluation of learning, the difficulty of preparing assessment instruments is an obstacle for teachers.

The conditions mentioned above indicate that improvements in various stages in social science learning are absolutely necessary. The effectiveness of the efforts made can be sought by adjusting efforts to the needs. Therefore, this research is intended to identify the problems of social science learning in several schools in Sungai Penuh City. The results of this study can be used as a basis in finding solutions that can be developed for the effectiveness and quality of social science learning.

METHODS

This study uses descriptive qualitative research because it aims to identify the problems of social science learning. Informants in this study were social science teachers and students from 13 public JHS in Sungai Penuh City, eight JHS as a research site, namely JHS 2, 3, 4, 5, 6, 7, 9, and JHS 10. The data collection techniques in this study were interviews, observation and documentation. The data were analyzed using a descriptive analysis technique.

RESULTS

Social science learning is one form of integrative learning that is applied in JHS. The integration of several disciplines into one subject provides obstacles for social science teachers. Based on the results of interviews conducted with several social science teachers from eight different schools showed that social science learning problems can be grouped into:

1. Student Disruptive Behavior

As is known, student disruptive behavior or what is known as Disruptive Classroom Behaviors (DCB) (Wicaksono, 2012) is a visible behavior that occurs in the classroom conducted by students such as disturbing the teacher or other students, for example, refusing to participate or cooperate in class activities, ignoring the rights of others, not paying attention to lessons, making noise and leaving the seat

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without permission, telling stories or activities that are not focused during learning (Bidell & Deacon, 2010). Based on the results of observations and interviews with teachers, it shows that in social science learning activities in the classroom, there are still many students who show behavior that disrupts learning activities, such as wandering, students who play in class when learning is taking place, difficult to manage, not doing the assigned tasks, making noise in the classroom, not paying attention, sleepy, and chatting, and disturbing other friends.

One JHS teacher stated: "it is difficult to make my students calm when learning, so they are always noisy, the boys play chasing, the girls talk, maybe because they are only in grade VII so the elementary atmosphere is still carried over". One JHS teacher also stated the same thing "the obstacles I face in learning social science is mainly the problem of students, many do not pay attention, some are stubborn, if asked to take notes they are lazy and asked to copy the book there are also some who do not want to". Also, one of the teachers said that the obstacles he faces in learning social science is the lack of student motivation, students are more noisy for things outside the learning process but less active in discussion activities.

When viewed from the students' point of view, this condition is caused by the students' lack of interest in learning social science. According to some students, the method used by the teacher is one of the causes. Social science teachers mostly use the lecture method which makes students bored and sleepy, moreover social science lessons are placed in the last hour. Other students stated that the teacher scolded students more than motivated them. In addition, the note-taking tasks given by teachers are often too much so that students become lazy to complete them.

2. Lack of Learning Facilities and Infrastructure

In addition to student factors, factors from the lack of learning facilities and infrastructure such as books, learning media, and laboratories are also an obstacle faced in learning social science. In some schools, which was encountered at the time of observation, the book owned as a learning resource is still minimal, especially student handbooks. Books owned by students do not match the number of students, as a result one book is used by two students or even more. Therefore, in some conditions, teachers are forced to give note-taking assignments to students. This condition also causes teachers to prefer using the lecture method compared to other methods. As stated by one teacher, "we are short of books here, so one book is usually used by two or more students." Another teacher stated: "because the books are very lacking so I use lectures, what else can I do, even if we ask students to discuss, at least they must have a book". In addition to this, other facilities and infrastructure such as the availability of LCDs are minimal in schools, so teachers cannot be free in using learning media. This condition is also complained about by the students themselves. The lack of books requires them to share with other friends. As a result, students become less enthusiastic in participating in social science lessons. According to one student, this caused him and other friends to do things outside of learning activities such as hitting the table or disturbing his friends. One student stated: "there is no book, we want to read, we don't get the book, so we are lazy". Another student also stated the same thing: "We don't have any books, one group

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is given only one book at most".

The use of learning media is very important to improve student learning activities and outcomes. as Arsyad stated that 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 explained the benefits of using the media, namely 1) Learning is more attractive to students so that it can foster learning motivation; 2) Learning becomes clearer and more meaningful, so that it can be understood by students, 3) Learners in learning activities not only listen to the teacher's description, but also other activities such as observing, doing, acting, and demonstrating, and 4) The teaching model or method will be more varied, not only verbal communication or lectures by the teacher, so that students do not feel bored, and the teacher does 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 student thinking to be creative, learner-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 further streamline the achievement of learning objectives.

Various types of media can be utilized in learning social science such as snakes and ladders media (Afandi, 2015), interactive CD (Herijanto, 2012), and web-based media (Uno & Ma'ruf, 2016). Rahmatullah showed that learning by utilizing animated film media showed an increase in motivation and interest in learning and easier to understand the concepts of social science taught (Rahmatullah, 2011). Video media is also effective in making it easier for children to understand the material, and creates enthusiasm so that it can minimize sleepiness and boredom in students (Putri, 2012). Learning media can be adapted to the situation and conditions of learning.

3. Difficulty understanding material outside the field of study

Social science subjects are presented in an integrated manner by combining geography, history, economics and sociology provides its own difficulties for teachers. Teachers with a background in history education find it difficult to teach material other than history, as well as teachers with a background in geography, economics and sociology education find it difficult when delivering material outside their field of knowledge. Some schools also found that teaching social science is not derived from the science of allied, but from the science of other fields such as Math, Science, Indonesian Languange teachers teaching social science in JHS, so that most teachers experience the same thing when having to deliver material outside the field of science. As one teacher stated: "I sometimes find difficulties when conveying material outside my field. Although in the past we have also been taught but not too deeply".

Mastering subject matter is one of the teacher competencies, namely professional competence. According to Law No. 14/2005 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 (Sulistyowati et al,

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2012; Wulandari, 2013) and student learning motivation (Widoyoko & Rinawat, 2012).

4. Less varied learning methods

The interview results show that the method most often used in social studies learning is the lecture method. One teacher stated: "The method I most often use is the lecture method because of the lack of books. If using other methods such as discussion, students must have a book to read so that there is material for discussion". The same thing was also stated by students: "the teacher lectures, so we get sleepy and bored quickly". As stated by the teacher, teachers have difficulty in providing variations in learning methods due to the lack of learning facilities. The books owned are still lacking and the teacher's creativity in developing learning media is still not optimal. The use of less varied methods will cause students to become bored, sleepy, 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 current learning ideals.

The learning paradigm that has changed from teacher centered to student centered requires teachers to be able to prepare conditions where students are more active in learning. The 2013 curriculum also emphasizes the implementation of various scientific-based learning models, inquiry, thematic and problem-based and project-based. In addition, there are many learning models and methods that can be used as an alternative as a variation in social science learning, namely Contextual Teaching and Learning (CTL), cooperative, constructivism and others. According to Perwitasari, the scientific approach is seen as learning that activates students to build their knowledge with scientific steps, namely observing, questioning, gathering information, associating, and communicating, the teacher is only a facilitator and companion (Perwitasari, 2016). Meanwhile, the use of the Contextual Teaching and Learning (CTL) learning model provides real experience, high-level thinking, learner-centered, critical and creative, meaningful knowledge in life, close to real life, changes in behavior, knowledge. In addition, student learning outcomes can increase (Sulfemi, 2019).

CONCLUSIONS

Problems that can be identified in social science learning are students' disruptive behavior, lack of learning facilities and infrastructure, teachers' lack of understanding of materials outside their field of knowledge, and less varied learning methods. The disruptive behavior of students identified is wandering and playing around when learning takes place, difficult to manage, not doing the assigned tasks, making noise in the classroom, not paying attention, sleepy, and chatting. Meanwhile, learning facilities and infrastructure that are considered still lacking are books and learning media. Teachers also find it difficult to understand subject matter outside their field and the learning methods used are less varied because they mostly use the lecture method.

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