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THE IMPLEMENTATION OF IPS EDUCATION AT HIGHER SCHOOL

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ABSTRACT. The purpose of this study is to analyze the implementation of IPS educational learning in some high schools in Jember city related to the learning policy of social studies IPS integrated and the application of learning IPS education using e-learning or internet-based. The research method used is the qualitative approach. The results revealed that all the schools studied were using the Internet as an IPS learning medium. Some of the studied schools are already using e-learning as a learning model. But the learning of IPS education in all schools is not done integratively. IPS Education Learning is still separate according to their respective fields, economics, geography, sociology, history, and PPkn.

1. Research background
Since the 1980s along with the advent of information technology and communication and transportation, the world has progressed very rapidly. The community is faced with an era better known as globalization and digitalization. The presence of globalization/digitalization has a significant influence on all aspects of the order of life of the community, including the element of education. This digitalization forces learning in schools to change, including social studies (Bates, 2015). Therefore, according to Bates (2015), IPS education is required to be able to adjust to the millennial generation characterized by the following characteristics: They like to be in control, They like choice, They are group-oriented and social, They are inclusive, They are practiced users of digital
technology, they think differently, they are more likely to take risks, and they value time off because they see life as uncertain.

Social Sciences (IPS) is a subject that has a vital role in forming good citizens. There are three objectives to teach social studies to students, namely that each student becomes a good citizen, trains students with the ability to think carefully to deal with and solve social problems, and so that students can inherit and continue the culture of their nation. At the High School level, achieving such goals is not an easy job, because (1) currently social studies subjects are considered less critical than groups of topics in science and other technologies, such as Indonesian, Language English, Mathematics, and Natural Sciences; which is demonstrated by the fact that IPS is no longer a nationally tested subject; (2) IPS is also assumed by the community and teachers themselves to be an unattractive lesson because it is only memorized, less challenging to think, loaded with a collection of concepts, understandings, data, or facts that must be learned and do not need to be proven (Sanjaya, 2008: 226); and (3) the fact that social studies subjects in some schools, especially private schools, are sometimes taught by teachers who do not have an IPS base (Wasino, 2007).[18]

Social studies education according to NCSS is to educate students to become good citizens. Good concepts include both cognitive, effective, and psychomotor good. In the philosophy of education, Ki Hajar Dewantara is good in creativity, useful in a sense, and good at will. By the government the goal of social studies is then formulated to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that arise, and are skilled at overcoming any issues that occur daily both that befell themselves and those that happen the community. These goals can be achieved when social studies programs in schools are well organized.

In the 2013 curriculum, IPS was again presented and for all levels of education, from elementary to high school / K, learning of social studies material was carried out in an integrated/integrated manner. Social studies learning is no longer found separately as an element of social studies, such as economics, history, geography, and sociology-anthropology. This change in the curriculum has consequences for changes in many aspects of learning, such as changes in:

1. Social studies are learning devices which include media, teaching materials, RPP, evaluation/assessment, and IPS syllabus.
2. IPS is teaching strategies, which include the implementation of teaching methods, learning models, classroom management, and so on.
3. Learning facilities and infrastructure
4. Preparation of teachers who teach social studies which include the competence and managerial aspects of the teacher.
5. Policies as a legal umbrella impede the practice of education.

According to Aziz Wahab (in Solihatin, 2008: 1), the learning climate developed by teachers has a significant influence on the success and passion of student learning. The quality and success of education are strongly influenced by the ability of the teacher and the accuracy of the teacher in implementing social studies learning. Therefore the selection of models and learning methods that are in line with the curriculum goals and potential of students is a professional competence that must be possessed by the teacher (Kosasih, in Solihatin, 2008: 1).[20]

2. Literature review

The concept of Social Sciences Education (IPS)

The IPS concept for the first time entered the world of schooling in Indonesia in 1972-1973 which was piloted in the Curriculum of the Development School Development Project (PSSP) IKIP Bandung. A lot of understanding and limitations given by experts about what is IPS. Historically, IPS is a generic material taken from social studies that developed in the United States in the 19th century.

According to many experts, the concept of IPS is "social studies are the social sciences simplified for pedagogical purposes." This definition became more popular because it was later used as a definition of "official" social studies by the "United States of Education's standard terminology for curriculum and instruction" until the National Council for Social Studies (NCSS) issued an official definition that brought social studies as an integrated study, and encompasses increasingly broad scientific disciplines. In 1993 NCSS formulated social studies as follows:

Social studies are the integrated study of social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawings such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities: mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as the meaning of a culturally diverse, interdependent democratic society. (Journal of Social Studies, Vol. 23. No.4, 1996).

In the Indonesian context, the original IPS concept only covers economics, history, and geography. But in the next development IPS covers economics, history, geography, sociology-anthropology. Then PPKn was included in IPS, although in the end PPKn was finally taught separately outside of IPS. About the Ministry of Education and Culture, Social Sciences (IPS) is an integration of various branches of the social sciences such as sociology, history, geography, economics, politics, law, and culture. Social Sciences is formulated by reality and social phenomena which embody an interdisciplinary approach from aspects and branches of the social sciences (sociology, history,
geography, economics, politics, law and culture). IPS or study social is part of the school curriculum derived from the material content of the branches of the social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.

Geography, history, and anthropology are disciplines that have high integration. Geography learning provides unity of insight about regions, while history provides insight regarding events from various periods. Anthropology includes comparative studies relating to values, beliefs, social structures, economic activities, political organizations, expressions and spiritual, technological, and cultural objects of selected cultures. Political and economic science belongs to the policy sciences in activities related to decision making. Sociology and social psychology are behavioral sciences such as concepts of roles, groups, institutions, processes of interaction and social control. Intensively these concepts are used by social sciences and social studies.

3. **Research method**

The approach used in this study is a qualitative approach, namely a research approach that uses a naturalistic approach to find and find understanding or understanding of phenomena in a particular context (Moleong, 2006: 5). The unique setting in this study is the learning background at Arjasa High School and MAN 2 of Jember Regency. The specific context in this study is the context of the implementation of the social studies learning model implemented. This study focuses on the implementation of learning strategies developed by teachers and the application of integrated approaches in social studies learning. Individually, this research will review these factors from the side:

1. IPS teaching models and strategies applied,
2. use of the environment as a source and learning media,
3. implementation of an integrated approach in social studies learning in junior high school,
4. the obstacles faced by teachers in implementing an integrated approach on learning social studies subjects.

The main techniques used are FGD and interviews. Additional methods include observation and documentation. The FGD was addressed to junior high school teachers held in MGMP forums. Meanwhile, interviews were conducted to deepen information that was felt to be lacking in the FGD. Observations were made on selected schools — meanwhile documentation in the form of KTSP II document (syllabus and RPP). Data analysis used is qualitative data analysis following the opinion of Miles and Huberman. According to Miles and Huberman (in Sugiono, 2008: 91), data analysis activities include data reduction activities, data displays, and a conclusion of drawing/verification that is carried out interactively and continues continuously to completion. The analysis model used is
interaction analysis, where the interaction between the three components as a benchmark in the analysis activity.

4. Results and Discussion

1. IPS Learning Model and Strategy

In general, social studies learning activities in Pati junior high schools tend to use direct learning strategies. Social studies learning is still mostly expository, where teachers still dominate the learning process. While the learning method most widely used by teachers is the lecture method, question and answer, drill exercises, and homework assignments, the general pattern of learning is that the teacher starts by explaining the lesson material by being interspersed with question and answer, after the explanation is considered complete, the teacher continues by giving questions about the exercises in the Student Activity Book (BKS). Teacher dominance in social studies learning occurs in all school categories.

Mutual communication between students and teachers or between students and students also occurs more intensively. The results of the study show that teachers have had an adequate understanding of learning strategies in addition to expository learning strategies, especially contextual strategies. The teachers have even known the term CTL (Contextual Teaching and Learning) since before the implementation of the Competency-Based Curriculum through various socialization and training activities. They also know that contextual strategies are one of the learning strategies that are highly recommended to be implemented in a competency-based curriculum.

The reasons that arise from the tendency of teachers not to apply learning strategies that are more student-centered include: (1) planning is more complicated; (2) reasons for time efficiency, because if promoting student-centered learning requires a more extended allocation of time; (3) anticipation of the implementation of Joint General Deuteronomy which tends to measure low level cognitive domains; and (4) the view that students are not ready and unable to participate in learning activities that prioritize student activity.

Although in general the expository strategy is preferred by teachers, there are a small number of teachers who try to implement other policies that are more activating students. Some of the strategy chosen is contextual, collaborative and cooperative strategies, problem-solving, and creative learning strategies. For the last plan, it is more prioritizing the development of students' creative power in studying social studies, so that it does not dissolve in the general tendency of seeing social studies as mere rote learning. The study also found a new strategy known as the PPR (Reflective Education Paradigm) strategy. The central element of PPR is experience, reflection, and action. Students develop
their personality because they experience themselves through knowledge, improve their beliefs through meditation, and behave according to their ideas from their own will through action.

2. Use of the environment as a learning resource

From the results of data collection shows that the average IPS teachers are still not optimal in utilizing the situation as a source and learning media. The most widely used learning resources are sourced from Student Activity Books (BKS) which are intentionally created by a team under the coordination of the district level MGMP. Until the 2008/2009 school year in general, the Social Sciences BKS Subjects were organized into three, namely the Social Geography BKS, the Historical IPS BKS, and the Economic IPS BKS. The contents are summaries of material compiled per Basic Competency (KD), then complemented with competency mastery exercises, whether in the form of multiple choice questions, short entries, descriptions or other ways such as matching items, completing pictures/maps, and so on. Besides BKS, textbooks are also used as learning resources but are less optimal. This is due to the limited number of books available at the school.

Schools are more likely to meet the needs of textbook subjects that are tested nationally such as Indonesian, Mathematics, English, and Natural Sciences (IPA). While the IPS textbook is only available in a limited amount, so the books are used in turn from one class to another. Newspapers are also an additional learning resource that is also used by social studies teachers even though in a minimal amount. Papers are used more by teachers as a source for making clippings for students. However, a small number of teachers have used articles and news in the paper for the learning process in the classroom, for example, news about social deviations. In these schools, IPS teachers occasionally access the internet to increase student learning resources. In school, the use of the internet as a learning resource is more influenced by activeness, creativity, and the ability of teachers to utilize communication and information technology.

The shop/market and the production process are also used by a small number of teachers as learning resources, but this activity is only an assignment to the student. Some teachers claimed to have given jobs to students in groups to conduct interviews with business people in stores around schools or markets around the student's residence to increase the meaningfulness of the learning process. To improve the contextuality of learning, schools can utilize field trip activities that are routinely carried out every year. But unfortunately, this student tourism activity is still not explicitly packaged as an integral part of learning activities. Many schools do not require students to prepare reports on the implementation of tourism activities. Social studies teachers also have not utilized this tourism activity to deepen students’ understanding of social studies concepts. Though most of the tourist objects visited are objects that have social value, such as temples, monuments, planetariums, museums, mountain areas, and so on.
3. Integrated Social Studies Learning

Responding to the implementation of the new curriculum, better known as KTSP (Education Unit Level Curriculum), the model of assignment of social studies teaching in schools is broadly divided into two, namely: (1) IPS taught by one teacher and (2) IPS taught by more than one teacher, namely social studies, geography, economics and history teachers. As a consequence of the teacher teaching distribution model as mentioned above, there are also two structural models of social studies subjects, namely social studies as a unit of issues and social studies as a separate structure as applied to the 1994 curriculum. However, the learning model what is done by most teachers is still separated by KD per KD.

The application of integrated learning models provides consequences for schools in implementing teaching task sharing models for teachers, namely the team teaching model and the single teacher model (Center for Curriculum, 2006: 23). But in practice, the implementation of the team teaching model in social studies learning for schools has not been implemented. Most schools still apply a single teacher system, which is one teacher to teach one subject. Social studies, or economics, geography, and economics subjects are each guided by one teacher. The reason stated by the teachers is in principle there are two, namely the number of social studies teachers in each school is limited so that it is not possible to assign two or three teachers at once to control one class; and the number of social studies teachers from various educational backgrounds (specialization in geography, economics, and history) is not the same.

5. Discussion

Learning that is designed and implemented in a competency-based curriculum should be learning that can provide deep meaning for students. Learning scenarios arranged by the teacher should be able to bring learners to gain meaningful learning experiences. The chosen learning strategy should be a strategy that gives more portions of student involvement in learning (active learning), materials and learning resources are taken from the world that is close to students (contextual knowledge), and the learning process as much as possible is packed more concretely to avoid expanding symptoms of verbalism in understanding social studies concepts. This is in line with the views of Muslich (2008b, 48-51) who pointed to five learning principles in the KTSP era, namely (1) learning activities that are student-centered, (2) learning through doing, (3) developing intellectual, emotional, spiritual intelligence, and social, (4) lifelong learning, and (5) independent learning and learning to work together.

The application of student-centered learning principles can have an impact on obtaining a more meaningful student learning experience, because students not only listen but do it themselves through various activities, such as conducting interviews, observing, drawing maps, making tables,
making hypotheses, and so on. Students not only learn auditively (hear and read), but also learn visually (see), and even learn kinesthetic (movement). In connection with this matter it should be used as a reference for the opinion of Silberman (2002: 2): what I hear, I forget; what I hear and see, I remember a little; what I hear, mind, and discuss, I begin to understand; what I hear, see, talk, and do, I gain knowledge and skills; and what I teach, I master it. The results of the study show that learning by experiencing directly will increase the resilience of information in students' minds,

The fact that learning activities that occur in social studies learning at Arjasa-MAN 2 High School in Jember district still rely on expository strategies as if describing the unpreparedness of applying KTSP in the field. It can be interpreted that as if curriculum changes only occur at the concept level (content), without being followed by changes in the way they are applied in the field. The concept of curriculum is not only about content, but also about goals, and methods. This is by the curriculum concept contained in Law No. 20 of 2003 concerning National Education System which states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and the methods used as guidelines for the implementation of learning activities to achieve specific educational goals.

Social Sciences is a subject whose study material comes from sociological, geographic, economic and historical scientific structures. This wide range of material must be packaged through concrete and enjoyable learning activities to attract students' attention.

This is where the importance of the use of instructional media so that social studies subject matter is not only captured by students in the imaginary world but real. A straightforward strategy is to get closer to organizing social studies learning with the student environment. This is the importance of the use of the situation as a source and learning media for students because the IPS laboratory is an environment, both the physical environment, natural environment, and social environment. The use of the situation as a learning resource is also a manifestation school as an integral part of the surrounding community. The purpose of the environment as a learning resource can develop some skills in students, including the ability to observe, record / verify, formulate questions, formulate hypotheses, classify, compile descriptions, create pictures, diagrams, graphs, and so on.

As with the findings of the study, it was acknowledged that the use of the environment as a learning resource does require planning and organizing learning which is more difficult and its implementation requires a longer time compared to social studies learning which relies on lecture and question and answer methods; but this reason is actually not appropriate to just leave its use as a learning resource because the use of the environment as a learning resource can bring the atmosphere of learning to be more contextual. Efforts to pursue the completion target of teaching materials without
involving students in interacting with learning resources will only make social studies learning unable to achieve its objectives, namely:

1. Know the concepts related to people's lives and the environment
2. Having the necessary ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life
3. Having commitment and awareness of social and humanitarian values
4. Having the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global level.

(Attachment to Minister of National Education Regulation No. 22 of 2005: 417).

Student trip activities (field trips) are an opportunity for social studies teachers to increase the contextuality of social studies learning because many tourist visits are made to tourist objects. This effort can, among other things, be done by member assignments to students to compile a visit report, then discuss it in school according to the KD AND SK which exists. The interaction of social studies learning should not only be limited between the teacher and students or students with students, but the most important thing is how students can interact directly with the diverse IPS learning resources. This is one strategy so that social studies learning in schools has a high mean value.

It is also questionable is the lack of an integrated approach in social studies learning in Jember high school / MAN. The reasons that arise are due to the lack of understanding of the teachers to implement it, the difficulty in planning and applying it, and the common educational background of social studies teachers not from full social studies education (but derived from geography, history and economic education specialization). Based on the observations of researchers on the content standard document, the preparation of the SK and KD of students of Social Sciences is very difficult for teachers if they have to implement it through an integrated approach, because the SK and KD that are really still shows the separation between SK and KD which contains geography, sociology, history, and economics. It always seems that the barriers to the background of the scientific discipline will certainly lead teachers to re-manage learning separately as it was in the 1994 curriculum.

This condition becomes increasingly counterproductive because IPS is then taught by one teacher who does not have a full social education background. Teachers with a geographic education background are forced to study economic, and historical and sociological material. At the level of learning material, the teachers may be able to learn it; but at the exact level, it will be a big question. Meanwhile the team teaching model as one of the solutions in solving the problem of implementing integrated approaches in social studies learning is difficult to realize as a result of the lack of social studies teachers in each school and the spread of social studies teachers according to their uneven
educational background between graduates of geography education, sociology education, education history, and economic education.

6. Conclusion

The results of the study show that most social studies teachers still prioritize the use of expository strategies in presenting social studies lessons with minimal use of learning resources and media. The environment, as an IPS laboratory is not used correctly. Meanwhile, the mandate of National Education Minister No. 22 of 2005 concerning the use of an integrated approach in social studies learning in SMA-MAN also cannot be realized.

Based on the results of this study, then given advice (1) the social studies teachers need to increase the use of the constructionism learning model with active learning strategies or known student-centered and implement an integrated approach in social studies so that students obtain the concept of social studies in its entirety; (2) curriculum developers need to make an example of an IPS learning planning model with an integrated approach that is easily understood by the teachers, so that it can be modeled by the teachers in managing social learning activities in SMA-MAN; and (3) researchers in the education sector need to conduct development research related to improving the quality of social studies learning in SMA-MAN, for example, development research on environmental learning based on social studies, museum-based social studies learning, and the development of social studies with an integrated approach.

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