Analysis of the Need for Social Studies Learning Media based on Local Advantages of Semarang City

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Abstract. In 21st century skills require students to have 4 skills, there are Critical thinking, Communication, Collaboration and Creativity. Therefore, teachers are expected to have the ability to develop these skills. For example by using social studies learning media. It is undeniable that social studies teachers in Semarang are accustomed to using learning media. Unfortunately there are still some teachers who find it difficult to apply Semarang's local advantages in social studies learning media. Therefore, the goal of this research is about analyzing the needs of social studies learning media based on local advantages of Semarang. This type of research is descriptive qualitative. Respondents were junior high school social studies teachers in the city of Semarang, a number of 36 respondents who were randomly selected based on the location of the school spread over 16 sub-districts in the city of Semarang. Data analysis method in this research is descriptive analysis. The results of this research that 88.9% of social studies teachers knew the local advantages of Semarang city, 69.4% of social studies teachers had no difficulty developing learning that was fun and contextual. However, social studies teachers find it difficult to develop social studies learning based on local advantages because 52.8% of social studies teachers have difficulty to find learning media based on local advantages, and 58.3% experienced problems in packaging and integrating social studies learning with local advantages. Learning media based on the local advantages of Semarang city need to be developed based on this need analysis.

1. Introduction

Education takes an important role in educating the nation's life. Therefore every individual involved in education is required to play an optimal role in improving and developing the quality of education. Education that has good quality is not just about knowing something, but can do something fundamental for life. Education must be able to provide provisions for the awareness of students to experience life in society. Education is a conscious effort that is deliberately designed to achieve predetermined goals, namely improving the quality of human resources through the learning process in schools. The success of the learning process is the estuary of all activities carried out by teachers and students. Education is a conscious and systematic effort made by people who are entrusted with the responsibility of influencing students to have the character and character according to the ideals of education [1].

With these objectives, the quality of education can be improved. Improving the quality of education can be done in various ways, for example developing and improving curriculum, arranging teachers, procuring supporting books, and improving learning methods and media [2]. The curriculum in Indonesia is always experiencing development, especially the Social Science Learning curriculum. Currently the curriculum implemented in learning is the 2013 curriculum. In the 2013 curriculum, learning should be centered on students. In line with the 2013 curriculum, another thing that is demanded in social studies learning today is learning where to apply 21st century skills. In this 21st century skill, the hope is that students will be able to have 4 more skills, namely critical thinking, communication, collaboration and creativity. Therefore, teachers are also expected to have the ability to develop these skills. One way is to develop more creative and innovative learning. For example, by creating and using and developing social studies learning media in the classroom. In fact, in the field, there are still many social studies
teachers in the city of Semarang who just teach without using learning media. So that this also certainly affects the learning process and the quality of students. The hope is that teachers are able to use the media and adapt to the development of the 2013 curriculum. Thats by using social studies learning media.

Based on UU number 22 year 1999 Regarding the provision of education, the regional government suggested the inclusion of regional autonomy and a democratic perspective, social studies learning should also be done in a contextual manner according to their respective regions. For example, based on local advantages of Semarang City. Why should it be based on local advantages? In social studies learning, even though it explores material related to all aspects of community life, the reality in the learning field is actually more late in mastering the material, so that the touch of local excellence in learning is often ignored. Semarang City Social Studies teachers have not fully used learning media and not all have conducted learning which includes local excellence in the area in the classroom. As a result, many students, even graduates, do not know much about the potential and culture of their own region. This is not in accordance with UU Number 20 of 2003 Article 50 Paragraph 5 which emphasizes that primary and secondary education are managed by district / city governments, as well as local-based education units.

According to Ahmadi, the scope of education based on local excellence is: 1) The scope of the situation and condition of the region, namely everything that is in the area, which is related to the natural, social, economic, art, culture or others in the form of agricultural products, traditions, services, or others that are the advantages of a region; 2) The scope of local advantages includes the potential for local advantages, how to manage, process / package, optimize, market, or other processes that are capable of generating added value for the region so as to increase the standard of living / welfare and local revenue (PAD) [3]. In accordance with Sudrajad's opinion in Asmani, the concept of local excellence is inspired by natural resource potential, human resource potential, geography, culture and history. The city of Semarang actually has many local advantages, but in terms of the concept of local advantages, the researcher determines to use historical / historical and cultural concepts in research in Semarang [4].

The local advantages of Semarang include Blenduk Church, Vihara Budhagaya Watugong, Central Java Grand Mosque, Semarang souvenirs and traditional games in Semarang City. Things that seem to be very minimal are conveyed in social studies learning. Therefore, this research focuses on analyzing the needs of social studies learning media based on the local excellence of Semarang City.

2. Methods

This research used descriptive research methods. The location of the study was in the Semarang city. In this study, an analysis of the needs of learning media based on local advantages was carried out. There are two data sources of this research, primary and secondary. Primary data is data obtained from respondents. Respondents were junior high school social studies teachers in the city of Semarang with 36 responses based on well-known school locations in 16 sub-districts in the city of Semarang. While secondary data, data that serves as a complement or support of primary data, in the form of literature supporting books and articles. Data collection techniques are carried out through techniques: 1) In-depth interviews are conducted with questions so that the information obtained will be able to multiply the research data; 2) Documentation method is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, agendas and so on; 3) The questionnaire method used in this study is to provide a questionnaire instrument directly to the respondent. . Instruments made pay attention to aspects; (1) teachers' knowledge of local advantages, (2) the ability to develop learning based on local advantages, (3) optimizing learning based on local advantages, (4) developing learning media, (5) developing innovative and fun learning. Data analysis method in this research is descriptive analysis.

3. Results and Discussion

This research was conducted to obtain the needs of social studies teachers regarding social studies learning media based on local advantages in the city of Semarang. After conducting interviews with social studies teachers in the city of Semarang, the following results were obtained:
3.1 Social studies teachers’ knowledge about the local advantages of Semarang city

Based on the results of the survey to 36 respondents, the following results were obtained:

| Indicator | Yes | No | Amount |
|-----------|-----|----|--------|
| Knowing the definition of local advantages of Semarang city | 91.4% | 8.6% | 100% |

In table 1, social studies teachers, 91.4%, already know the definition of local advantages and only 8.6% do not understand the definition of local advantages. Based on this data, the teacher already has initial knowledge about the local advantages of the city of Semarang so social studies teachers can identify what local advantages the city of Semarang. This can be seen in table 2 below:

| Indicator | Yes | No | Amount |
|-----------|-----|----|--------|
| Knowing local advantages of Semarang city | 88.9% | 11.1% | 100% |

In table 2, most of the social studies teachers already know the local advantages of Semarang city. 88.9% answered yes and 11.1% answered no. Social studies teachers have recognized the local superiority of social studies teachers. Thus teachers have the initial capital to use the local advantages of Semarang city to be integrated into the social studies learning process to make it more contextual and meaningful to students. Knowledge of the local advantages of Semarang city is very important for social studies teachers to identify the potential that exists in the city of Semarang to be utilized in the social studies learning process in the classroom.

3.2 Ability to develop fun and contextual learning with the environment of students

Teachers who already have knowledge of the definitions and local advantages of Semarang city are expected to be able to integrate local advantages of Semarang city to the learning process. For this reason, the ability of teachers to integrate local advantages of Semarang city needed, the following data is about the ability of teachers to package and integrate social studies learning with local advantages:

| Indicator | Yes | No | Amount |
|-----------|-----|----|--------|
| Knowing how to package Semarang's local advantages | 61.1% | 38.9% | 100% |
| Ability to integrate social education with local advantages | 58.3% | 41.7% | 100% |

Based on the data in table 3, it can be seen that 61.1% of social studies teachers already know how to package Semarang's local advantages in social studies learning. Teachers also have the ability to integrate social studies learning with the local advantages of Semarang city by 58.3%. Based on these data, it can be concluded that most social studies teachers have been able to package learning based on the local advantages of the Semarang city by using various learning methods and strategies so that learning can achieve the expected goals.
3.3 Optimizing of social studies learning based on the local advantages of Semarang city

The following data on the ability of teachers to optimize social studies learning based on local advantages in the city of Semarang:

| Table 4. Optimizing the learning of local excellence in the city of Semarang |
|---------------------------------|------|------|-----|
| Indicator                       | Answer | Yes | No | Amount |
| Difficulty to optimize social studies learning based on local advantages | 61.1% | 38.9% | 100% |

Based on the data in table 4, teachers still experience problems in optimizing learning with local advantages of 61.1% and those who do not experience obstacles of 38.9%. The obstacles experienced by teachers in optimizing social studies learning are inseparable from the difficulty of social studies teachers in finding learning media based on local advantages in the city of Semarang, the data can be seen in table 5 below:

| Table 5. The use of learning media for local advantages in the city of Semarang |
|---------------------------------|------|------|-----|
| Indicator                       | Answer | Yes | No | Amount |
| Difficulty to find social studies learning media based on local advantages | 52.8% | 47.2% | 100% |

Based on the data in table 5, the teacher had difficulty finding social studies learning media based on local advantages in the city of Semarang by 52.8% and those who did not experience difficulties were 47.2%. The learning media that have been used, mostly are textbooks which are general in nature, so that creativity is needed from the teacher to optimize social studies learning based on the local advantages of Semarang city, and also use learning media to help the social studies learning process in the classroom. These obstacles make it difficult for teachers to develop innovative and fun social studies learning, this can be seen in table 6 below:

| Table 6. Developing innovative and fun social studies learning |
|---------------------------------|------|------|-----|
| Indicator                       | Answer | Yes | No | Amount |
| Difficulty developing innovative and fun social studies learning | 69.4% | 30.6% | 100% |

Based on the data in table 6, teachers experienced difficulties in developing innovative and fun social studies learning by 69.4% and those who did not experience difficulties were 30.6%. Hopefully the teacher's ability to innovate in learning can be improved again so that it can create innovative and fun social studies learning so that students can follow the learning process well and the objectives of social studies learning can be achieved.

4. Conclusion

Based on the results and research, the teacher actually knows the local advantages of Semarang city, but has not fully used local advantages of Semarang city in learning. So it is necessary to make learning media based on the local advantages of Semarang city in the hope that the creativity of the teacher can be improved.
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