



Process of IPS Learning Activities in State Primary Schools Asahan District

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ABSTRACT

The process of social studies learning activities in elementary schools is a learning activity that provides knowledge and develops students' skills in social studies learning and can overcome problems that exist in community life. The learning activities that teachers must carry out must include models, approaches, methods, strategies and techniques as well as tactics in learning. The aim of this research is to find out how the process of social studies learning activities in Asahan Regency Public Elementary Schools is. The method used in this research is a qualitative method with research instruments and interviews. The results of this research indicate that the process of social studies learning activities in state elementary schools involves several aspects of how educators convey social studies knowledge to students, including preparing learning implementation plans (RPP), developing learning strategies and methods according to the material and students' needs as well as assessment tools. social studies subject student learning outcomes. Teachers also need to provide learning resources that are interesting and appropriate to students' needs, such as LKPD and teaching aids, as well as guiding and directing students. Apart from that, implementing *cooperative learning* can also be an effective method in learning social studies in Asahan district public elementary schools.

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INTRODUCTION

Social studies is one of the compulsory subjects in elementary school. This subject contains lessons related to social life. With social studies lessons in elementary schools, it is hoped that students will have knowledge of basic social science concepts, sensitivity to social problems in their environment, and the role of humans as social creatures (Slameto, 2010). Teaching social studies subjects in elementary school certainly requires special abilities considering the characteristics of elementary school students who still enjoy playing activities.

This characteristic requires elementary school social studies teachers to have the ability to carry out learning activities according to the age level of elementary school children. Therefore, a teacher must really understand the characteristics and know the developmental stages of elementary school children.

Social studies learning can take place smoothly and conducive and learning objectives can be achieved, if teachers have and apply their competencies as educators. Educators have three main roles as learning managers, namely as planners, implementers and evaluators of the results and teaching and learning processes that have been carried out. Educators as learning planners must be able to carry out activities to determine the learning work that will be carried out to achieve goals. Thus, the first task of educators as planners is to develop general learning objectives into specific and operational objectives (Suparijono, 2012).

Teachers as implementers of learning must be able to carry out teaching and learning activities that focus on the steps taken so that learning objectives can be achieved. Thus, educators' activities at the learning implementation stage are organizing learning, delivering learning material, and organizing interactions between existing learning resources so that they can function optimally.

Social studies learning is a system, this means that social studies learning has several components, including educators, students, objectives, teaching materials and methods for learning activities, as well as evaluation. Management of social studies learning at the elementary school level is certainly different from managing social studies learning at the secondary school level. The learning system should have mutual interaction and be one unit. If learning management is not optimal, there will be a mismatch between the input, process and output components of learning, resulting in problems for both teachers and students. This problem arises if the desired social studies learning objectives (output) are not optimal (Komar & Nining, 2020).

Management of social studies learning at the elementary school level is certainly different from managing social studies learning at the secondary school level. Learning in elementary school must of course be adapted to the characteristics of students, who at elementary school age still enjoy playing and doing things directly. Meanwhile, the characteristics of social studies learning itself do not only prioritize knowledge, but are able to form character and skills that are useful in everyday life. As stated by (Meziobi, et al, 2014), the results of his research show that in social studies learning, teachers show good behavior, teaching must be in accordance with values , full supervision of the class, use of various teaching educational sciences. Social studies teachers are expected to be

professionally trained to ensure the effective instillation of values, attitudes, skills and knowledge. Social studies teaching is carried out by sharing skills about correct attitudes and values through appropriate techniques and procedures. Therefore, teachers must provide variations in managing learning, especially in the social studies learning process at the elementary school level.

Therefore, from the various backgrounds that have been stated, researchers are interested in one of the state elementary schools in Asahan district, one of the class VI homeroom teachers who teaches social studies subjects using an effective learning process. Here the researcher will observe and conduct interviews about the social studies learning process carried out by the teacher. Therefore, the researcher will explain the title "Social Studies Learning Process in Asahan District Public Elementary Schools".

RESEARCH METHOD

This type of research is qualitative research using descriptive methods. (Moelong, 2017), said qualitative research was carried out to understand the phenomena experienced by research subjects by means of descriptions in the form of linguistic words, in a natural context and utilizing various scientific methods. The subject of this research is the homeroom teacher of class VI in an elementary school Negeri, West Kisaran City sub-district, Asahan district, The data collection techniques used were observation , documentation and interviews. Observations are carried out in a participatory manner where apart from observing tutoring activities, you also act as a teacher. In research conducted by (Sejati, 2019), it is explained that participatory observation is a form of observation that involves researchers being involved in the process of field activities both inside and outside research.

RESULTS AND DISCUSSION

Based on the findings in this research, the researcher will discuss the process of teaching and learning activities regarding social studies learning in State Elementary Schools, Asahan Regency, namely as follows.

According to the homeroom teacher for class VI of the Asahan Regency State Elementary School regarding his views regarding social studies learning when teaching in class. According to him, the most boring lesson for students in class is social studies. Previously, one of the boring subjects was mathematics. However, not now because if you know the basics of mathematics, it will definitely be easy and fun. Different from IPS. The reason why social studies is so boring for students is because they mostly memorize. So there is a lack of students understanding the content of social studies learning material, or a lack

of motivation to learn and the results of social studies learning. The reason is because there is a lot of daydreaming, for example about explaining ASEAN countries. In this school there are limited *in-focus* / projector facilities. If there is *in-focus*, children will be carried away by the atmosphere of learning because there are live videos depicting ASEAN countries which makes learning a little interesting. Therefore, so that social studies learning remains effective, teachers must think about how to make learning social studies that students don't like so that it becomes enjoyable learning. So the teacher develops a Learning Implementation Plan to organize social studies learning by designing various strategies, methods, models and approaches as well as learning media that are interesting and suit the needs of the characteristics of each student in class VI.

According to (Susanto, 2014), one of the objectives of social studies learning is that social studies is not just learning material that is just memorization, theory or history, but social studies is the content of social studies learning material that can train students' thinking abilities. Apart from that, what makes students bored with social studies learning may be the lack of learning media used by teachers. This can make students less interested in learning if there is no learning process that attracts students' interest. This is in line with (Farida, et al, 2017), the lack of interest of students in social studies lessons which they consider to be observant and boring lessons. Inaccuracy in using learning models in delivering learning material can make students less active in participating in learning in delivering learning material. In this case, the teacher can manage the class and create a conducive learning situation, so that the learning is designed so that students do not feel bored and are happy to participate in a more meaningful teaching and learning process.

On the other hand, the homeroom teacher for class VI at the State Elementary School, said that the social studies learning methods used when teaching in class include discussion and lecture methods. The discussion and lecture methods are mostly monotonous which makes these children bored. So, the mother's initiative as an educator sometimes uses the LKPD (Learner Worksheet) learning media method. This LKPD makes students more active in their own learning. With group work, small presentations of the results of discussions in front of the class using the LKPD learning media. However, the LKPD learning media cannot be carried out continuously due to inadequate cost factors. This LKPD makes these students more enthusiastic about learning, which makes these children more active in discussing with their friends in class and makes them brave enough to present small presentations of the results of the discussion from the LKPD. Apart from that, there are not only lecture and discussion methods but also varied learning methods that suit the material and

learning strategies needed by students. This is in line with the opinion of (Sulfemi, 2019), in teaching and learning activities, teachers do not have to stick to using one method, but teachers should use a variety of methods so that the teaching process is not boring. The use of varied methods will not benefit learning activities, if their use is not appropriate, according to the situation that supports it, as well as the psychological condition of the students.

According to the homeroom teacher for class VI at the State Elementary School regarding the obstacles/difficulties when teaching social studies and students' obstacles/difficulties in learning social studies. One of the obstacles in teaching social studies is that there must be learning media. If there is no learning media, then these children will get bored of the monotony of listening and imagining. And it's difficult to explain to children the material discussed. For example, ASEAN, if there is learning media, it can make children more interested in learning social studies. One of the obstacles/difficulties for students when studying social studies is because they memorize a lot. The memorization method can make them bored in studying social studies. According to (Khanifatul, 2017), learning media is anything that can be used to distribute learning materials so that it can stimulate students' attention, interests, thoughts and feelings to achieve learning goals. Learning media has an important role as a component of the learning system. Without learning media, the learning process as a communication process cannot take place optimally. The communication relationship between teachers and students will be better and more efficient if they use media.

Apart from that, regarding the curriculum used in elementary schools, namely the 2013 curriculum. According to the teacher of class 6 at the State Elementary School, using the 2013 curriculum, the learning is better than the 2006 curriculum (KTSP) used in this school. Regarding the curriculum, it is better and more effective to use in learning using the 2013 curriculum compared to the 2006 curriculum (KTSP). Because the 2013 curriculum prioritizes interesting learning for students, using LKPD can make them more active in learning by using cooperative learning.

So that learning can run optimally and learning objectives are delivered, teachers who are able to manage teaching and learning programs are competent teachers. Management here does not mean the teacher's ability to open and close lessons or convey learning material to students, but teachers must be able to package learning so that students can develop their thinking abilities. The teaching and learning process in the classroom will be more meaningful if a teacher first prepares the material beforehand. What kind of learning materials, what kind of packaging, how they are delivered, must have been prepared by

the teacher beforehand. Apart from preparing the material to be taught, the teacher who will teach must also know the characteristics of the learning model that is suitable for the material to be taught to students. Using an effective learning model will make it easier for teachers to teach. Learning activities will also be fun for teachers and students (Sinabariba, 2017).

Apart from that, it is about getting students' assessments in social studies learning whether they are good or not. Regarding obtaining an assessment for each student in a State Elementary School, especially in grade 6 social studies, it cannot be said to be optimally good, and it cannot be said to be below average. There are some of these children who get good social studies learning scores, some fit the KKM and there are also those who are still below the KKM. It depends on them understanding the social studies material for their learning.

It can be concluded that the process of social studies learning activities at the Asahan Regency Elementary School involves several aspects of how educators convey social studies knowledge to students, including preparing a Learning Implementation Plan (RPP), developing learning strategies and methods according to the material and students' needs as well as results assessment tools. social studies students study. Teachers also need to provide learning resources that are interesting and appropriate to students' needs, such as LKPD and teaching aids, as well as guiding and directing students. Apart from that, implementing *cooperative learning* can also be an effective method in learning social studies in Asahan district public elementary schools.

CONCLUSION

From research conducted by researchers at the State Elementary School, West Kisaran City District, Asahan Regency regarding the social studies learning process carried out by the class VI homeroom teacher, starting from preparing lesson plans, to evaluating student learning outcomes in social studies learning. It can be concluded that his views regarding social studies learning when teaching in class. According to him, the most boring lesson for students in class is social studies. The reason why social studies is so boring for students is because they mostly memorize. So the teacher's role must be more developed in preparing lesson plans and learning resources in the form of teaching aids that are more interesting according to students' needs. One of the social studies learning methods used when teaching in class is the discussion and lecture method. The discussion and lecture methods are mostly monotonous which makes these children bored. So, the teacher's initiative created a cooperative learning method using LKPD (Learner Worksheet) learning media which can make students more active in discussing and

thinking critically. One of the obstacles in teaching social studies is that there must be learning media, if there is no learning media, then these children will get bored of the monotony of listening and imagining. And it's difficult to explain to children the material discussed. One of the obstacles/difficulties for students when studying social studies is because they memorize a lot. The memorization method can make them bored in studying social studies. The curriculum used is the 2013 curriculum. Learning using the 2013 curriculum is better than the 2006 curriculum (KTSP). Because the 2013 curriculum prioritizes interesting learning for students, using LKPD can make them more active in learning. Different from the 2006 curriculum (KTSP). In obtaining an assessment for each student, especially in class 6 social studies, it cannot be said to be optimally good, and cannot be said to be below average. There are some of these children who get good social studies learning scores, some fit the KKM and there are also those who are still below the KKM. It depends on them on their learning.

Suggestions for teachers at State Elementary Schools, Asahan Regency, researchers hope that they can continue to maintain and develop better teaching skills in accordance with the characteristics of students' needs in the ongoing learning process. Teachers are expected to be better able to prepare and provide teaching skills in an interesting learning process that suits students' needs and future social studies material so that it runs optimally and achieves learning goals.

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