



**SOCIAL SCIENCES TEACHER PROBLEMS IN THE APPLICATION OF
INTEGRATED SOCIAL STUDIES LEARNING IN JUNIOR HIGH SCHOOL
(MTSN) MALANG 1**

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Abstract : Changes in the curriculum are not accompanied by changes in the implementation of social studies in schools. Things that do not change or often remain the same are done, among others: how to teach teachers, subject matter for each discipline that is incorporated in social studies subjects (consisting of basic competencies in history, sociology, geography, and economics) which are presented separately without being associated with the other of scientific disciplines. The type of approach taken in this study is a qualitative case study. Methods of data collection with documentation, interviews, and observation. The results of the study show that 1. The implementation of Integrated Social Sciences learning structure is still separate, so it is often referred to as broken integration, because it is still in the form of scientific discipline in its application. 2. The problems experienced by social studies teachers during the implementation of Integrated Social Studies learning that are being met by researchers are: a. The curriculum itself does not describe an integrated unit, b. The material is very much so it is not proportional to the time allocation. c. Strategies that must be varied so students do not get bored and learning objectives can be achieved. 3. Efforts made to address the problems of social studies teachers towards the application of Integrated Social Studies learning are: a. Maximizing MGMP, b. Sharing knowledge among teachers of disciplines, c. time efficiency. If the structure of the integrated curriculum will be easier, but because the structure of the curriculum itself is still fragmented so that the application remains separate even though it is called integrated.

Keywords : problems, social studies teachers, integrated social studies learning

I. INTRODUCTION

The Law of the Republic of Indonesia number 20 of 2003 (<http://eprints.depdiknas.com>) concerning the national education system article 1 states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state. Through social studies subjects, students are directed to be democratic and responsible Indonesian citizens, as well as peaceful citizens of the world. Social studies subjects are arranged systematically, comprehensively and integrated in the learning process



towards maturity and success in life in society. With this approach, students are expected to gain a broader and deeper understanding of the related fields of science.

In School learning the integration of scientific disciplines that join social studies subjects (Murni, 2010: 87), namely economics, sociology, history and geography is contained in Permendiknas number 22 of 2006 concerning Standard Content that the substance of science and social studies in SD / MI is "Integrated Science" and "Integrated Social Sciences", as well as SMP / MTs are also "Integrated Science" and "Integrated Social Sciences". Based on the written norms, there should be no reason for teachers in developing integrated learning to develop students' potential in learning. But in reality things that do not change or often remain the same are carried out, among others, such as: teacher teaching methods, subject matter of each discipline that joins Integrated Social Studies subjects (consisting of basic competencies in Sociology, History, Geography and Economics) is still presented separately without being linked with other disciplines; so the teaching pattern that is applied is still separate like the 1994 curriculum pattern especially in the education units in Junior High School.

This happens because besides happening because in addition to teacher education background has indeed been realized in the education of certain disciplines such as Sociology education, Geography Education, Sociology Education, and Economic Education so that it feels it has become his responsibility to teach these disciplines, also the teacher's lack of understanding the concept of integrated teaching practice. Regarding the teaching assignments of social studies subjects, teachers are required to be able to present their teaching using integrated methods, because as stated in the Minister of Education Regulation No. 22 of 2006 concerning standards. This integration requires the presentation of interrelated material between scientific disciplines incorporated in social studies subjects, namely Economics, Geography, History and Sociologists which are presented thematically.

Junior High School (MTsN) Malang i which is a favorite State Islamic School in Malang. MTsN Malang 1 is always improving itself in order to develop and improve the quality of education. Likewise in developing learning. Researchers chose the location of the research location with the consideration that Junior High School (MTsN) Malang 1 had professional teachers who excelled in their fields and not a few achievements achieved by Junior High School (MTsN) Malang 1 teachers, Junior High School (MTsN) Malang 1 entry behavior has many students who excel in both academic and non academic . So that researchers are interested in seeing the application of Integrated Social Studies learning at Junior High School (MTsN) Malang 1.

II. RESEARCH METHODS

The research method used in this study is to use qualitative research methods. Kirk and Miller (Moleong, 2005: 4) define qualitative research as a particular tradition in social science which is fundamentally dependent on observations on humans both in their region and in their terminology. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. Techniques for collecting data with a) Observation, carried out by observing the implementation of Integrated Social Studies learning in the Class; b) Interviews, carried out to social studies teachers, curriculum waka, principals and students; c)



Documentation, originating from various sources in the form of data from schools, research results, relevant books.

III. DISCUSSIONS

3.1 Problems in the Teaching and Learning Process

a. Teacher's Duty

The teacher has many tasks, both those related to the service and outside the service, in the form of service. The teacher is a profession or position that requires special skills as a teacher. The teacher's assignment (Uzer, 2011: 6-8) as a profession includes educating, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. While training means developing skills in students. The task of teachers in the field of humanity in schools must be able to establish themselves as second parents. Any lesson given should be a motivation for students to learn. The community places teachers in a more respectable place in their environment because from a teacher it is expected that the community can obtain knowledge.

b. Teacher factors in learning problems

Parkey argues that teachers are not just teachers in front of the class, but also as part of an organization that participates in determining technological progress that has added to the world of education. Ainurrahman (2009: 189) Several factors that lead to increasingly high demands on skills that must be mastered and possessed by the teacher:

- 1) The rapid development and changes that occur today are mainly changes in science and information. The implication for teachers is where teachers must have sufficient skills to be able to choose topics, activities and ways of working from the various possibilities that exist.
- 2) The change in views in society has implications for efforts to develop approaches to students.
- 3) Development of new technology that is able to present a variety of fast and interesting information.

3.2 Social Sciences Teacher

The teacher is a professional educator with the main task of educating, teaching, guiding, directing education in Indonesia is still relatively new to use. Social Sciences is the translation of social studies in the context of the primary and secondary education curriculum in the United States. Edgar B. Wesley in his book *Teaching Social Studies* (1952) defines Social Studies "*those portions or aspect of social sciences that have been selected and adapted for used in the school or in other instructional situation*" (parts or aspects of social science selected and adapted for the purpose of being used in schools or other teaching situations).

Thus Social Studies is the science of humans in their environment, which is to study human life activities in groups called societies by using various social science disciplines, such as sociology, geography, economics, history, anthropology, and so on.



So, a social studies teacher is a teacher who teaches social studies that has the role of educating and being responsible for the development of potential students in accordance with the science of social studies.

According to Fathurrohman (2001: 43), the teacher's performance in teaching is influenced by various factors, such as personality type, educational background, experience that is not less important is the philosophical view of the teacher towards students. Teachers who view students as individual beings who do not have the ability will use the teacher centered method approach, because students are seen as empty glasses that can be filled with anything. Though the task of the teacher is to guide, direct motivating students to develop their potential. Referring to the opinion of the Asian Institute for Teacher Education, expressing the personal competencies of social studies teachers include:

- a. Knowledge of good customs
- b. Social or religious.
- c. Knowledge of culture and tradition.
- d. Knowledge of the core of democracy.
- e. Knowledge of aesthetics.
- f. Having appreciation and social awareness.
- g. Having the right attitude towards knowledge and work.
- h. Faithful to human dignity.

3.3 Integrated social studies

a. Social Sciences Teaching Material

By paying attention to various approaches in teaching social studies (Wahab, 2008: 123-124), there are at least two forms of socialization curriculum that apply in the school curriculum in Indonesia. The first is an integrated approach, also known as the integrated approach or also called broad field or interdisciplinary approach. Such approaches are generally used at the Elementary School (SD) and Junior High School (SLTP) levels which, according to Government Regulation (PP) No. 28 of 1990 Article 1 paragraph 1 states that "Basic education is nine years of general education, held for six years in Elementary School and three years in First Level Continuing School or equivalent education unit". The next approach is: the so-called structural approach or structural approach, an approach that emphasizes one scientific discipline. This approach is used in the High School General High School Curriculum where subjects are Social Sciences and Cultural Knowledge. The Social Sciences Study Program covers Geography, Economics, History, State Administration, Sociology and Anthropology. Besides that there is a choice group available. The high school level structural approach is used to obtain the concepts of the social sciences.

b. The Concept of Integrated Social Studies Learning

Sri Anita (Trianto, 2010: 33) states that integrated learning is a concept that uses a learning approach that involves concepts that are connected both inter and between subjects. Establishing relationships between each concept that uses a learning approach that involves integrated concepts will facilitate students to be



actively involved in the learning process and encourage students to understand the concepts they learn through direct experience and relate them to real experiences.

c. Characteristics of Integrated Learning

According to the Ministry of National Education (Trianto, 2007: 57) integrated learning has several characteristics including:

- 1) Experience and learning activities are very relevant to the level of development and needs of children.
- 2) The activities chosen in the implementation of integrated learning depart from the interests and needs of students.
- 3) Learning activities will be more meaningful and memorable for students so that learning outcomes can last longer.
- 4) Helps develop students' thinking skills.
- 5) Presenting pragmatic learning activities in accordance with frequent problems in their environment.
- 6) Develop students' social skills, such as cooperation, tolerance, communication, and being responsive to other people's ideas.

Based on several theories and research that has been conducted on Social Sciences Teacher Problems in the Application of Social Studies Learning in Padjadudi MTsN Malang 1, some things are explained as follows.

3.4 Application of Integrated Social Studies Learning in Junior High School (MTsN) Malang 1

The application of Integrated Social Studies Learning is essentially just the name, because in reality the material structure in it remains fragmented between economics, history, geography, and sociology, there is no connection at all. Social studies teachers refer to divided integration. The amount of material in IPS Integrated with a time allocation that is not comparable requires the teacher to make learning appropriately, easy to understand by students, but to stay focused and the learning objectives achieved.

Such a way of packaging learning experiences designed by teachers will greatly influence the meaningfulness of student experience and make the learning process more effective and interesting. Conceptual links that are studied with the contents of other relevant fields of study will form a scheme, so that they will gain wholeness and roundness of knowledge. Acquiring the integrity of learning, knowledge and roundness of views about life and the real world only data is reflected through Integrated learning.

If the Integrated Social Studies learning concept is truly implemented in an integrated manner, there will be many benefits to the application of Integrated Social Studies learning, but because the structure in Integrated Social Studies itself is still fragmented, the teachers in Malang 1 MTsN teach Integrated Social Studies and students. and the school still does not fully feel the benefits of Integrated Social Studies learning.



3.5 Problems faced by teachers during the implementation of Integrated Social Studies learning take place

Things that do not change or often remain the same are done by the teacher, among others, such as: teacher teaching methods, subject matter of each discipline that joins social studies subjects (consisting of basic competencies in sociology, history, geography, and economics) still presented separately without associated with other disciplines; so the teaching pattern remains separate. This happened because in addition to the teacher's educational background which had already been initialized in certain science education, such as Economic education, Geography education, History education and Sociology education so the teacher felt that it was his responsibility to teach the material in accordance with the scientific discipline, also the lack of understanding teacher about integrated teaching concepts and practices.

There are various obstacles to being able to carry out Integrated Social Studies learning so that they cannot fully realize the objectives of Integrated learning, the obstacles include:

- 1) The curriculum itself does not describe an integrated unit, but is still separated according to the field of science.
- 2) The number of Integrated IPS material with an unequal allocation of time.
- 3) The teacher's background is still in accordance with their respective disciplines.
- 4) Teacher strategies and methods are demanded to vary so students do not feel bored.
- 5) Lack of training for the development of social studies teachers.

Through these Integrated Social Studies subjects students are directed to become democratic and responsible citizens and peaceful citizens of the world. These Integrated Social Sciences subjects are arranged in a systematic, comprehensive and integrated manner in the learning role towards maturity and success in life in society. With this approach, students are expected to gain a broader and deeper understanding of the related fields of science. But if the teacher in step to be able to carry out integrated learning experiences various obstacles so that there is a problem solving and can implement the curriculum that has been set for education in Indonesia and can be carried out with hope.

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3.6 Efforts taken in overcoming problems during the implementation of the Integrated Social Studies learning model take place



After knowing various problems that occur in the field to be able to carry out Integrated Social Studies learning, this should be a reflection of the world of education in fixing the curriculum so that it can run according to what was planned. All efforts made to overcome all teacher problems can be helped if the school institution can facilitate the obstacles faced by the teacher.

In Junior High School (MTsN) Malang 1 of the problems that existed in the implementation of Integrated Social Studies learning has sought actions to overcome the basic problems that become the problematic of teachers in implementing Integrated Social Studies learning faced by social studies teachers at Junior High School (MTsN) Malang 1, the efforts made by Junior High School (MTsN) Malang 1 include :

- a. The School
 - 1) Providing opportunities for the teacher / teacher to improve their competence through training and the teacher's mother is given the opportunity to add to her knowledge at the College can study again.
 - 2) Maximizing the MGMP, with the MGMP the teacher can share knowledge and skills in how to teach, how to correct the strategy, how to prepare including how to evaluate, so to increase his competence through the training process.
 - 3) Independent learning from the media provided by the library. With every week we do a Service meeting to carry out future planning and evaluate, as well as an effort to evaluate the activities that have been carried out.
- b. Social Sciences Teacher
 - 1) Exchanging insights between related subject matter teachers in Junior High School (MTsN) Malang 1 to develop integrated learning
 - 2) Maximizing MGMP
 - 3) Applying the right strategies and methods
 - 4) Effectiveness and time efficiency and use of worksheets to neutralize time.

IV. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

- a. The implementation of the Integrated Social Studies learning structure is still separate, so it is often called broken integration, because it is still in the form of a scientific discipline in its application.
- b. The problems experienced by social studies teachers during the implementation of the Integrated Social Studies learning model that took place that researchers encountered were: 1) The curriculum itself does not describe an integrated unit, 2) The material is so much that it is not proportional to the time allocation. 3) Strategies that must be varied so students do not get bored and the learning objectives can be achieved.
- c. Efforts made to overcome the problems of social studies teachers towards the application of the Integrated Social Studies learning model take place are: 1)



Maximizing the MGMP, 2) Sharing knowledge among teachers of disciplines, 3) Time efficiency. If the structure of the integrated curriculum will be easier, but because the structure of the curriculum itself is still fragmented so that the application remains separate even though it is called integrated.

4.2 Suggestions

The following are some suggestions that are proposed to be considered by social studies teachers to be able to apply Integrated Social Studies learning, namely:

- a. Teachers must be able to apply Integrated Social Studies learning to suit the demands of education today.
- b. Teachers must be able to maximize the ability given by the school in an effort to improve the effectiveness of Integrated Social Studies learning.
- c. The teacher further multiplies the source of information in the form of printed or electronic media information sources as a reference in carrying out learning.
- d. The education office seeks to conduct trainings to increase the competence of social studies teachers in learning. It is expected that the training can provide solutions to the obstacles faced by social studies teachers.

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