

THE SOCIAL CONSTRUCTION TEACHERS SOCIAL STUDIES AND HEADMASTER IN SUMENEP CITY SMP/MTS DISTRICT SMP/MTS

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Abstract : The social construction of social studies teachers on social studies learning is a social science concept developed by social studies teachers by including factors of educational background and socio-cultural factors of the community as well as the paradigm of principals in the appointment of social studies and social studies teachers. Some teachers in the SMP/MTs of Sumenep City Subdistrict see social studies as an easy to learn and easy lesson to be taught without having to have a social studies education background and so the principal said that there is no need for a Social Sciences education background. This research is a qualitative research with a phenomenological approach. The location of this study was in the SMP/MTs sub-district of Sumenep City. Data collection techniques use observation, interviews, and documentation. To test the validity of the data using source and theory triangulation. While data analysis techniques use data collection, data reduction, data presentation, and data verification or conclusions. The results of this study indicate the social construction of social studies teachers and principals about social studies learning in MTs in Sumenep Subdistrict is that social studies are considered an easy subject to learn and teach so there is no need for teachers who teach social studies subject to social studies undergraduate background. The social studies are considered a difficult subject that must have expertise in social sciences to teach social studies because social studies consist of several subjects and must be taught by teachers with a social studies background, while the implementation of social studies by teachers in the classroom using integrated social studies learning. integrated and not integrated, and the Principal's paradigm of social studies learning is that principals do not pay much attention to the educational background of prospective teachers who want to be appointed as social studies teachers.

Keywords : social construction of learning teacher social studies, headmaster

I. INTRODUCTION

Social studies learning that is expected to be implemented in an integrated manner is still a lot of confusion both teachers and students regarding social integration. In fact, if the material is delivered separately in the field of study, it contains a lot of theories and concepts that make it difficult for students to master social studies material in junior high schools, this is due to: (1) the social curriculum itself does not describe an integrated unit, but is still separate fields of social sciences; (2) the background of teachers who teach is the teacher of disciplines such as geography, history, economics, and sociology, anthropology so that it is very difficult to do learning that combines these disciplines; and (3) there are difficulties in the division of tasks and time for each teacher "subjects" for integrated social studies learning. (4) Although integrated learning is not new, teachers in schools are not accustomed to implementing it so that it is "considered" new things. (5) The absence of the availability of integrated social studies teaching materials is also an obstacle in implementing Integrated Social Studies learning. Many teachers base themselves on wrong assumptions in teaching social studies. They assume that social studies are the knowledge that can be transferred in such a complete way from the head of the teacher to the head of the student. As a result, it is possible that the teacher has felt teaching well, but the reality is that students do not learn optimally. In addition, such learning patterns cause social studies to be "arid" and uprooted from the cultural roots of society which are the source of social studies learning itself. This problem is increasingly complex, considering that social studies material at the school level is very broad and abstract. In fact, psychologically, students, especially at the junior high school level, are still at a concrete operational stage, it is also supported by the Principal's Paradigm which also considers that social studies is the eyes of an easy lesson and everyone can become a social studies teacher, one of them The Headmaster said that social studies only studied everyday human activities so that everyone could teach social studies subjects and even the Principal appointed someone who had just graduated from high school to become a social studies teacher in his school.

II. METHOD AND RESEARCH DESIGN

This research is a qualitative research. Bogdan & Taylor qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. This approach is directed to the background and individual holistically or intact (Moleong, 2000:3). In qualitative research, researchers are key instruments. This research, researchers will explore

hidden data in social reality. The main objective of this research is to explore the fundamental substance behind the facts that occur in social studies teachers and principals in the SMP/MTs in Sumenep City Subdistrict. Some of the substances that were explored in depth in this study included the social construction of the social studies teacher and the Principal Paradigm in the SMP/MTs in Sumenep City District about social studies in the School.

III. RESULTS AND DISCUSSIONS

The social construction of social studies teachers in SMP/MTs in Sumenep City Subdistrict is influenced by the teacher's educational background which is in accordance with Peter L Berger's theory which states that community unity is influenced by social background, one of which is the social studies teachers who are the subject of education. the teacher is very influential in the social construction of the social studies teacher in the SMP/MTs in Sumenep City District. Social studies teacher education background in SMP/MTs Sumenep City Subdistrict is only one teacher with a social studies background and that is still an economic concentration, while the other teachers do not have a social studies undergraduate background, some are only high school graduates who have social studies subjects. The educational background greatly influenced the pattern of teacher's understanding of social studies and implementation during learning in the classroom because almost all teachers who were the subject of the study said that difficulties in social studies because they consisted of several fields of study so special skills needed to understand social studies and provide learning Regarding social studies to students, it requires qualified expertise in their knowledge of social studies applied in education, especially in SMP/MTs in Sumenep City District.

The educational background that greatly influenced the social construction of social studies teachers was that there was only one teacher who could teach in an integrated manner and that was because they had a social studies education background so that, he could apply social studies in an integrated manner although there was no denying that there were difficulties but values contained in social studies has begun to emerge with the need for changes in attitudes of students who are used as a reference in success in social studies learning, in contrast to teachers who are still in the background in accordance with the field of study in the social studies family, he can still provide social studies in accordance with understanding what he has that will certainly lead to a diverse understanding of social studies because it is in the background by different education and knowledge.

Socio-cultural values are also influential in the construction of social studies teachers in SMP/MTs in Sumenep City Subdistrict because social studies learns about community life and in society there are order of values, norms and so on that must be obeyed by community members in daily social life. In constructing the socio-cultural value of the teacher in the implementation of the learning provides relevant examples that exist in the area around the student's life, for example the culture in Sumenep or Madura is Kerapan Sapi, Sape Sono`, Saronen etc., the teacher provides examples for learning social studie must be adapted to the socio-cultural values that apply to the daily lives of students so that students have a sense of belonging to the culture and to maintain and preserve it in the future.

Religion also influences the social construction of social studies teachers in SMP/MTs in Sumenep City District because in the area of the School is a boarding school environment. According to some teachers, social studies learning based on strong religious knowledge will provide good behavior for their students both in the environment and in their surroundings. Social studies teachers in SMP/MTs in Sumenep City Subdistrict in the application of social studies in their learning always provide examples in terms of religion so that it is better to cultivate religion from an early age because the teachers think having a qualified religious knowledge can be the basis for thinking for everyday life in their environment.

The social studies teachers in SMP/MTs in Sumenep City Subdistrict constructed social studies consisting of four constructions, the first Social Studies teacher in SMP/MTs Sumenep City Subdistrict constructed social studies as a subject which consisted of history, sociology, economics and geography subjects, to two social studies teachers in SMP/MTs in Sumenep City Subdistrict constructs social studies is to examine social problems in daily life in the neighborhood, the three Social Studies teachers in SMP/MTs in Sumenep City Subdistrict construct social science is to study the relationship between human and individual, group and group and others, while the fourth social studies teacher in SMP/MTs in Sumenep City Subdistrict constructs social studies is a social science that students must be able to behave socially, for example, teachers often say to their students that if they pass the social studies subject if they show good social attitudes, not just high value.

Based on the explanation above, it can be concluded that social studies teachers in SMP/MTS in Sumenep City District construct different social studies because the educational background of the teachers is different so that the construction of social studies subjects is also different, with these differences, the social studies delivered to students in the teaching and learning process will also be different because it is determined by the teacher's understanding of social studies,

almost all social studies teachers in SMP/MTs in Sumenep City District do not understand the history of social studies adopted by Indonesia and they understand social studies from the books they read such as teacher books and books students provided by the School, based on the facts in the field, it is very difficult to achieve the nature and objectives of social studies learning to the maximum because every teacher in understanding and constructing social studies is different so the process in the class is different and the output produced will also be different, because the teacher is the tip learning spear So if the cutting edge is sharp then the learning will also be sharp or profound which means that it is in accordance with the nature and purpose of social studies and vice versa if the spearhead is blunted the resulting learning will not be deep and will be further away from the nature and purpose of social studies.

Another cause of the diverse understanding of social studies teachers is the placement of teachers by principals who do not consider their educational background, while the reasons for the principal in placing teachers to teach social studies subjects are very diverse, some think that teachers can only be good in socializing with people others that are included are eligible for social studies subjects, there are also if the State School SMP/MTs School Principals can only receive directly from the CPNS selection results so that the Principal can't do much in the placement of teachers unless there are honorary teachers who also pay less attention to the background behind his education, the selection of CPNS up to now in 2018 still accepts social studies teachers outside the Social Sciences degree, it is evident from the existence of 2018 CPNS for social studies teachers who still receive outside the social studies scholarship namely Sociology, History etc. So to this day the determination of the social studies teacher from both the Principal and the State is still not paying attention to linearity so that social studies learning to this day will still be very difficult to achieve the true nature and purpose of social studies.

IV. DISCUSSIONS AND RECOMMENDATIONS

Social studies teachers who underestimate the meaning of social studies, even though social studies contain good values because social studies teachers do not understand social studies because their educational background is not from social studies, teachers only understand social studies from books held by government and student books in schools Therefore, because of his ignorance with social studies, he considers social studies to be easy because it only studies everyday life and is easy to teach.

The constraints faced by teachers in social studies learning are that teachers feel difficulties when they have to be taught in an integrated manner, but if there are still many teachers who can do social studies learning if it is done with integration in the learning process, teachers find it difficult because they have no background education back and adequate ability on social studies, as an example there is one teacher who is very difficult when he enters the economic material because he has never studied the economy before and the economy has little formula to understand, therefore, the teacher feels difficulties when in the chapter economy because it does not have sufficient economic knowledge.

The cause of these difficulties is one of them is when the school chooses teachers in social studies subjects does not prioritize the principle of professionalism but more emphasis on alumni or primordialism culture which ultimately results in almost all teachers having difficulty in social studies subjects, primordial culture in teacher recruitment is actually it is not permissible because someone chosen to teach must be based on their abilities and experience, therefore from the deviation of the recruitment of teachers it causes teachers difficulties in social studies subjects.

The paradigm of the principal will lead to social studies learning that is not optimal because the teacher does not have a good social understanding and the teacher teaches social studies based on social studies which he understands himself from the teacher's books and worksheets in the school and from the media that the teacher considers being in Social studies subjects, if the teacher has interpreted social studies like that, the social studies that have been interpreted has deviated from social studies adopted by Indonesia, which is essentially and very noble so that students can appreciate the differences and love of the homeland.

For the school, especially principals must be more selective in appointing social studies teachers, not only be good at socializing and then become social studies teachers so that the nature and purpose of social studies are not achieved. The school principal should choose a teacher who is truly competent in their field so that the nature and purpose of learning can be achieved well. It is not appropriate for teachers who are not from a social studies background to be given the responsibility to teach social studies subjects. The need for uniformity of understanding that social studies subjects are the same as other subjects.

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