THE ROLE OF THE INTERNET AS A STUDENT LEARNING SOURCE IN SOCIAL STUDIES LEARNING IN THE 21ST CENTURY

Rudi

rudimtsnaze@gmail.com

Universitas Pendidikan Indonesia

Jenuri

jenuri_76@yahoo.co.id

Universitas Pendidikan Indonesia

Abstract : The development of the 21st century world is characterized by the use of information and communication technology in all aspects of life. Information technology that is currently growing rapidly is the internet. This technology is very instrumental in human life. The internet can be used by humans to facilitate their work. This opportunity should be used by teachers to overcome the problems of delivering social studies that are full of up to date and broad material. Learning is the process of interaction between students and teachers and learning resources in a learning environment that exchanges information. Social studies learning in the 21st century should be adjusted to the progress and demands of the times. Likewise, the curriculum developed by schools is required to change the learning approach that is teacher-centered (teacher centered learning) into a student-centered learning approach. This is in accordance with the demands of the future world of children who must have thinking and learning skills. These skills include problem solving, critical thinking, collaboration, and communication skills. All these skills can be owned by students if educators are able to develop learning plans that contain activities that challenge students to think critically in solving problems. The role of the internet as a learning resource is expected to be a creative solution in IPS learning according to the demands of competing in the 21st century so that students can better understand the material being taught. The internet can help students who do not understand the material at school to repeat it anytime and anywhere.

Keywords : internet, social studies learning, 21st century

I. INTRODUCTION

Facing the 21 st century, Social Studies Learning should be adapted to the progress and demands of the times. The case with the curriculum developed by the school is required to change the teacher/educated learning center (teacher centered learning) into a student-centered learning approach. This is in accordance with the demands of the future world of children who must have thinking and learning skills.

Figure.1
21 st Century Student Competence
https://i0.wp.com/sekolahmenyenangkan.org

These skills include problem solving skills (critical solving), critical thinking (critical thinking), collaboration, and communication skills. All of these skills can be owned if the teacher is able to develop a learning plan that contains activities challenging students to think critically in solving problems. Activities that encourage students to work together and communicate must appear in every plan and media of learning they make.

Current technological developments provide convenience in various fields, including in the learning and communication processes that are in it. Bansal (2014), states that current teachers need to use various technologies in the learning process because students are increasingly familiar with the latest technology. Teachers are encouraged to transform from traditional learning methods into learning methods that adopt technology through digital learning media with the help of the internet as a learning resource.

To foster student competencies such as the demands of 21 st century skills, the role of learning resources in social studies is very necessary. Previously, many learning resources were used by teachers in the form of libraries and books. But since the development of internet technology today, the role of libraries and books as learning resources has begun to shift. Many teachers and students use the internet as a learning resource. Both when the learning process is taking place in class or outside the classroom.

According to the Association for Educational Communications and Technology (AECT, 1977), learning resources are all things or powers that can be utilized by teachers, both separately and in combination, for the benefit of teaching and learning with the aim of increasing the effectiveness and efficiency of learning goals. With information search facilities on the internet, teachers and students easily get the information needed. Only by writing the required keywords once, a series of information related to the words written will come out, then we can easily use the information needed. The types of information provided are very diverse, in the form of text, images or videos. All are easily available with just one 'click' then all will be 'open'. Information on the internet is more dynamic, keeping up with the times. Most information on the internet is the most recent information when compared to information in printed media. So that it is suitable for use as a social studies learning resource that requires the latest information.

The teacher has a role to direct the use of the internet so that his role can truly be felt as a source of learning for students, because not all information available on the internet comes from sources that are true, scientific and accountable. Therefore, teachers and students must have the ability to identify and sort out the information needed. This ability must be possessed by students before the teacher `accustoms' students to use the internet as a learning resource.

Based on the level of needs, information on the internet is grouped into three categories. (1) the appropriate category of information, namely the information sheet that is indeed desired. (2) a category of information that is not directly needed, which refers to a collection of information that is of no value and has no direct connection with needs, (3) information that is still vague. If this ability is not possessed by students, in the end the learning objectives will be difficult to achieve. Therefore, the use of the internet as a learning resource must be organized first, through a design that allows students to use it as a learning resource.

In social studies learning, the internet has a very important role as a source of information relating to material issues of social, humanitarian, economic activities, political dynamics, getting to know ASEAN countries and others. It is very appropriate if in the 21st century, the internet is used as a learning resource in supporting skills in using technology and information related to social studies subject matter. This paper tries to describe the role of the internet as a source of learning for students in social studies learning in the 21st century.

II.   METHOD AND RESEARCH DESIGN

This research is a type of literature study by looking for theoretical references that are relevant to the problem raised. Theoretical references obtained by means of literature study research are used as the basic foundation. This study examines several books and journals related to the internet as students' learning resources in Social Studies Learning

2.1 Internet

Internet (*interconnection-networking*) is an entire network of computers that are interconnected using global Transmission Control Protocol / Internet Protocol Suite (TCP / IP) standards as packet switching communication protocols to serve billions of users worldwide. Sidharta (1996) provides a very broad definition of the understanding of the internet. Internet is the first global forum and the first global library where every user can participate at any time. Because the internet is a global library, users can use it as a learning resource.

According to O'Brien (2009) in (Munir, 2017:37-39) the internet is a computer network that is developing rapidly from millions of computers that are associated with millions of computers and their use. The World Wide Web (WWW) is a client / server system designed to use Hypertext and Hypermedia documents via the internet. WWW uses HTTP (Hyfer Terxt Transfer Protocol) to exchange information, images and other data. Documents formatted in HTML (Hyper Markup Language) are used to create pages and documents presented on the web. URL stands for Uniform Resources Locator is the standard method used to determine sites or pages on the internet. URL is a standard way to display information about the type of content and location of

files, file names, location of computers on the internet, location of files in the computer, and internet protocol used to access the file. Internet facilities that can be obtained by its users, including: 1. Electronic mail (e-mail), which is an internet facility to send letters electronically to users who each have an electronic mail address. 2. www (world wide web), information access system on the internet 3. Manage electronic documents, electronic documents rely on the process of digital image technology, which stores image documents in computer storage archives or above executing documents where the text will not change in the storage of the second desk, which may change. Since several applications require image document storage and management, other applications rely on text document storage and management. Electronic document components, including input, storage, search, update, print and publish. 4. Hypertekxt and Hypermedia, electronic documents using a high enough frequency are called hypertext. This information management approach stores information in parts called nodes, commonly referred to as links and known as hyperlinks. A node can contain fragments that are well defined in textual knowledge. In a broad concept this knowledge is called hypermedia. Nodes can also be graphs, an audio message, a video image or create a stretched sheet, creating a document with node creations from a piece of information that selects the chain of interested people. This is easy to follow with a sequence of thoughts and a part of the jump that is not needed at this time. 5. Workflow System, is the foundation of a workflow system that enables an organization to redesign its work process. System workflow combines the advantages of electronic mail (e-mail) with processing these images. The internet as the largest network that connects millions of computers spread throughout the world allows anyone to be able to connect to the internet as long as they have an IP (internet protocol) address.

According to Dal Pian and Dal Silveira (Munir, 2009, 2017:44) the existence of internet technology can help (1) generate or develop new values, (2) reach large numbers of learners and (3) empower individuals and social groups . In this connection the role of the internet as a source of learning, a person can teach himself so that he can obtain new values developed within him or strengthen various knowledge that has been previously possessed. These values also relate to the development of international knowledge, so that the insights gained will also connect with global development. The internet is a powerful tool and source of learning because it enables the development of global students.

Based on the explanation above, it can be concluded that the internet is a communication network globally without being limited by space and time that connects messages through connected or accessing computers. As a vehicle containing all communication messages, the internet can be used by anyone, anywhere and for anything. Without exception to be used as a source of learning.

2.2 Social Studies Learning

The term "Social Sciences", abbreviated as IPS, is a subject at the primary and secondary level or the name of a study program in higher education is identical to the term "social studies" (Sapriya,2009:19). The term social studies in elementary school

is the name of stand-alone subjects as an integration of a number of concepts of social science, humanities, science and even various issues and social problems of life. IPS material for elementary school level does not look at aspects of scientific discipline because it is more important is the pedagogical and psychological dimensions and characteristics of students' holistic thinking abilities that are holistic (Sapriya, 2009:20).

Social studies learning emphasizes the aspect of "education" rather than the transfer of concepts because in social studies learning students are expected to gain an understanding of a number of concepts and develop and train their attitudes, values, morals and skills based on the concepts they already have. IPS also discussed the relationship between humans and their environment. Community environment where students grow and develop as part of the community and are faced with various problems in the surrounding environment**.**

Social studies learning carried out both in basic education and in higher education does not emphasize the theoretical aspects of science, but the practical aspects in studying, studying, examining symptoms, and social problems of the community, whose weight and breadth are adjusted to their respective levels of education. Studies on society in social studies can be carried out in a limited environment, namely the environment around the school or students or in a broad environment, namely the environment of other countries, both those that exist in the present and in the past. Thus students who study social studies can appreciate the present with the knowledge of the past of humanity. In social studies teaching and learning activities discuss human beings with their environment from various angles of social science in the past, present, and future, both in the near environment and the environment far from students. Therefore, social studies teachers must truly understand what and how the social studies field is.

Basically, social studies learning is related to human life which involves all behavior and needs. IPS is related to the way humans fulfill their needs, both the need to fulfill their material, culture, and psyche, utilizing the resources that exist on the surface of the earth, regulating their welfare and government and other needs in order to preserve the lives of human societies. In short, social studies studies, examines, and examines the systems of human life on the surface of this earth in its social context or humans as members of society.

The purpose of social studies is contained in the Kurikulum Tingkat Satuan Pendidikan (2006:67), so that students have the following abilities:
   a. Get to know concepts related to the lives of people and their environment;
   b. Having the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life;
   c. Having commitment and awareness of social and humanitarian values;
   d. Having the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global levels

While the function of social studies learning in this paper is to instill scientific attitudes and train students in solving problems faced, develop creative and innovative abilities of students and provide basic knowledge to continue to higher education.

2.3 21st Century

The development of the 21st century is characterized by the use of information and communication technology in all aspects of life, including in the learning process. The world of work demands changes in competence. The ability to think critically, solve problems, and collaborate are important competencies in entering the life of the 21st century. Schools are required to be able to prepare students to enter the 21st century.

The National Education Standards Agency (BSNP, 2010:48-50) states that the principle of learning must be fulfilled in the 21st century education process, namely: (1) from teacher-centered to student-centered, (2) from one direction to interactive, (3) from isolation to networking environments, (4) from passive to active-investigating, (5) from virtual / abstract to real world contexts, (6) from personal to team-based learning, (7) from broad to behavioral typically employs attachment rules, (8) from single sense stimulation to stimulation in all directions, (9) from a single tool to a multimedia tool, (10) from a one-way shift to cooperative relations, (11) from mass production to customer needs, (12) from a single conscious effort toward plural, (13) from one science and technology shifts towards plural disciplinary knowledge, (14) from centralized control to autonomy and trust, (15) from factual thinking to critical, and (16) from the delivery of knowledge towards p exchange knowledge.

Permendikbud No. 65 of 2013 concerning Process Standards, which formulated 14 learning principles, related to the implementation of the 2013 Curriculum, which included: (1) students were told to learners to find out; (2) from the teacher as the only source of learning to be learning based on various sources of learning; (3) from the textual approach to the process as strengthening the use of the scientific approach; (4) from content-based learning to competency-based learning; (5) from partial learning to integrated learning; (6) from learning that emphasizes a single answer to learning with multi-dimensional truth answers; (7) from verbalism learning to applicative skills; (8) improvement and balance between physical skills (hardskills) and mental skills (soft skills); (9) learning that prioritizes civilization and empowerment of students as lifelong learners; (10) learning that applies values by giving exemplary (ing ngarso sung tulodo), developing willpower (ing madyo mangun karso), and developing students' creativity in the learning process (tut wuri handayani); (11) learning that takes place at home, at school, and in the community; (12) learning that applies the principle that anyone is a teacher, whoever is a student, and anywhere is a class. (13) Utilization of information and communication technology (internet) to improve the efficiency and effectiveness of learning; and (14) Recognition of individual differences and cultural backgrounds of students.

According to the "21st Century Partnership Learning Framework", the competencies that must be owned by Human Resources (HR) in the 21st Century, namely:

1. Efficiency of critical thinking and problem solving (Critical Thinking and Problem-Solving Skills) - able to think critically, laterally, and systemically, especially in the context of problem solving;
2. The ability to communicate and cooperate (Communication and Collaboration Skills) - able to communicate and collaborate effectively with various parties;
3. The ability to create and renew (Creativity and Innovation Skills) - is able to develop the creativity it has to produce innovative breakthroughs;
4. Information and communication technology literacy - capable of utilizing information and communication technology to improve performance and daily activities;
5. Contextual Learning Skills - able to undergo contextual independent learning activities as part of personal development;
6. The ability of information and media literacy (Skills) - able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties. (BSNP, 2010 :44-45)

III.   RESULTS AND DISCUSSIONS

The development of internet technology is now experiencing tremendous progress. Progress was supported by developments in the field of science and technology, allowing internet users to carry out various activities in cyberspace interactively between: themselves with computers or with fellow users; either individually or in groups; in its own environment or on other continents; in unlimited time duration.

According to (Mukminun,2014:2), When the internet has been used in various fields, including education, its capabilities have grown tremendously. The large and growing number of internet / blogs users have embodied the internet culture / blogs. Therefore there is an assumption that the 21 st generation should not stutter in 3 things, namely: stuttering technology (gaptek), internet stuttering (gapnet), and stuttering against blocks (gap blocks).

Trilling, B. & Fadel, C. (2009: 15-16) states that the development of increasingly rapid information and communication technology also takes part in changes in learning that make it easy to communicate, collaborate and learn.

Furthermore Trilling, B. & Fadel, C. (2009: 15-16) states that current learning must contribute to:

1. The world of work and society;
2. Practice and build talents
3. Personal and social responsibility
4. Bringing noble values.

The 21 st century learning paradigm emphasizes the ability of students to think critically, be able to connect knowledge with the real world, master information technology in communication and collaborate. Achieving these skills can be achieved by applying appropriate learning methods in terms of mastery of material and skills. One of them is the use of the internet as a learning resource. Through the internet, various information can be

accessed, such as social development, economic conditions, culture, political dynamics, weather forecasts, the development of technological knowledge and other information in accordance with social studies subject matter. So that the teacher can be a facilitator for students to be more active.

Social studies learning that requires students to play an active role in finding sources will be facilitated if the teacher uses a digital learning model with the help of the internet. Digital learning is the largest library of libraries everywhere, so learners do not have to go directly to the library to look for various references (Kitao, 2002) in (Munir,2017). Through digital learning information throughout the world (global world) that is needed by students and teachers in social studies learning can be accessed easily and quickly.

Table 1

Summarize the Difference of Learning in the 20th Century and the 21 st Century

Types of	Century Learning Types of	21 st Century
Environment	Centered on educators	Student-centered
Class Activities	Educators are central and doactic	Students are central and interactive
The Role of Educators	Convey the facts, educators as experts	Collaborative, sometimes students as experts
Teaching Emphasis	Remember the facts	The relationship between information and findings
Knowledge Concept	Quantity of fact accumulation	Transform the facts
Assessment	Multiple choice questions	Portfolio, problem solving, and appearance
Success Appearance	Norm reference assessment	Quantity of understanding, benchmark reference assessment
Use of Technology (internet)	Practice and practice	Communication, access, collaboration, expression

Source: Various Sources (Processed)

Student's critical thinking skills are built through learning that applies the taxonomy of learning as delivered by Benjamin Bloom in 1956 which was revised in 2001. Bloom divides educational goals into three domains namely cognitive, affective, and psychomotor domains. The purpose of education was improved in 2001 (Anderson and Krathwohl, 2001). Taxonomy of learning is grouped in the knowledge dimension and dimensions of cognitive processes.

The knowledge process dimension consists of four parts, namely factual, conceptual, procedural, and metacognitive. Krathwohl (2002), Anderson & Krathwohl (2001) in Kuntari, E (2015), states that factual knowledge emphasizes factual knowledge, namely knowledge in the form of fragmented pieces of information or basic elements in a particular discipline ,

which includes knowledge of terminology and knowledge of parts of detail. Factual knowledge presents facts that arise in knowledge. Conceptual knowledge, which is knowledge that shows the interrelationships between the basic elements in a larger structure and all of them function together, which includes schemes, models of thought and theory. Procedural knowledge, namely knowledge of how to do something, both routine and new and metacognitive knowledge, which includes knowledge of cognition in general and knowledge of oneself.

The dimensions of knowledge poses are divided into three, namely cognitive, affective and psychomotor (Anderson & Krathwohl, 2001: 67-68) cognitive domain is divided into six levels, namely:

1. remember (remember)
2. understand
3. apply
4. analyze (analyze)
5. Evaluation (evaluate)
6. create

The learning process that is able to accommodate students' critical thinking skills cannot be done with a one-way learning process. One-way learning, or teacher-centered, will bound students' criticality in responding to a teaching material. Students receive material from one source, with a tendency to accept and cannot criticize. The ability to think critically is built by exploring the material from different sides and thoroughly from various sources, one of them from the internet.

According to (Sai, M, 2017:40), Using the internet as a source of learning in social studies learning means introducing student awareness to the world of globalization directly as experience in cognitive structures. This involves extracting experiences from meaningful learning. Digital technology today makes it possible to capture the world through images, sounds, audiovisual sequences or animations and to assemble and present all this with or without text. In this way children of all ages and abilities can engage with the world and make their own meanings.

Mastery of communication information technology is something that must be done by all social studies teachers. ICT mastery that occurs is not at the level of knowledge, but the practice of its use. Learning methods that can accommodate this are related to the use of varied learning resources. Starting from conventional learning sources to the use of digital learning resources. Students take advantage of digital sources, both offline and online. Making ICT-based products, both audio and audiovisual.

Social studies learning strategies that can facilitate students in achieving 21st century skills must meet the following criteria: varied opportunities and learning activities; using technology (internet) to achieve learning goals; project-based learning or problems; inter-curriculum connectivity (cross-curricular connections); focus on inquiry / inquiry and inventory conducted by students; collaborative learning environment; high-level visualization and using visual media to improve understanding; use formative assessment including self-assessment.

The use of technology, especially information communication technology (internet), facilitates students to follow technological developments, and get various kinds of learning resources and media. Increasingly varied sources of learning allow students to explore teaching material with various approaches according to the style and interest of student learning.

Through the internet, students can access various information and knowledge according to needs that are relevant to the subject matter. So that the use of the internet network as a learning resource, will help simplify and accelerate the completion of school assignments, including the completion of the final assignment. Therefore, teachers as motivators and dynamists in learning should encourage and create conditions so that students can actively discover new knowledge through the use of internet technology.

The use of the internet as a source of learning conditions students to learn independently. Through independent study, students become doers, as well as thinkers (Cobine, 1997). Students can access online from various libraries, museums, databases, and obtain primary sources on various historical events, biographies, recordings, reports, statistical data, or quotations related to (Gordin et. Al., 1995). Information provided by these servers can come from commercial businesses (.com), government services (.gov), nonprofit organizations (.org), educational institutions (.edu), or artistic and cultural groups (arts).

Research, Sai's, M (2017) on the Effect of Internet-Based Investigation Group on Digital Literacy Capability, states that students' digital iteration ability is significantly higher following the internet-based investigation group learning model compared to those who follow library-based investigation group learning models.

Data on digital literacy capabilities are taken from two assignments, namely the written test and the work in the form of a summary. The results of the analysis showed that there was a significant effect on digital literacy skills between students who followed the learning model of the internet-based investigation group and students who followed the teaching model of library-based group investigation. The influence is not only shown from the results of the tests and works but also on the student mindset, where the students of the KHM Middle School. Nur Surabaya has now used the internet as a learning resource.

Research (Keskin's, 2015:15) in (Sai, M,2017), concluded that when the use of digital literacy is applied in learning, students will naturally have basic competencies regarding digital literacy. The students then need short training to use more efficient digital equipment for learning purposes.

Where as according to (Zhang, 2013:50) in (Sai, M, 2017), shows that with digital literacy abilities students can improve their English skills in North West Chinese schools. In his research Zhang found that: (a) Teachers and students showed a positive attitude towards the use of the internet in the teaching and learning process of English subjects; (b) students have certain knowledge about internet usage in teaching English in daily communication; (c) students do not yet have deep capabilities about the internet that are integrated with learning; (d) the knowledge of teachers and students about computers and network technology is quite limited so that for further development they must develop web-based learning.

Mr. Soh, Osman, & Arsad (2012:39), in (Sai, M, 2017), say that digital literacy refers to the ability to use digital technology, communication equipment and or networks to access,

manage, consolidate, evaluate, and search information in people's knowledge. With digital literacy skills students can compare, make inferences and interpretations, evaluate and solve problems in the tasks given to them in their daily lives. Not only that, (Zhang, 2013:49–50) also revealed his findings that by using the internet, students can improve their ability to read, write, listen, speak, and translate. Students are also better able to use internet English, develop web-based students, understand computer software and hardware, and use blogs and e-mail.

Hill, Wiley, Nelson, & Han (2004:443) in (Sai, M,2017), argue that internet-based learning is a perspective built by constructivists. The effectiveness of learning with technology is a function of the skills and giving of student experience. Through this, the curriculum is designed to support the desired pedagogical goals.

Based on the opinions above, it can be concluded that this study reinforces the views of constructivists who believe that students will better understand what is learned with direct experience rather than just getting an explanation from the teacher. Or learning that utilizes the social environment gives more meaningful learning to students. This is in accordance with Dewey's opinion (1916: 9), who wrote that the purpose of the school is that the daily experiences of children can enable them to grow and develop in the situation of the communities in which they live. This view also corresponds to Vygotsky's opinion which strongly emphasizes the importance of the role of the cultural environment and social interaction in the development of human traits and types (Slavin, 2005: 46) in (Sai, M,2017).

This view makes it clear that the learning process to prepare students for 21st century skills requires teacher readiness in planning, implementing, and evaluating learning. The teacher holds a central role as a learning facilitator. Students are facilitated to process mastering teaching material with various learning resources that are prepared. The teacher is in charge of escorting the process within the framework of mastery of competence, even though student-centered learning.

IV. CONCLUSION

21 st century learning emphasizes the ability of students to think critically, able to connect knowledge with the real world, master information technology communication and collaborate. Achieving these skills can be achieved by applying social studies learning methods that are appropriate in terms of mastery of material and skills. One of them is the use of the internet as a learning resource for students. Through the internet, students can access various information, such as social development, economic conditions, culture, political dynamics, weather forecasts, the development of technological knowledge and other information in accordance with IPS subject matter. So that the teacher can be a facilitator for students to be more active by applying learning models that use the internet as a learning resource.

REFERENCES

Munir .2017. *Pembelajaran Digital*. Afabeta. Bandung.
Trilling,B, et all. 2009. *21 st century skills*. Jossey-Bass. USA.
Sapriya.2009. *Pendidikan IPS*. Bandung: Rosda Karya.

Mukminun, 2014. Peningkatan Kualitas Pembelajaran Pendayagunaan Teknologi pendidikan. (Makalah). *Seminar Nasional Teknologi Pendidikan 2014.* Program Pascasarjana UNY. 29 November 2014

Murti, E .2015. Pembelajaran abad 21 dan Aplikasinya di SMK. *Jurnal Pendidikan.*

Sai, M. 2017. Pengaruh Model Group Investigation Berbasis Internet Terhadap Hasil Belajar Dan Kemampuan Digital Literasi Siswa. *Harmoni Sosial: Jurnal Pendidikan Ips*, 4 (1), 39-54. Maret 2017.

Wijaya,E . 2016. *Transformasi pendidikan abad 21 sebagai tuntutan pengembangan sumber daya manusia di era global.* 1. ISSN 2528-259X

Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 *Tentang Standar Proses Pendidikan Dasar Dan Menengah.* Jakarta

Bsnp. 2006. Permendiknas Ri No. 22 Tahun 2006 *Tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah.* Jakarta.

https://i0.wp.com/sekolahmenyenangkan.org. selasa, 04 Desember 2018