



**EMPOWERMENT OF THE COMMUNITY AS A LEARNING SOURCE TO CREATE
POWERFUL IPS LEARNING PROCESS IN LABORATORY
SENIOR HIGH SCHOOL OF UNDIKSHA**

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Abstract : This study was aimed at (1) identifying and mapping important elements in the community life that can be used as learning resources for social sciences; and (2) analyzing the teachers' insights and abilities in developing teaching with the dimension of the empowerment of important elements in the life of the community as learning resources for social sciences. To achieve the aims, this study was done by applying Bibliography research approach (literature study and ethnography) and study towards social studies practice in Junior High School of Undiksha Laboratory. The Research and Development study. The results of the first year showed that (1) there were various important elements in the life of the community that could be used and developed as learning resources in Social Studies teaching at SMP/MTs; and (2) the teachers' lack ability in developing teaching had dimension of empowerment of important elements in the life of the community as learning resources. Therefore, in order to make Social Studies Learning became Powerful, it was necessary to empower the important elements of people's lives in developing materials and selecting social studies learning resources at the junior high school level.

Keywords : powerful social studies teaching, community as learning resources

I. INTRODUCTION

Social studies subjects are applicative oriented education programs, development of thinking skills, learning abilities, curiosity, and the development of caring and responsible for the social environment. Thus, the implementation of the Social Sciences Education program cannot be separated from the influence of the socio-cultural environment of the community. That is, education in its efforts to shape behavior, instill knowledge, thought processes, values, ways of learning, essential cognitive and social skills, and truth values will also be determined by how the views of the community about the world and its values (society's prevailing world view and values) (Pai, 1990; Subagia, 2000; Sukadi (2006; Widja (1991).

Unfortunately, until now social studies learning still face the problem that is not being optimally empowered by society and life in the environment around the school as a source of learning. Textbooks are still the only source and teaching material used by teachers to teach social studies. Learning is still tightly closed to the classroom. Only takes place strictly following the class schedule in class. Research conducted by Suwarma (2001) and Sukadi



(2006), revealed that the approach used in the development of material is still dominant for mastering concepts, events, and generalizations in scientific fields.

Such conditions, of course, are not in accordance with the objectives of Social Studies Education to produce humans who have the ability to think globally, act locally, respectfully and commit to the nationally (Jarolimek & Foster, 1989; Somantri, 2001; Winataputra, 2010). To realize the nature and purpose of such social studies education, it needs to be developed in a powerful way. The powerful of social studies learning in this case means challenging, meaningful, value-based, and integrated. So that social science learning becomes powerful, then the empowerment of the community as a learning resource needs to be done by the teacher.

Community empowerment as a learning resource in accordance with social studies learning objectives as a social education program aims to provide knowledge, values and attitudes and social skills to students directly, actual and touching aspects of human interests in their lives in society (Jarolimek & Foster, 1989). The results of the research (Kertih, 2007) revealed that people's lives and the environment around the school can be used as learning resources or as a field of study in social studies. Research conducted (Kertih, 2011; Jarolimek & Foster, 1989). It can be proven that the use of the community environment as a source of learning can develop affective values that lead to the socio-economic and cultural aspects of the surrounding community.

The results of these studies indicate that the use of the environment and the background of people's lives as a source of learning basically directs to the process and results of student learning on aspects and related to people's lives, and various aspects of interests (Jarolimek & Foster, 1989; Somantri, 2001). Because of the limited development of ideas like this, this research is very important to do. With this research, it is expected to reconstruct the development of the substance of the PIPS study that integrates to the concepts of the local culture in the community and the empowerment of important elements of community life as a medium and source of social studies learning. For this reason, this research is important.

II. METHODS

This research was begun by conducting bibliography research (literature study) to find philosophical and theories about the curriculum. Pre-survey research was done which was to analyze the needs (need assessment) of students and teachers of SMP Lab Undiksha in social studies learning, including the identification of learning resources, facilities and social studies learning environments, which will be used as the basis for the development of the model design (prototype) of social studies learning in accordance with the 2013 curriculum. Social studies learning dimensions in SMP / MTs consist of curriculum, textbooks, learning models, learning resources, learning facilities and infrastructure, and carrying capacity of the learning environment.

The main data collection techniques used in this study was document studies, in-depth interviews, and observations. The instruments of data collection used in phase 1 consist of several instruments, namely: (1) Recording of documents and field notes; (2) Interview



guidelines; and (3) Observation guidelines. The data collected in this study is in the form of qualitative data. Based on that, the data processing needs to be used qualitatively using verbatim analysis techniques to give meaning to the description of the data concerning the content, logic of its inferiority, process, and product (output) of this study (Suwarma, 2001; Winataputra, 2001).

III. RESEARCH RESULTS AND DISCUSSIONS

4.1 Research Results

a. General Description of Social Studies Learning in Middle School of Lab. Undiksha

Based on the results of observations on the practice of social studies in SMP Lab. Undiksha, it can be concluded that social studies learning conducted by teachers is lacking and can even be said not to reflect its realization as an educational program that empowers people as a source of learning. This is evident in the development of material, in the learning process, and in the process of assessment. As an example that can be shown from the weaknesses made by the teacher is when the teacher explains about social interaction, for example, what is taught should not only be concepts and facts, but must also explain the values behind the historical facts, supported by real examples sourced from the surrounding environment.

In connection with the development of material social skills that should be developed in the Social Studies Education program, in reality it is still not of the highest level. This happens because of the efforts of teachers to empower important elements of people's lives, and the use of symbols as medium and learning resources in social studies learning has not been optimal. In fact, various important elements of community life are available in schools and the environment around the school which can be used as learning and training social skills for students.

In relation to the learning, it has not shown the principle of learning that seeks that students recognize and accept the cultural values and character of the nation as their own, and are responsible for the decisions taken through the stages of knowing choices, judging choices, determining stance, and then make a value in accordance with self-belief. Learning that is developed also has not revealed an effort so that learners learn through the process of thinking, behaving, and acting. These three processes do not seem to be done by the teacher. This process is important to develop the ability of students to carry out social activities and encourage educators to see themselves as social beings.

The thing that seems to be not optimal in social studies learning conducted by teachers is related to assessment. In terms of assessment, the teacher is limited to relying solely on assessment in the form of tests. In fact, social studies education will be effective according to the vision, mission, and its purpose, if the implementation of the assessment process and student learning outcomes is more authentic. For this



reason, the assessment of process and learning outcomes of students must be intact, comprehensive, authentic, meaningful, honest, transparent, objective, integrated, intellectual, empowering, and not vindictive. The use of assessment strategies with interviews, observations, written test tests, performance tests, self-assessments, and portfolios are the main requirements for achieving social studies learning objectives.

b. Teacher's Ability to Develop Learning through Community Empowerment as a Social Learning Resource.

Based on the results of data analysis, this study found that various important elements of community life that could be deceived as social studies learning resources were not yet optimally empowered. Various important elements of people's lives have not been fully, comprehensively and meaningfully empowered. The existence of various social, cultural, religious, and political and government institutions, and economics with their respective functions and orientation values each influence the patterns of thinking, behaving, and acting all components of the school community. Thus said because, students can directly construct and develop social, cultural, and religious values in the practice of real social life in the environment that surrounds the existence of the school, and develop social skills needed by students in the life of the community, nation, and state. This is called as school education based on real-world experiences of children.

According to the principal's acknowledgment, accommodation of various interests and expectations of the community is important so that the school can follow the dynamics of changes and developments that occur within the community as a foundation in formulating the school's education vision, mission, goals and programs, including of course Social Studies Education and Learning. Here students can study the profile and character of community leaders /*prajuru adat* villages and *prajuru pura*, religious leaders, police, soldiers, government officials about how they become models of community role models; how the community interacts and communicates; learn about community traditions called *sima*, *dresta*, and *awig-awig*; learn to organize and prepare religious ceremonies; learn about ceremonial devices and equipment in all their complexity and accuracy; learn about patterns of social relations in indigenous / urban village communities; learn about social relations, and so on.

Based on the results of the data analysis conducted, it appears that the empowerment of important elements of community life as a source of social studies learning has not been done optimally by teachers. This can be seen from the planning of learning that was developed, which seemed less and even did not appear to integrate important elements of community livelihood in learning planning. However, in the implementation of learning there are some teachers who have tried to complete their learning by giving examples related to social problems that exist around the school environment.



The results of this study indicate that there are fundamental weaknesses in social studies learning. The fundamental weakness found is that the important elements of community life have not been discovered, and the use of symbols as a medium and source of learning in social studies. In fact, various important elements of community life are available in schools and the environment around the school which can be used as learning resources and learning media in training social skills for students. The socio-cultural context surrounding the school surrounding the school is believed by all school components to be an important aspect that needs to be utilized and established by the school to help achieve the goals of school education, especially in the development of student character values.

4.2 Discussions

Based on the results of this study, it cannot be denied that education in schools cannot be separated from the influence of the socio-cultural context of the community that surrounds it. In this case it can be seen that education is basically a socio-cultural process. That is, education in its efforts to shape behavior, instill knowledge, thought processes, values, ways of learning, essential cognitive and social skills, and truth values will be determined also by how the views of the community about the world and its values (society's prevailing world view and values) (Pai, 1990; Subagia, 2000).

Furthermore, it can also be said that the relative benefits of certain goals and ways of education (special goals and educative means) are rooted in the social, cultural, political, and economic contexts in which people learn and where educational institutions function. This seems to be inseparable from the view of functional structuralism, that in fact school education functions in preparing the young generation to have a system of language, knowledge, values and attitudes, and skills needed in carrying out functions in society, including in the family. This is where the components of the school community (principals, teachers, and students) carry out critical reconstruction in order to reproduce the image of modern life that is more democratic, which gives more balance to the provision of social, political, cultural and economic rights of life between interests local Balinese people, national interests, and the interests of the global community (Pai, 1990; Sukadi 2006}

Community empowerment as a source of learning is a very important thing to do. Because, school is not the only vehicle for carrying out the process of education, and formal education is not the only place for students to develop life skills. Community and work environment can also be used as a vehicle for the process of education and learning to develop life skills needed in community life. Learning by utilizing the important elements of life in society will be more meaningful, because it is not merely learning formal science that has been verified. Meaningful learning can also occur through participatory learning with the principle of learning by doing in the world of work to produce the relevant life skills needed in order to return to society (Jarolimek & Foster, 1989; Ragan & Aulay, 1964).



Thus said, because students can directly construct and develop social, cultural, and religious values in the practice of real social life in the environment that surrounds the existence of the school, and develop social skills needed by students in the life of the community, nation, and state. This is what is called school education based on real world experience. Therefore, schools need to accommodate, adapt, and develop interests that must be the value orientation and actions of all school citizens and the community, both the level of interest of the local community, the level of national interest, and the level of global importance (Schuncke, GM 1988; Somantri, 2001; Supratna and Waterworth. 1997: 31-37).

IV. SUMMARY

Based on the results of analysis and interpretation of data on the problems studied, it can be concluded that:

- 1) There were various important elements of community life that surround the school in both the socio-cultural, political, economic, religious, ideological contexts, and the views or values that live in society. The overall social, political, cultural, economic context that surrounds the existence of SMP / MTs, which is in Singaraja City, and other places in Buleleng Regency can be empowered as social media learning resources and sources.
- 2) There was a fundamental weakness in social studies learning at SMP Lab. Undiksha, which is not yet deconstructed the important elements of people's lives, and the use of symbols as a medium and source of learning in social studies learning, which causes social studies learning to be less powerful.
- 3) To obtain optimal learning outcomes, Social Studies Learning needed to be developed in a powerful, meaningful, challenging, value-based, meaningful, and integrated manner. For this reason, teachers need to take advantage of various learning resources in social studies learning, especially learning resources that exist in the community and not only use textbooks as the only source of learning.

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