

Multidisciplinary In Social Studies Learning

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ABSTRACT

The scientific method consists of a series of activities in the form of: introduction and formulation of problems, collection of relevant information, formulation of hypotheses, implementation of experiments and publication or dissemination of information. The scientific revolution is a process of transition from the old paradigm to the new paradigm. With this paradigm change, the way scientists view problems, determine methods and techniques, and draw conclusions about natural reality will be different from before. Learning from the criticism developed by the scientific revolution of Popper and Thomas Kuhn, a positive attitude towards rejection and learning as much as possible from rejection, we must be more involved in research, education, and academics must be ready in criticism and also ready to criticize. In addition, learning from rejection is not a bad thing, but will spur us to produce better. Here we will be tested, whether we are ready to have different opinions, differences of opinion are not something forbidden, but are a blessing. The proverb says, opposing opinions will sow truth, as long as the goal is not just different opinions, but working together to find the truth.

1. Introduction

Social studies education can make a significant contribution to overcoming social problems, because social studies education has a function and role in improving human resources to obtain knowledge about the dignity and worth of humans as social beings, skills to apply this knowledge and be able to behave based on values and norms so that they are able to live in society.

The position of the concept of science, technology and society is increasingly important in the era of modern society which gives rise to many complex problems. This fact will be increasingly felt if the explanation provides further information that solving these problems requires the position of various disciplines. Social studies as a subject in educational institutions has a very strategic role. This is proven by the many ideas or thoughts of experts such as Robert E. Yager who include science, technology and society (ITM) both as fields of application and relationships, creativity and attitudes, as well as concepts and processes.

Remy (1990) put forward the concept of ITM to contribute directly to the main mission of IPS, especially in preparing citizens who: 1) understand science in society; 2) make citizen decisions; 3) make connections between knowledge; and 4) remind generations of the history of civilized nations.

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Noris harms develop the objectives of social studies for education as follows: 1) Social studies to meet the individual's personal needs; 2) Social studies to solve current social problems; 3) Social studies to help in choosing a career; and 4) Social studies to prepare for further studies.

Science, technology and society (ITM) is a term applied as an effort to provide students with real insight into studying science. The concept of ITM covers the entire spectrum of critical events in the educational process, including objectives, curriculum, learning strategies, evaluation, and teacher preparation and performance. The basic characteristic of ITM is the birth of citizens knowledgeable who are able to solve crucial problems and take action efficiently and effectively.

2. Literature Review

2.1 Concept of Science, Technology and Society

The approach used in teaching social studies for the ITM learning process is interdisciplinary or multidisciplinary. This means that in the teaching and learning process in social studies classes, students should be invited, guided and encouraged to study or solve problems or topics, viewed from various disciplines. In social studies teaching, there are: 1) infusion of ITM into existing subjects; 2) expansion through study topics in subjects, and or; 3) creation/creation of new subjects. Meanwhile, the characteristics of the ITM integral program in social studies consist of four categories as follows: 1) the results are stated clearly; 2) organizational strategies; 3) support systems; and 4) instructional strategies

The definition of IPS (social studies) written by the Social Studies Commission of the National Education Association in the United States provides a definition that IPS is a subject that related to the development of society and humans as members of society (Poerwito, 1992:3). Furthermore, Edgar W. Wesley (1952) stated that IPS comes from social sciences that have been selected and adapted according to the needs of schooling or other teaching. Meanwhile, according to Numan Soemantri, Social Sciences is a combination of elements of geography, history, economics, law and politics, citizenship, sociology, even the humanities, education and religion (Soemantri, 2001: 49). Based on the NCSS (National Council for Social Studies) version, IPS (social studies) is an integrated study of social sciences and humanities to support the competence of a citizen. The main goal of social studies is to help young people develop the knowledge and rational decision-making skills as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 2008:2).

Social Studies Study in the School Level Curriculum (KTSP), Social Sciences (IPS) is an integration of various branches of social sciences such as: sociology, history, geography, economics, politics, law, and culture. Social Sciences are formulated on the basis of social reality and phenomena that embody an interdisciplinary approach from aspects and branches of social sciences (sociology, history, geography, economics, politics, law, and culture). Social studies or social studies are part of the school curriculum that is derived from the content of the branches of social sciences: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.

Geography, history, and anthropology are disciplines that have high integration. The study of geography provides a comprehensive understanding of regions, while history provides insight into events from various periods. Anthropology includes comparative studies of the values, beliefs, social structures, economic activities, political organizations, spiritual expressions, technologies, and cultural objects of selected cultures.

political science and economics are classified as policy sciences in activities related to decision-making. Sociology and social psychology are behavioral sciences such as the concept of roles, groups, institutions, interaction processes and social control. Intensively, such concepts are used by social sciences and social studies so that they focus on learning materials that directly relate to students' interests in the learning process to achieve educational goals.

2.2 Interactive Learning Models in PIPS

The development of interactive learning models in social studies can be done by teachers on all subjects, with the condition that they must pay attention to nine things, namely: motivation, concentration, student background and context of the subject matter, individual differences in students, learning while playing, learning while working, learning to find and solve problems and social relationships. In the interactive teaching and learning process, the teacher acts as a teacher, motivator, facilitator, mediator, evaluator, mentor and agent of change. Thus, the position of students in learning activities in the classroom has an active role, where their activities can be measured from the activities of paying attention, taking notes, asking, answering, expressing opinions and working on assignments, both group assignments and individual assignments. In such a learning situation, students will have an impressive, enjoyable and not boring experience.

Teachers in the interactive teaching and learning process can develop effective questioning techniques or conduct creative dialogues by asking students questions. The nature of the questions can reveal something or have an inquiry nature, so that through the questions asked, students develop their ability to think creatively in dealing with something. Some components that teachers must master in delivering questions are: questions must be easy for students to understand, provide

references, focus attention, change turns and distribution, and give students time to think. Meanwhile, there are six types of questions for developing creative dialogue models, namely: remembering, describing, explaining, synthesizing, assessing and open-ended questions. To improve interaction in the teaching and learning process, teachers should ask questions by giving students the opportunity to discuss their answers and become a reflective wall for students' answers.

Good social studies learning is challenging learning (Social studies teaching and learning are powerful when they are challenging). Students are expected to achieve learning goals individually and in groups through challenging student thinking activities.

Good social studies learning is active learning (Social studies teaching and learning are powerful when they are active). Active social studies learning expects the ability to think reflectively and make decisions (decision making) during learning. Students develop new understandings through an active learning process by constructing important social knowledge. The teacher begins the activity by providing guidance through modeling, explanation, to build students' knowledge to be independent and to become learners who have their own policies. This social studies learning emphasizes authentic activities that are intended for real-life applications using the skills and context of the material in their fields.

For social studies teachers, source books are not the only learning resources that can be used, because source books generally contain outdated information. Media and teaching aids are learning resources that can help teachers carry out their role as demonstrator. The benefits of media or learning tools are: reducing verbalism, focusing students' attention, easy to remember, helping students' understanding and encouraging discussions. Learning media are classified into 3 groups, namely: hearing media (visual aids), viewing media (auditive aids) and touch or movement media (motor aids). However, in its implementation there is multimedia that includes all three types of media.

The class can be used as a source of learning that is very dependent on the teacher in carrying out his role as a class manager. The class not only functions as a place for PBM to take place, but also functions as a place to exhibit student work or class displays. Student work The displayed materials are those that contain clear messages, support teaching and learning activities, arouse students' interest and attention and have regulations for using them.

The environment as a source of learning requires teachers' creativity to utilize it and eliminate routine and monotonous teaching habits. There are four types of learning sources that can be utilized from the environment, namely: society, physical environment, waste or leftover materials and natural and social events. Utilizing the environment as a source of learning encourages students to think logically, systematically and logically, because various interesting and challenging phenomena emerge from the environment for students, therefore teachers are required to have the skills to bring the environment into the classroom and or bring students out of the classroom.

3. Methodology

This experimentation and publication or dissemination of scientific informasi. Revolusi is a process of transition from the old paradigm of the new keparadignia. With this paradigm shift perspective scientists to determine the problem, define the methods and techniques, and drawing conclusions on the fact alarn will be different than before. Learning from criticism that was developed by the scientific revolution of Popper and Thomas Kuhn, a positive attitude towards rejection and learn as much as possible of the rejection, we should mainly engaged in research, education, and academia should be ready in criticism and too ready to criticize. Besides learning from the rejection was not a bad thing, but it will spur us to produce better. Here we will be tested, if we are prepared to dissent, dissent is not something that is forbidden, but it is a blessing. Says a proverb, a clash that opinion would sprinkle the truth, as long as the goal is not just disagree, but to work together to find the truth.

4. Results and Discussion

Social studies education can make a significant contribution to overcoming social problems, because social studies education has a function and role in improving human resources to obtain knowledge about human dignity as social beings, skills to apply this knowledge and be able to behave based on values and norms so that they are able to live in society. The position of the concept of science, technology and society is increasingly important in the era of modern society which gives rise to many complex problems. This fact will be increasingly felt if the explanation provides further information that solving these problems requires the position of various disciplines. Social studies as a subject in educational institutions has a very strategic role. This is proven by the many ideas or thoughts of experts such as Robert E. Yager who include science, technology and society (ITM) both as fields of application and relationships, creativity and attitudes, as well as concepts and processes.

The approach used in teaching social studies for the ITM learning process is interdisciplinary or multidisciplinary. This means that in the teaching and learning process in social studies classes, students should be invited, guided and encouraged to study or solve problems or topics, viewed from various disciplines. In social studies teaching, there are: 1) infusion of ITM into existing subjects; 2) expansion through study topics in subjects, and or; 3) creation/creation of new subjects. Meanwhile, the characteristics of the ITM integral program in social studies consist of four categories as follows: 1) the results are stated clearly; 2) organizational strategies; 3) support systems; and 4) instructional strategies.

Good social studies learning is active learning (Social studies teaching and learning are powerful when they are active). Active social studies learning expects reflective thinking and decision-making abilities during learning. Students develop new understandings through an active learning process by constructing important social knowledge.

5. Conclusion

The main objective of social studies learning is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards improving all inequalities that occur, and are skilled in overcoming every problem that occurs every day, both those that befall themselves and those that befall society. Therefore, social studies learning needs to be optimally pursued by paying attention to the principles of social studies learning (Stahl, 2008:2): 1) Social studies teaching and learning are powerful when they are meaningful, 2) Social studies teaching and learning are powerful when they are integrative, 3) Social studies teaching and learning are powerful when they are value-based, 4) Social studies teaching and learning are powerful when they are challenging, and 5) Social studies teaching and learning are powerful when they are active.

Social studies learning will be improved if teachers use a learning approach that is accessed from a contextual approach, cooperative learning and constructivism and the materials used come from materials taught in schools, and are also obtained from educational agents such as in the home environment (family), community, press, radio, various moving pictures and television that influence students' social views and behavior.

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