
THE DEVELOPMENT OF LEARNING SOCIAL SCIENCE IN PACKAGE B

La Ode Sahara

Pamong Pembina BP PAUD dan DIKMAS Gorontalo

Email : laodesahara1975@gmail.com

Abstract

The definition of social science refers to studies that focus on the activities of human life. Various human dimensions in social life are the focus of the study of social science. Human activity is seen from the time dimension which includes the past, present and future. Human activities related to their relationships and interactions with spatial or geographic aspects. Human social activities in fulfilling their daily needs in the dimensions of production, distribution and consumption flows. In addition, also examine how humans form a set of social rules in maintaining patterns of social interaction between humans and how humans acquire and maintain power. In essence, the focus of the study social science is a variety of human activities in various dimensions of social life in accordance with the characteristics of humans as social beings.

Keywords:

learning and social activities

INTRODUCTION

The tradition of developing social science Education in Indonesia is heavily influenced by the tradition of developing social studies in the United States. This is because the United States is one of the countries that pays great attention to the development of social studies. The United States is a very plural country, consisting of various races, nations, religions and cultures so that society is multicultural. This condition has a number of similarities with Indonesia where Indonesian society is also a plural society consisting of various ethnic groups, cultures, religions, and so on. In the midst of this plural or plural society, it is necessary to have special attention in developing social studies. Another factor that makes the United States a frequent reference in the development of social science education in Indonesia lies in the country's academic reputation in developing social studies. The United States has an institution that pays special attention to the development of social studies. Periodically, the institution "produces" its academic studies through a journal published by the National Council for the Social Studies. The definition of social studies contained in the NCSS in 1994:

Education science social more emphasis on how to educate about science - social science or more. The science that is presented in the social science education is a synthetic between the social sciences and the science of education. social science education is the result of "inter cross" and "trans disciplinary" engineering between the disciplines of education and social science disciplines purely for educational purposes. Science developed in the Education science social is the result of selection, adaptation and modification of inter-disciplinary relationships between wishy education sciences and disciplines - social sciences are organized and presented scientifically and psychologically for educational purposes.

DISCUSSION

A. Characteristics of Social Science Education

The characteristics of social science Education as a synthetic disciplines are described by Somantri (2001: 198) as follows: It is called synthetic disciplines because social science education must not only be able to synthesize relevant concepts between the education and social sciences, but also the goals of education and development as well as social problems in social life which are often referred. be consider the social science Education material.

The social science Education developed at the tertiary level will be different from the social science Education developed at the school level. social science education simplification must be organized and prepared in such a way and based on the objectives to be achieved. Social Science educational metrics that students will study must be based on the objectives to be achieved. In this case, Somantri (2001: 44) formulated the limits and objectives of the social science Education for school level as "a simplification of the disciplines - social sciences, psychology, State ideology and religion organized and presented scientifically and psychologically for educational purposes.

The purpose of social science Education is developed on the basis of the premise that social science education is a scientific discipline. Therefore, social science Education must refer to the goals of national education. Thus the purpose of the social science Education is to develop the ability of students to master social science disciplines to achieve higher educational goals.

According to Hasan (1996; 107), the objectives of the social science Education can be grouped into three categories, namely the development of students' intellectual abilities, development of abilities and a sense of responsibility as members of society and the nation and self-development of students as individuals. The first goal is oriented towards the development of intellectual abilities related to students and the interests of science, especially social sciences. The second goal is oriented towards the development of students themselves and the interests of the community. While the third goal is more oriented to the personal development of students for the benefit of themselves, society and science.

Based on the above opinion, there are three aspects that must be addressed in the development of the social science Education, namely intellectual aspects, social life and individual life. Development of intelligence capabilities can be based on the development of disciplines that sendri as well as academic development and thinking skills. Intellectual objectives seek to develop students' abilities in understanding social science disciplines, thinking skills, processual abilities in finding information and communicating findings. This intellectual development will always be related to individual development aspects.

B. Constructivistic Learning

In the 20th century, Jean Piaget and John Dewey developed the theory of childhood development and education or what is known as Progressive Education which then influenced the process of the birth of a constructivist flow in learning and curriculum development. In the theory developed, Piaget believed that humans learn through the process of constructing one logical structure after reaching another logical structure. That is, humans can learn something new after learning something else. He also concluded that a child's reasoning ability and way of thinking are different from the way adults think. The implications of this theory and how to apply it have been the basis for the birth of constructivism in education, including in social science learning.

Similar to Piaget, Dewey developed a theory based on the desire for learning to be built through real experiences. He says: "if you have doubts about how learning happens engage in sustained inquiry: study, founder, consider alternative possibilities and arrive at your beliefs grounded in evidence." So, inquiry is an important key in building constructivist learning.

Constructivist learning theory is getting stronger after the emergence of thinkers in education, psychology and sociology who develop new perspectives in learning. Some of them are Lev Vygotsky, Jerome Bruner and David Ausubel. Vygotsky gave birth to the social aspects of learning into constructivist learning. Next, he argued the "zone of proximal learning" according to which students solve problems beyond their actual developmental level (but within their level of potential developmental under adult guidance or in collaboration with more capable peers).

Meanwhile, Jerome Bruner pioneered curriculum changes based on the idea that learning is an active process as well as a social process in which students construct new ideas or concepts based on the knowledge they learn. Learning using concepts adopted from certain disciplines is relevant to Bruner's thinking. This thinking is relevant to learning social science about the use of concepts in learning.

According to Bruner, students select and transform information to construct hypotheses, and make decisions based on their cognitive structures. Cognitive structures (namely schema, mental models) give meaning and to experiences and give individuals opportunities to real experiences. Throughout the learning process the teacher must encourage students to find material that is meaningful to themselves. Teachers and students must be actively involved in the dialogue process as well as the Socratic learning model. Therefore, the teacher's main task is to present information for further study and adapt it to what is known and experienced. The curriculum must be organized in a spiral pattern so that it allows students to continuously build on what they have learned. Social science learning material, which starts in the immediate environment and then extends to the environment, is relevant to Bruner's thinking.

There are three principles of learning in the viewpoint of Bruner (1983), which can be developed in the social science learning in junior high school, namely:

1. Learning must relate to the experience and environmental context of students so that it can encourage them to learn.
2. Learning should be structured so that students learn from the things that are easy to things that are more difficult.
3. Learning must be structured in such a way that it allows students to carry out their own exploration in constructing their knowledge.

Thinking that in the quotation above are relevant to the construction problem-oriented social-issue being faced by the students in daily life. Through approach in can be started from the experience and social context of the material to be learned, or more specifically to depart direct the students. (Lee, 2005). Honeb ein (1996) mem below can give a strong foundation science social nature konstruktivistik:

1. Develop into knowledge
2. Develop experiences with a variety of perspectives
3. Ran in real contexts
4. Encourage ownership of what is learned
5. Placing learned to process a r 's as a social process
6. Encourage the use of various ways of learning according to their respective habits
7. Encourage self-awareness in the process of constructing knowledge

In the social science learning in junior high school, a constructive approach can be applied to all topics and subjects. However, when teachers use the approach, they can discuss and review the topics raised by students during learning activities. This means that the material discussed in class does not always have to be the same as what the teacher has planned in or other programs that have been prepared previously. A constructivist approach can be used by social science teachers in developing teaching materials in the classroom. So far, teaching social science in schools still uses traditional approaches such as lectures, discussions, etc. And emphasize more on cognitive aspects and ignore social skills. The consequence of this method is that students feel bored with the subject matter of SOCIAL SCIENCE and in the long run, of course there will be a decline in the quality of learning itself.

C. Social Skills in Learning

Social skills that can be practiced in students' daily lives are actually related to intellectual skills or cognitive abilities. Because of that, there is often no clear distinction between intellectual skills and social skills. For example, when students queue in front of public services, they are not only skilled at respecting the rights of others and acting or acting in an orderly manner, but they also know that the rights of others must be respected and that an orderly life is part of the characteristics of a good citizen. In the social science education curriculum in several countries, various types of social skills also include intellectual skills.

In United States, for example, through the Association for Supervision and Curriculum Development has developed the formulation of skills to be possessed by the learners. These skills include: 1) thinking and reasoning skills , 2) working skills with other people, 3) self-control skills, and 4) skills in exploiting job opportunities. These four basic skills have several specific formulations related to social skills such as: conflict resolution, working with diverse groups, taking and considering life risks, using information, skills to use money effectively and using basic skills to live together with the community. . These skills can be developed and trained in a variety of subjects including social science .

The formulation of the same skills has also been developed by the National Council for Social Studies (1984) which is referred to by the development of social science in several countries including 1) skills related to obtaining information, namely reading skills, study skills, information seeking skills and skills in using technological tools, 2) skills in organizing and using information (intellectual skills and decision-making skills) and 3) skills related to social relations and participation in society which include a) self-skills that are in accordance with abilities and talents, b) skills to work together, c) participate in society. These social skills seem relevant to be developed in schools so that students can one day live as citizens of the world who have a role in society.

Educators and curriculum developers in Indonesia are also starting to recognize social skills in everyday life. In the Regulation of the Minister of National Education number 22,23 and 24 concerning content standards, competency standards and graduate competency standards, for example, there has been a formulation regarding the profile of public school education graduates who, among others, have social skills in following global developments. In general, the profile of graduates is expected to have the potential or skills in several ways, including 1) being able to find, sorting and processing information from various sources, 2) being able to learn new things to solve everyday problems, 3) having good communication skills oral and written, 4) understand, respect and are able to cooperate with diverse people, 5) able to normalize academic abilities and adapt to the development of society, the environment and global developments and the rules that cover them, as well as other relevant skills. These profiles must be able to be translated by curriculum developers at the school level, teachers in the classroom, through a teaching and learning process that actively involves all students so that social skills can be trained through the teaching and learning activities.

D. Social Skills Learning Strategies science social in Package B

Among the several strategies, constructivist strategies, cooperative learning (cooperative learning) and inquiry can be selected and developed as alternatives.

Strategies and constructivist approaches such as those studied in the one above learning activities that place students as learning partners and the development of learning materials can be used by social science teachers in developing social skills . Student skills to acquire, manage and use information to empower themselves can be done through learning processes in the classroom.

A constructivist social science teacher should be able to facilitate students with the opportunity to practice classifying, analyzing and managing information based on the sources they receive. Students' critical attitude towards information must be developed in the learning process in the classroom. In giving assignments to students, constructivist teachers should use cognitive terminology such as prediction, classification and analysis. Thus, the cognitive aspects of students being developed are not only skills in memorizing and remembering but also analyzing, predicting, criticizing and evaluating the information they receive.

In this global era, unlimited sources of information can be used as learning materials for social science to develop skills related to the information. The diversity of information based on sources as well as objectivity and subjectivity is an interesting material to develop these skills in the classroom. There is information based on objective data and facts and there is information based on data and facts that are subjective in nature. Students must be trained to choose which information is correct and which information is rumored. Skills in criticizing information sources, compiling information such as collecting, combining and compiling information, and extracting information from sources such as photos, written documents, electronic media and oral sources must be trained in the teaching and learning process. A constructivist strategy or approach that places students equal (equal) to the teacher is a good step to practice these skills.

Inquiry which is one of the teaching strategies can be chosen by the social science teacher in developing social or intellectual skills. This strategy emphasizes students using intellectual skills in gaining new experiences or new information through independent investigations. Thus, the skills to acquire new information based on knowledge of information or previous learning experiences are good conditions for developing skills related to information mastery. Some of the advantages of this strategy related to mastery of information include; (1) this strategy allows students to see the content of the lesson more realistically and positively when analyzing and applying data in solving problems, (2) giving students the opportunity to reflect on certain issues, look for relevant data, and make meaningful decisions for them personally, and (3) placing the teacher as a learning facilitator while reducing its role as the center of learning activities.

Through this strategy, not only cognitive, but also psychomotor and affective domains can be developed together. Giving knowledge (cognitive domain) in the form of facts, concepts, or theories as well as training in using facts, concepts and theories (psychomotor domain) which is information that can be used as capital to familiarize junior high school students (affective domain) in using information that has been mastered can be developed in learning process. In the end, students' mastery of information can be used to find various solutions by using adaptive, competitive, productive, efficient attitudes as basic assets to adapt and maintain survival in various situations. Social skills developed in the learning process should also be balanced with positive social attitudes through accustoming them to doing or practicing these positive attitudes.

Skills and positive social attitudes as members of a democratic local or global community can be further developed through a cooperative learning strategy. Through this approach, teachers can train students through real practice regarding abilities, attitudes and cooperative behavior. Attitudes, behaviors and the ability to work together among diverse groups of students (ethnicity, religion, gender, culture, etc.) have important meanings in facing the globalization era which is marked by the interdependence between nation, state and society. In this way, the spirit of cooperation and interdependence between groups which are the mainstream that is being and will be faced in the global era must be accommodated by educators of social science in junior high schools.

CONCLUSION

The teaching minister of social science as a place to practice social skills should be chosen so that the material and teaching and learning process are more meaningful to students. Teachers need to explain the cognitive realm first that compromise, negotiation, cooperation, consensus, commitment, equality, recognition of human rights, majority power, are important and meaningful aspects towards a democratic society that becomes mainstream in the global era. Social skills in working together, participating, recognizing the rights of others, are aspects needed by an increasingly democratic global society. The reality and complexity of problems that exist in society where students are part of it can be used as a source of social science lessons to develop these skills. The three approaches above can be developed by social science teachers in accordance with the situation and classroom conditions. Constructivism can be chosen when the social science teacher wants to empower students as developers and analyzers of subject matter through dialogue about, for example, why people without skills in processing information are susceptible to rumors that incite and lead to social unrest.

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