The Lesson Planning of Social Studies Learning in SMPN 1 Banjarbaru

Dina Mardiana
dynamrdna98@gmail.com
Social Studies Education Department, FKIP Lambung Mangkurat University
Ersis Warmansyah Abbas
ersiswa@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Mutiani
mutiani@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University

Abstrak

Perencanaan pembelajaran erat kaitannya dalam upaya peningkatan keberhasilan pembelajaran yang dilakukan guru mengacu kepada kurikulum berbasis kebutuhan peserta didik. Penelitian ini bertujuan untuk mendeskripsikan perencanaan pembelajaran pada mata pelajaran IPS dalam kerangka kurikulum 2013. Lokasi penelitian di SMPN 1 Banjarbaru. Penelitian ini menggunakan metode deskriptif dengan melakukan observasi, wawancara dan dokumentasi untuk mendapatkan data. Analisis data melalui reduksi data, penyajian data, dan verifikasi sebagai penarikan kesimpulan. Keabsahan data didapat melalui triangulasi sumber dan teknik, perpanjangan pengamatan, serta menggunakan bahan referensi. Hasil penelitian menunjukkan bahwa guru dalam penyusunan perencanaan pembelajaran terdokumentasi dalam RPP yang dibuat dengan acuan silabus Kurikulum 2013. Implementasi RPP pada pembelajaran IPS di SMPN 1 Banjarbaru dilakukan di kelas IX I dalam tahap kegiatan pendahuluan, inti, dan penutup dimana guru melaksanakan perannya sebagai pengajar, pembimbing, fasilitator, dan evaluator. Tetapi, terdapat beberapa kendala saat pembelajaran dimana pemanfaatan konteks lokal kurang dieksplorasi, serta pemaparan materi yang berkaitan dengan pemanfaatan sumber belajar dan media belajar kurang maksimal.

Kata Kunci: Perencanaan, RPP, dan Pembelajaran IPS.

Abstract

Learning planning is closely related to efforts to increase the success of learning carried out by the teacher by referring to the curriculum based on the needs of students. This study aims to describe learning planning in social studies subjects within the 2013 curriculum framework. The research location is at SMPN 1 Banjarbaru. This research uses a descriptive method by observing, interviewing, and documenting to obtain data. Data analysis through data reduction, data presentation, and verification as a conclusion. The validity of the data was obtained through triangulation of sources and techniques, an extension of observations, and using reference materials. The results showed that the teacher in the preparation of documented lesson plans in the lesson plans made concerning the 2013 Curriculum syllabus. The implementation of RPP in social studies learning at SMPN 1 Banjarbaru is carried out in class IX I in the preliminary, core, and closing activity stages where the teacher carries out his role as teacher, mentor, facilitator, and evaluator. However, there are several obstacles during learning where the use of local contexts is less explored, and the exposure of material related to the use of learning resources and learning media is not optimal.

Keywords: Planning, Lesson Plans, and Social Studies Learning.

PRELIMINARY

Learning is a process of interaction between learning components, namely students, teachers, and learning resources that are within the scope of the learning environment (Al-Ma'ruf, 2007; Aunurrahman, 2009). A learning environment is a place anywhere either indoors or outdoors that allows interaction between learning components (Wahidmurni, 2017). The Social Sciences (IPS) according to the National Council for Social Studies (NCSS) defines

social studies or Social Sciences (IPS) as an integrated study of social sciences and humanities to improve civic competence (Supardan, 2014). Within the school program, social studies consist of various disciplines such as anthropology, archeology, economics, geography, law, history, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Sapriya, 2017; Syaharuddin & Mutiani, 2020).

To achieve the goal of learning social studies, which is to help students become good human beings in their daily interactions in society (Abbas, 2013, 2020; Abbas et al., 2018). So in the 2013 Curriculum, teachers must design the Learning Implementation Plan (RPP) appropriately. RPP is developed by referring to the syllabus. Preparation of lesson plans needs to apply pedagogical principles in writing to be realized in learning activities so that students gain effective learning experiences in developing attitudes, knowledge, and skills following the learning objectives that have been set (Mutiani, 2019).

Planning in social studies education is a conscious effort made by social studies teachers before implementing classroom learning in the form of clear procedures for achieving goals, to obtain satisfactory results (Sapriya, 2017; Syaharuddin & Mutiani, 2020). In addition to being guided by the 2013 syllabus and curriculum, learning planning must also be adjusted to the students 'abilities, learning motivation, potential, social abilities, emotions, special needs learning styles, cultural backgrounds, and the students' environment (Abdullah, 2012; Abbas, 2015). The aspects that have been mentioned are important for designing the learning process so that the implementation or implementation of learning can run systematically.

RESEARCH METHODS

A qualitative approach was used in this study to obtain in-depth information and describe all findings related to social studies learning planning. Qualitative research is a research approach that reveals certain social situations by properly describing reality, formed by words based on data collection methods and data analysis obtained from natural situations. (Lexy, 2002; Satori & Komariah, 2013). The subjects in this study were the principal, social studies subject teachers, and students. The research was conducted at SMPN 1 Banjarbaru in class IX I, a researcher who was selected to obtain an overview and information about social studies learning planning at SMPN 1 Banjarbaru (Kasiram, 2010).

The data collection method was carried out by observation, namely observing the RPP preparation activities until the Social Studies learning took place. Interviews were conducted with the principal to obtain information about the implementation of the curriculum that uses

the 2013 curriculum, social studies subject teachers to obtain information and descriptions directly about the planning and implementation of social studies learning, and students to get more in-depth information about the implementation of social studies learning from their perspective. The documentation is carried out to photograph learning activities in class. Reduction (reduction), data presentation (display), and conclusion (verification) is a systematic method of data analysis (Creswell, 2010; Bungin, 2019). Test the validity of the data utilizing the triangulation of sources and triangulation of techniques, an extension of observations, and reference materials (Yusuf, 2016).

RESULTS AND DISCUSSION

Learning planning should be made based on conformity with the 2013 syllabus and curriculum. This requires teachers to develop it based on the needs that will be used in social studies learning in the classroom (Mulyasa, 2013). In making lesson plans, the teacher determines and determines the subject matter, and adapts it to Core Competencies, Basic Competencies, and indicators. Besides, the teacher also determines the learning resources used and plans the course of learning that will be brought to class in the preliminary, core, and closing activities (Syaharuddin & Mutiani, 2020). The learning planning that is designed refers to the Content Standards and the steps in making RPP, namely reviewing the syllabus, identifying learning materials, determining objectives, developing learning activities, describing types of assessment, and determining learning resources (Rusman, 2017). However, the lesson plan made by the teacher is incomplete in including the time allocation for preliminary, core, and closing activities

Based on observations made on October 31, 2019, the lesson plans made were then carried out in class IX I with social studies subject teacher Andinna Mega Siwi, M.Pd. The main material that was delivered during the observation was Socio-Cultural Change. By bringing the Learning Implementation Plan (RPP) that had previously been made by the teacher, the researcher sat at the back to observe the implementation of social studies learning.

The lesson plan components made by the teacher consist of subject identities, Core Competencies, Basic Competencies, indicators, objectives, material descriptions, learning media in the form of visual media (broadcast material), learning resources in the form of textbooks for Kemendikbud students, time allocation for 1x meeting (2 JP), the steps for learning activities consisting of preliminary, core and closing activities, as well as remedial and enrichment services. The lesson plans made by the teacher are based on the 2013 syllabus and

curriculum references, using a scientific approach, also using an authentic assessment approach which consists of aspects of attitudes, knowledge, and skills.

The preliminary activities consist of the teacher preparing students psychologically and physically in the form of saying greetings and greeting as well as inviting prayer, as well as making apperceptions by repeating the previously studied material. According to the observations that have been made, the preliminary activities have been carried out following the RPP. However, there is a slight discrepancy seen in the delivery of learning objectives that are not implemented.

Picture 1
Teachers and students during the implementation of Social Studies Learning

(Source: Personal data, 31 October 2019)

Furthermore, in the core activity, observing activities are carried out with students listening to the teacher's explanation regarding the material of Socio-Cultural Change and its causative factors. The learning resource used in learning is the Kemendikbud student package book. In questioning activities, the teacher gives questions that are then answered by students, in this case, namely questions and answers, also by conducting brainstorming which makes students express their opinions and think critically. The teacher also implements contextual learning on the factors causing socio-cultural change with the daily lives of students. However, most of the teachers related the material to the context of daily life in general with national conditions and did not include the local context in it (Mutiani, 2019; Subiyakto & Mutiani, 2019). Because class hours enter noon, the teacher sometimes also gives funny chirps so as not to get bored with students.

Picture 2
Teachers and students during group discussions

(Source: Personal data, 31 October 2019)

Furthermore, students were divided into heterogeneous groups consisting of 4 people. Each group was asked to make a mind map within the time limit of 15 minutes. During the discussion, the teacher directly monitors the activities of students and guides them if anything is not understood. After the discussion, each group was asked to present the results of their work in front of the class and other groups could respond to them, while the teacher also added or corrected them. According to the results of the observations made, the core activities have been carried out following the RPP, namely by using a scientific approach. The scientific approach in core activities is intended so that students can convey information and material to form competence and character. Thus, students are actively involved, both mentally (Sudaryono, 2006; Supardan, 2014; Mulyasa, et al., 2017).

According to the results of interviews conducted by researchers to students of Muhammad Yasin Ar Rumi class IX I (Friday, February 21, 2020), the implementation of social studies learning that he feels is expressed as follows:

> "Social Studies knowledge is broad, so feel challenged. If the teacher teaches well, the explanation is through the mind mapping that was created first. Usually analogies, like real ones. For example, regarding taxes, the analogy was yesterday, a pentol, whose income is the amount of tax that must be paid for how many years. If you ask many others, it's not just me. So just interactive, if for example, you don't understand the question. Sometimes when the teacher asks, something that has never been done, that seems out of mind."

As for the results of interviews conducted by researchers on students of Nurhalisa Ramadhiani class IX I (Friday, February 21, 2020), the implementation of social studies learning that was felt by him was expressed as follows:

> Social Studies sometimes makes sense, so you have to think about it. The teacher knows everything is going everywhere, the language is high for junior high school students.

> Social Studies is a teacher like a story. Usually asked whether they have read it yet. If you haven't been told to read, after that the teacher explains, continues to make mind mapping.

At the evaluation stage, the teacher does not measure the level of individual aspects of knowledge. The assessment on that day was taken from a group discussion to make a mind map. Based on interviews conducted by researchers with teachers regarding the evaluation of social studies learning, it is stated that the form of evaluation that is usually given can be in the form of worksheets training or assignments containing a problem that must be answered critically by students.

The teacher evaluates aspects of knowledge in the form of a mind-mapping task of the material that students have learned and done in group discussions according to their respective creativity. As for the evaluation of aspects of attitudes seen from the PPK (Strengthening Character Education) students such as mutual respect, responsibility for assignments, as well as working together in completing assignments, as well as evaluating aspects of skills. Teachers can apply the learning assessment in the 2013 Curriculum uses an authentic assessment approach that includes aspects of attitude, knowledge, and skills (Syaharuddin & Mutiani, 2020). This is intended so that the assessment can include a complete assessment of the maturity of students, methods, and learning outcomes.

CONCLUSION

Based on the identification results of the Learning Implementation Plan (RPP) that social studies teachers have been able to compile a complete lesson plan which refers to the 2013 syllabus and curriculum. , and evaluators for students. Students are trained to participate actively in learning with the question and answer method and brainstorming. However, to increase the understanding of local content, teachers can add exposure to the environment around students. Thus the local content of social studies learning can be explored. The use of learning resources and learning media is still considered less optimal because it requires information technology skills in learning. A large number of learning resources and media in the environment around students require expertise to select according to the Basic Competencies listed in the 2013 Curriculum. It is hoped that teachers should prepare to finalize the learning plans that will be used in teaching in class. As for creativity and innovation, it allows learning to be more meaningful and quality.

BIBLIOGRAPHY

Abbas, E. W. (2013). *Mewacanakan Pendidikan IPS* (Cetakan Kedua). WAHANA Jaya Abadi. http://eprints.ulm.ac.id/5481/

Abbas, E. W. (2015). *Pendidikan IPS Berbasis Kearifan Lokal*. WAHANA Jaya Abadi. http://eprints.ulm.ac.id/4172/

Abbas, E. W. (2020). *Menulis Artikel Jurnal Internasional*. Program Studi Pendidikan IPS FKIP Universitas Lambung Mangkurat. https://repo-dosen.ulm.ac.id//handle/123456789/17528

Abbas, E. W., Mutiani, M., & Nugraha, D. S. (2018). SOCIAL VALUES IN ZAINAL ILMI BIOGRAPHY AS LEARNING SOURCE OF SOCIAL STUDIES. *The 3rd ISSSHE International Seminar Sosial Studies & History Education "Promoting The 21st Century Skills in Social Studies Learning."* http://eprints.ulm.ac.id/5123/

Abdullah, R. (2012). PEMBELAJARAN BERBASIS PEMANFAATAN SUMBER BELAJAR. *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran*, *12*(2). https://doi.org/10.22373/jid.v12i2.449

Al-Ma'ruf, A. I. (2007). PEMBELAJARAN SASTRA MULTIKULTURAL DI SEKOLAH: APLIKASI NOVEL BURUNG-BURUNG RANTAU. *Kajian Linguistik Dan Sastra*, *19*(1), 60–75. https://doi.org/10.23917/kls.v19i1.4410

Aunurrahman, A. (2009). *Belajar dan pembelajaran*. Alfabeta.

Bungin, B. (2019). *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis Ke Arah Ragam Varian Kontemporer*. Rajawali Pers. http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/74394

Djam'an Satori, & Aan Komariah. (2013). *Metodologi Penelitian Kualitatif*. Alfabeta.

John W. Creswell. (2010). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed: Vol. XXV*. Pustaka Pelajar. http://library.fip.uny.ac.id/opac/index.php?p=show_detail&id=15

Kasiram, M. (2010). *Metodologi penelitian: Kualitatif–Kuantitatif*. UIN-Maliki Press. http://repository.uin-malang.ac.id/1621/

Lexy, J. M. (2002). *Metode penelitian kualitatif*. Rosda Karya.

Mulyasa, E, Iskandar, D., & Aryani, W. D. (2017). *Revolusi dan inovasi pembelajaran sesuai standar proses*. PT. Remaja Rosda Karya.

Mulyasa, Enco. (2013). *Pengembangan Dan Implementasi Kurikulum 2013*. PT. Remaja Rosdakarya.

Mutiani, M. (2019). SOCIAL CAPITAL DAN TANTANGAN ABAD 21: Kontrubusi Pendidikan IPS dan Eksplorasi Nilai Sosial melalui Biografi K.H. Zainal Ilmi. *SOSIO-DIDAKTIKA: Social Science Education Journal*, *6*(1), Article 1. https://doi.org/10.15408/sd.v6i1.12386

Rusman, R. (2017). *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana Prenada.

Sapriya. (2017). *Pendidikan IPS Konsep dan Pembelajaran* (Cetakan 8). PT. Remaja Rosdakarya.

Subiyakto, B., & Mutiani, M. (2019). Internalisasi Nilai Pendidikan Melalui Aktivitas Masyarakat Sebagai Sumber Belajar Ilmu Pengetahuan Sosial. *Khazanah: Jurnal Studi Islam Dan Humaniora*, *17*(1), 137–166. https://doi.org/10.18592/khazanah.v17i1.2885

Sudaryono, N. (2006). *Merancang Pembelajaran Aktif dan Kontekstual: Berdasarkan" Sisko" 2006*. Grasindo.

Supardan, D. (2014). *Pendidikan Ilmu Pengetahuan Sosial: Perspektif Filosofi, Kurikulum dan Pembelajaran*. Bandung.

Syaharuddin, S., & Mutiani, M. (2020). *STRATEGI PEMBELAJARAN IPS: Konsep dan Aplikasi* (B. Subiyakto & E. W. ABBAS, Ed.). Program Studi Pendidikan IPS Fakultas

Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat. http://eprints.ulm.ac.id/8545/

Wahidmurni, W. (2017). *Metodologi pembelajaran IPS: Pengembangan standar proses pembelajaran IPS di sekolah/madrasah* (R. Rose, Ed.). Ar-Ruzz Media. http://repository.uin-malang.ac.id/4634/

Yusuf, A. M. (2016). *Metode penelitian kuantitatif, kualitatif & penelitian gabungan*. Prenada Media.