

The Contribution of Historical Science in Social Studies Teaching Materials in The Junior High School

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Abstrak

Pembelajaran IPS dipraktikkan pada level sekolah dasar dan menengah. Secara teoritis materi ajar IPS disusun berdasarkan disiplin ilmu sosial yaitu geografi, ekonomi, sosiologi dan sejarah. Satu di antaranya yaitu sejarah yang dimanfaatkan dalam pengembangan materi ajar IPS terutama pada materi kelas VIII SMP/MTs pada BAB IV sub materi Tumbuh dan Berkembangnya Semangat Kebangsaan, ilmu sejarah syarat akan makna. Pada pelajaran IPS juga banyak memunculkan inovasi baru yang sebagian orang belum mengetahuinya. Adapun Ancaman terhadap pola hidup boros serta terlalu bangga dengan produk luar, dan perilaku seolah tidak peduli terhadap persoalan bangsa sendiri dapat mempengaruhi keadaan pendidikan. Tujuan penulisan artikel ini untuk mengetahui nilai-nilai yang terkandung dalam materi ilmu sejarah dalam kontribusi pada mata pelajaran IPS. Maka peran pada materi sejarah sangat berguna dalam mentransfer nilai-nilai kesejarahan dalam mempersiapkan penerus bangsa Indonesia yang mempunyai karakter sebagai warga Negara Indonesia dengan pembelajaran sejarah pada satuan pendidikan, karena pembelajaran sejarah dapat dijadikan cara dalam pembentukan karakter bangsa Indonesia. Studi literatur digunakan untuk menyusun deskripsi yang utuh dalam artikel. Penelusuran artikel publikasi digunakan dalam strategi pencarian dengan menggunakan kata kunci yang sesuai. Pencarian kata kunci dalam mekanisme penelusuran data digunakan untuk mendapatkan hasil melalui google scholar. Metode naratif digunakan untuk mendeskripsikan data hasil pencarian yang sesuai dengan kata kunci untuk menjawab tujuan dari penulisan artikel ini. Hasil penulisan artikel ini bertujuan untuk membahas makna pada nilai-nilai materi ilmu sejarah pada kontribusi IPS yaitu cinta tanah air, patriotisme, dan nasionalisme untuk memberikan pengetahuan bahwa dengan pembelajaran IPS sangat berperan untuk menumbuhkan karakter peserta didik.

Kata kunci: Ilmu Sejarah, Materi Ajar IPS, and Nilai-nilai Sejarah.

Abstract

Social studies learning is practiced at the primary and secondary school level. Theoretically, social studies teaching materials are arranged based on social science disciplines, namely geography, economics, sociology and history. One of the historical sciences used in the development of social studies teaching materials is History, especially in junior high school on the class VIII material in chapter IV, the sub material of the growth and development of the national spirit, history subjects require meaning. In history lessons there have also been many new innovations that some people don't know about. Threats to extravagant lifestyles and being too proud of external products, and behavior as if they do not care about the problems of the nation itself can affect the state of education. The purpose of writing this article is to determine the values contained in history learning in the contribution to social studies subjects. So the role of historical material is very useful in transferring historical values in preparing the successor of the Indonesian nation who has the character of an Indonesian citizen by learning history in educational units, because history learning can be used as a way of shaping the character of the Indonesian nation. Literature studies are used to compile a complete description in the article. Search for published articles is used in a search strategy using appropriate keywords. Keyword

searches in the data search mechanism are used to get results via google scholar. The narrative method is used to describe the search result data that matches the keywords to answer the purpose of writing this article. The results of the writing of this article aims to membahas meaning to the material values of history on the contribution of social studies, namely love of the homeland, patriotism and nationalism to provide knowledge that the social studies lesson was instrumental to grow the character of the nation. **Keywords:** Historical Science, Teaching Material Social Studies, and Values of History.

PRELIMINARY

The social studies subject provides provisions for students to get to know the environment and the community around them. Historical science contained in the social studies teaching material emphasizes past events, which are still relevant in today's life. The students' awareness of past history should make them aware that the importance of history is to shape a better future, only as knowledge (Anshori, 2016). History as a contribution in social studies education provides benefits such as, with history we can know events that have occurred in the past that can be used as lessons for us in our present life, lessons that occurred in the past can also be used for future life knowledge (Anshori, 2016).

Historical science is interpreted as accountability for the past, with accountability meaning that the past is not like a blank paper. But the past whose sheets occur by humans because of past actions. The accountability process for the past is called history as an event, so we as humans are obliged to tell the meaning of history in writing, which means history with knowledge. The history of Indonesia can be understood by the existence of historical knowledge. Historical science as a result of reconstruction of events that have occurred. So that the Indonesian nation is aware of itself as an independent nation in making its history. That is an important task for historical science in the context of learning practice at the elementary and middle school level included in the social studies subject. In historical science, values are interpreted as an important foundation in determining the character of society and the nation. Values do not grow by themselves but through dissemination and awareness, one of which is through school education (Mutiani, 2019). An open-minded system that has the characteristics that the values and characteristics to be manifested cannot be imposed from outside, but are extracted and taken from the moral as well as the cultural order of the community itself (Mutiani, 2015, 2020).

The growth of social studies education is inseparable from the situation of historical developments. History contributes to social studies education, this can be seen from the historical relationship in terms of the integrated social studies concept. Basically, social studies learning does not only emphasize theoretical aspects, but rather on practical aspects in studying, analyzing, assessing social symptoms and problems in society. Where the learning is adjusted

to each educational level (Anshori, 2016). History subjects have a lot of character values that can be used as inspiration and guidelines for us to behave and behave in everyday life.

Learning is defined as a process or a method that is carried out so that a person or group of people can carry out learning activities. The science of history is in fact often considered boring because it only places a lot of emphasis on memorization, because it is full of rote learning that has no value and is far from the reality of life. History learning can be developed through philosophies such as Perennialism where history learning must develop a sense of pride in the nation and the State (Susanto & Akmal, 2020).

National character values, such as love for the country, patriotism, and nationalism have begun to fade in students and even tend to disappear. These values are the values that were born from the long process of the history of the Indonesian nation, that history itself is a step in building the character of students who are slowly cultivated (Handy, 2016). Historical values in learning Indonesian history said that character values such as nationalism, tolerance, each other respect, cooperation is actually very important and still relevant to be internalized by students should is still being passed down to young people through history (Yefterson & Salam, 2017). This article aims to determine the contribution of historical science in social studies teaching materials in junior high school on class VIII at CHAPTER IV, the sub-material of the Growth and Development of the National Spirit, especially regarding the values of patriotism, patriotism and nationalism in history learning which can be used as guidance in running daily life for students.

METHOD

The literature review is used to describe the article in its entirety. The literature review begins with the results that are considered the most relevant, relevant, and sufficiently relevant. The literature review focuses on finding various theories, propositions, principles, or ideas used to analyze and solve formulated problems (Sukmadinata, 2005). The literature search strategy contains strategies/tricks to search for publication data on Google Scholar. Search data/journals/ebooks containing search results on google scholar with the keywords: Contribution of history in social studies material, the concept of value in history, amounting to 21 journals and five books. The analysis results were carried out by drawing conclusions on the data obtained and providing adequate understanding and explanation.

RESULTS AND DISCUSSION

The development of social studies education in Indonesia is interpreted as two, social studies education for tertiary institutions and social studies education for primary and

secondary schools. According to Sumantri (2001), social studies education for primary and secondary schools is defined as a simplification or adaptation of the social sciences and humanities disciplines and necessary human activities organized and presented scientifically and psychologically pedagogically for educational purposes. Meanwhile, the meaning of social studies education for higher education is a selection from disciplines, social sciences, and humanities, and necessary human activities organized and presented scientifically and psychologically for educational purposes. Social studies education in tertiary institutions and primary and secondary schools have different content. The difference is in simplification and selection, even though the source of the same material study is taken from the social sciences discipline (Hidayat, 2020).

Social sciences are the basis of social studies. However, not all social sciences can automatically become material or subject in social studies, social science disciplines developed in social studies. The contribution of social sciences in the development of social studies education in the school curriculum cannot be doubted as the importance of theory in developing social sciences (Endayani, 2018; Suhada, 2017). Social studies teaching materials contain materials that enable students to think critically, analytically, and creatively and familiarize themselves with social scientists' thinking processes and the internalization process that emphasizes the process. Social Sciences are subjects in schools designed based on phenomena, problems, and social realities with an interdisciplinary approach involving various branches of the social sciences and humanities. Therefore, social studies can be a study of the combination of sciences in the social sciences and humanities to produce social actors who can participate in solving socio-national problems (Nasution & Lubis, 2018; Surahman & Mukminan, 2017).

History with historical processes that reveal life events based on time series is a precious source and material for social studies. Through historical materials and disclosures, we will be able to cultivate students' aspirations about arts, culture, and life in general. Through historical material, students will appreciate the services of figures who have fought to defend the truth and human rights. Studying and studying the symptoms and problems of life-based on its historical process is a dynamic study. Through the study of this historical process, we will be able to understand the past and present life events that we are experiencing, but we will also be able to take into account future events.

Conceptually, the relationship between social studies and social sciences can be broken down into the first three, and social science disciplines can be used as the main framework for thinking in developing the curriculum, materials for social studies are developed first, and choose social science disciplines then identify the basic concepts that need to be—known to

students. These basic concepts are selected and adjusted to the goals to be achieved in the social studies curriculum. The basic concept chosen is used as a subject in the curriculum. In other words, the social sciences directly provide learning topics for the social studies curriculum. Therefore, the topics taught in the social studies curriculum result from social sciences disciplines (Abbas, 2020a; Endayani, 2018).

History occupies a unique position; the focus of historical studies is humans (individuals or groups of people) who live and interact in a certain place (spatial) at a certain time (temporal) (Endayani, 2018). The use of history for social sciences, namely, history as a critique of social sciences generalization, Historical problems can become social science problems; the diachronic approach to history adds a new dimension to synchronous social sciences (Endayani, 2018). The growth of social studies education is inseparable from the situation of historical developments. History contributes to social studies education, and this can be seen from the historical relationship in terms of the integrated social studies concept. Social studies learning emphasizes theoretical aspects and practical aspects in studying, analyzing, and examining the community's symptoms and social problems. Learning is adjusted to each level of education (Abbas, 2020b; Anshori, 2016).

Education can help students make this happen by looking for deep values and understanding each other's relationship and their role and use in life. Education is defined as a conscious effort made by families, communities, and governments through guidance, teaching, and training inside and outside schools, to enable students to adapt to various environments (Subiyakto et al., 2020; Subiyakto & Mutiani, 2019). These values are ways of thinking, how to behave and behave in a person as a basis for generating individuals' lives, groups of people, and the nation towards the willingness to build peace, tolerance, and accept differences (Hilman, 2013).

The teacher has some tasks that cannot be avoided; the teacher's job is to provide education to students to continue to deepen the values in life. Students are part of the education system's input and then processed to become quality, following national education goals. As an integral part of education, learners can be seen in many ways. In line with this, teachers should pay more attention to teaching materials because it is a benchmark for the success of the learning and learning process (Syaharuddin & Mutiani, 2020). Improving the quality of learning in schools is influenced by many factors. These factors can be seen in the teaching staff (teachers), students, facilities and infrastructure, environment, and management (Mutiani et al., 2020). Historical themes are fundamental to explain why historical events occur.

Historical events cannot happen by themselves. Learners need to understand the sequence and relationships between historical events. This framework of events is what causes other events to occur. Meaningful learning occurs when students understand something (Alfian, 2014; Syaharuddin et al., 2020).

Problem-solving in management is fundamental to get effective learning. In the process of solving problems in the classroom (such as identifying students), the teacher determines the types of deviations based on these problems and understands the background that causes students to solve these problems. Basically, the teacher's role is significant to understand students' problems in an effective learning process, including in history learning (Rika et al., 2016). Evaluation is a series of activities to obtain, analyze, and explain the process and learning outcomes of students carried out systematically and continuously. Information can be used to determine the level of success in achieving the specified ability, the level of learning success, the level of learning difficulties of students, relationships with peers, and a sense of responsibility (Syaharuddin & Mutiani, 2020).

Ministry National Education (2010) states that the nation's life and the state have shifted towards moral values. Changes in this value system are extraordinarily obvious in today's society, such as respect for cultural and language values, solidarity values, consensus, kinship, politeness, honesty, shame, and love for the country (Subiyakto et al., 2017). Social studies education can shape students to become part of world citizens and must understand other people in their lives. The facts prove that this can be achieved through individual human beings' concepts and the underlying social existence of everyday life. According to this description, deepening the value of education in history learning has a strategic role in shaping the nation's character (Subiyakto & Mutiani, 2019). The history of the era of globalization is needed so that the nation's awareness and history will be strong and play an active role. Historical awareness is expected to provide a sense of optimism in solving the nation's problems. The use of history learning to increase historical awareness in facing memorization conditions is due to the lack of invitations to explain and reveal the meaning of history (Putro, 2012).

Awareness of written history is used to reconstruct thought and not be equated with what happened. Historical reconstruction is based on facts and explanations. In essence, history is about skills and must be sensitive in exploring and analyzing historical issues (Bunglai, 2015). The educational problem related to history is value. Value is a measure of whether an opinion or work result is good or bad, positive or negative (Ratmelia, 2018). Besides, character education values are animated based on religion, Pancasila, culture, and national education goals. Historical themes have strategic meaning in shaping the character and civilization of the

State with dignity and fostering a society that has a sense of nationality and loves the country. Following the material characteristics stipulated by the Minister of National Education, historical education is part of social research, as a scientific discipline that has a remarkable ability to develop character education (Hasan, 2012).

Value is interpreted as the formation of a mentality formulated from human behavior. It becomes a number of essential, good, and desirable assumptions that need to be appropriately respected (Mutiani, 2020). Following the educational objectives in the 1945 Constitution and the 2003 Law on SISDIKNAS, history has an essential role in making young people who have personality and individuality following the Indonesian nation's identity. The teaching of history is not limited to facts and conveys the values contained in historical science. History teaching trains students to think critically and historically to understand the value of every historical event and apply it in everyday life (Yefterson & Salam, 2017).

Supriatna (2007) targets that education must have eternal reality, truth, and values that are not limited to space and time. This course becomes very ideological because students are made citizens with the knowledge, skills, and attitudes required by the state in the long run. The perennial view emphasizes the transfer of culture in the social studies curriculum for students, leading to the realization of national integration (Rasihudin, 2019). Budimansyah (2010) believes that character building is an embodiment of the Pancasila mission and the efforts of the 1945 Constitution in the context of developing national problems. Loss of direction and absence of Pancasila values, changes in national cultural values, threats of national disintegration, and a weakening of enthusiasm in line with history learning which prioritizes the use of values for character building (Yefterson & Salam, 2018).

The primary purpose of education with values is to help students apply logical thinking skills and scientific findings to analyze social problems related to certain morals. The teaching method commonly used is an individual or group study of social problems, which includes moral values, literature research, field research, and class discussions closely related to history learning, because history learning can help students think logically (Elmubarok & Hidayat, 2008). Value integration is intended to get knowledge and understanding of the importance of values, especially the value of nationalism towards the struggle for heroes (Subiyakto et al., 2020).

History emphasizes past events, which are still relevant today in the present life. The basic concept of social studies discusses and develops facts that exist in society more generally. The students' awareness of history makes them aware that history's importance is to shape a

better future, only as knowledge (Anshori, 2016). History as a contribution to social studies material provides benefits such as, with history, we can find out about past events and be used as lessons for us. In life now, lessons that occurred in the past can also be used to know future lives (Anshori, 2014).

The value of historical science that can be used to contribute to social studies material that can be used for life first is to love the country, one of which is how to restore the value of education by teaching the country's value of love. The characteristics of love for the country include a willingness to sacrifice for the country and is proud to be citizens of the Indonesian nation. Love for the homeland benefits the country and life, including the state can be safe and peaceful, development runs smoothly, and indeed, national income will increase. Love for the motherland means defending all kinds of threats or disturbances from any country.

Second patriotism, the value of patriotism is conveyed through education, especially history. Patriotism is one aspect that touches the psychology of students, and patriotism brings progress in the field of education. A self-sacrificing attitude to defend the nation and state from domestic or foreign interference.

Third, nationalism, a sense of nationalism, is essential for students in building an advanced, modern, safe, peaceful, just, and prosperous country. Nationalism is a real action born from the experience of living together; the spirit of nationalism can be an example of having academic achievements and achievements in school activities (Yefterson & Salam, 2017; Handy, 2020).

CONCLUSION

Social studies provide provisions for students to get to know the environment and the community around them. History emphasizes past events, which are still relevant today in the present life. The students' awareness of history makes them aware of history's importance to shape a better future. Historical science as a contribution in social studies material provides benefits such as, with history, we can find out knowledge about events that occurred in the past which can be used as a lesson for us, in life now, lessons that occurred in the past can also be used for ongoing knowledge. The contribution of historical science in social studies material to the growth and development of the spirit of nationality, first, love for the country, which is a way to restore value by teaching the country's love through history learning. Second, patriotism is a form of loving the homeland by touching the mental aspects of students. The three nationalisms are valuable to create an advanced, modern, safe, peaceful, just, and prosperous nation.

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