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The Social Science Contribution Through Social Studies Learning

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Abstrak

Ilmu sosial mempunyai peranan penting dalam pengembangan kajian pendidikan Ilmu Pengetahuan Sosial (IPS), diantaranya seperti geografi, sejarah, sosiologi, ekonomi, psikologi, antropologi, dan politik. Tujuan penulisan artikel ini untuk mendeskripsikan bagaimana keterkaitan ilmu sosial dalam pengembangan kajian pendidikan Ilmu Pengetahuan Sosial (IPS). Desain penelitian yang digunakan pada penelitian ini berupa studi literatur. Strategi penelusuran data menggunakan berbagai buku, ebook, dan jurnal melalui platform *google scholar* dengan penelusuran melalui kata kunci terpilih. Hasil penelitian mendeskripsikan bahwa bidang ilmu sosial memiliki keterkaitan dalam kajian pendidikan Ilmu Pengetahuan Sosial (IPS). Materi Pendidikan Ilmu Pengetahuan Sosial (IPS) didasarkan atas dukungan konsep dari disiplin ilmu sosial, dalam bentuk tema-tema yang relevan dengan tujuan pembelajaran IPS diantaranya: waktu, keberlanjutan dan perubahan, manusia tempat dan lingkungan, produksi distribusi dan konsumsi, individu masyarakat dan institusi, budaya dan keragaman budaya, kekuasaan kewenangan dan pemerintahan, perkembangan individu dan identitas. Ilmu sosial berkontribusi untuk pengembangan program pendidikan Ilmu Pengetahuan Sosial (IPS).

Kata Kunci: Ilmu Sosial, Pendidikan Ilmu Pengetahuan Sosial, dan Studi Literatur.

Abstract

Social science has an essential role in developing social studies (IPS), including geography, history, sociology, economics, psychology, anthropology, and politics. This article aims to describe how social science is related to social studies development (IPS). The research design used in this study was a literature study. The data search strategy uses various books, e-books, and journals through the google scholar platform with searches through selected keywords. The study results describe that social science is related to the study of social studies (IPS). Social Studies Materials (IPS) are based on the support of concepts from social science disciplines, in the form of themes relevant to social studies learning objectives, including time, sustainability and change, human place and environment, production, distribution and consumption, individual society and institutions, culture and cultural diversity, power of authority and governance, individual development and identity. Social science contributes to the development of Social Studies education programs (IPS).

Keywords: Social Science, Social Studies, and Literature Studies.

PRELIMINARY

Education is a learning activity in reaching maturity gradually, as seen in people's lives. Education can also change behavior, become good citizens, and actively participate in community changes (Mutiani et al., 2019; Subiyakto & Mutiani, 2019). A process of preparing citizens for citizens is the goal of education itself. The preparation of citizens is carried out

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with structured activities to make students have ownership as well-behaved citizens (Tirtarahardja & La Sulo, 2016). In the Indonesian education system, there is one between the subjects taught at the school level: social studies. Social studies education is intended to foster Indonesian citizens to become good citizens who have social sensitivity and responsibility (Abbas, 2020a; Nasih et al., 2019).

Social studies are the label of subjects at the school level integrating and unifying social science disciplines systematically to help students achieve more comprehensive awareness of the relationship between social science disciplines and social studies. Social studies learning is close to students' lives, which can make learning more meaningful (Maxim, 2013). Social studies education is an integral part of the national education system to form good citizens. With social studies education, it is hoped that civilized and educated, and cultured Human Resources (HR) will be formed (Effendi, 2012). Social studies education is built as a cultural transaction by being developed inseparably (Sardiman, 2012). According to Permendiknas Number 22 of 2006, social studies learning objectives:

Social studies learning in the Indonesian education system is taught at the school and tertiary levels. At the school level, social studies learning is developed systematically to equip the potential for organized student observations and form structured and systematic concepts based on Social Science and Humanities (Effendi, 2012). Social studies subjects are presented in an integrated manner from several social science disciplines. Social studies material is summarized to provide awareness for students as responsible citizens (Mutiani, 2017). The importance of learning to direct students to achieve the expected learning objectives. The need for meaningful learning through social studies lessons (Abbas, 2013; Abbas, 2019; Susiloningsih, 2020).

The study of society in social studies is carried out in a limited environment, namely the students' school environment. Students who study social studies can live the present by providing knowledge about the past (Mutiani et al., 2019). Social studies education is an integrated study of social science and humanities aimed at civic competence (National Council For Social Studies (NCSS), 1994). Social studies make these sciences interrelated and become a complete science, which citizens can use in solving individual and social problems. Among this social science are geography, history, sociology, economics, psychology, anthropology, and politics.

Social science is a scientific field that studies humans as members of society. Social science develops theories following their respective objects (Astawa & Bagus, 2017). According to Soemantri, in identifying various social science disciplines' characteristics

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namely, the body in social science disciplines is organized scientifically. Second, the body of the social science discipline contains various theories generalized firmly. Third, the body of social science disciplines is the structure of scientific disciplines or fundamental ideas. Fourth, the theories and generalizations contained in the structure can be said to be scientific knowledge. Fifth, theories and generalizations are continuously being developed (Sapriya, 2017).

Silvia has conducted the link between social science and social studies education with the title "The Relationship between Social science (Social science Resources and Materials)." The study results describe that the social science and social studies education disciplines are related to one another. Social science is the basis of social studies education. However, not all social science can automatically become concepts from the discussion of social studies education. The age level, education level, and development of students' knowledge greatly determine which social science material is the right concept to be discussed in social studies education (Hati, 2018).

Based on the explanation above, social science provides the main content for the development of social studies education through various concepts from social science disciplines. The discussion in this section is devoted and focused on social science disciplines, especially those that contribute to social studies education programs. Its development is through the use of various concepts from social science and social science theory in learning. Various discussions of these social science disciplines include history, geography, sociology, economics, anthropology, psychology, and politics.

METHOD

The writing method that underlies this article is literature study—used to describe how social science is related to the study of Social Studies (IPS). A literature study is an activity related to the library data collection method (Zed, 2004). Library research is a theoretical study, references, and other relevant scientific literature (Sugiyono, 2013). Making research using literature studies includes the general process of systematically identifying theory, finding relevant literature, and analyzing data related to the topic. Contains search strategies for publication articles contained in academic search complete meadline with full text, ProQuest and PubMed, EBSCO using various selected keywords such as Education, Social Studies Education,

The mechanism for tracing data/journals/e-books is carried out carefully so that the search is carried out to obtain research data relevant and following the topic of writing. Search data / journals / e-books using the google scholar platform. Research using literature studies

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was synthesized through the narrative method by grouping the data from the search results of similar data or following the results that have been traced to answer a problem. Based on the search results, some data can be obtained as follows:

Table 1. Data Tracking

No.	Keywords	Journal	Book	*e-Book*
1	Education	-	2	-
2	Social studies education	8	2	2
3	Social science	5	9	1
4	Study of literature	-	1	1
	Amount	13	14	4

Source: Researcher (data processed for February 2021)

Based on table 1 above, the authors found various sources such as journals, books, and e-books following the data collection criteria with the search keywords Education, Social science Education, Social science, and Literature Studies, which are accumulated with a total of 31 sources related to the title.

RESULT AND DISCUSSION

Social science disciplines are groupings of knowledge that aim to study human relations in social life due to the complexity and breadth of society. Then social science focuses on society from various aspects. This is what underlies the similarities and differences in the field of social science. Social science has a dominant similarity, namely the unity of the target, namely society. All studies in the field of social science disciplines take the form of humans in social life. Among other similarities, it can be seen in the tendency of concepts with common elements (Karim, 2015).

Table 2. Examples of Concepts by Disciplines of Social Sciencs

Tradition	Location	Public	Production
Change	Space pattern	Sociology	Distribution
Continuity	Distance	Role	Consumption
Conflict	Territory	Status	Specialties
Cooperative	Distribution	Social	Division of work
Nationalism	Environment	stratification	Consumption
Colonialism	Change of place	Norms and	Scarcity
Imperialism	Cultural diffusion	sanctions	Request
Revolution		Score	Bidding
		Social conflict	Interdependence
		Social mobility	technology
		Authority	
		Interaction	

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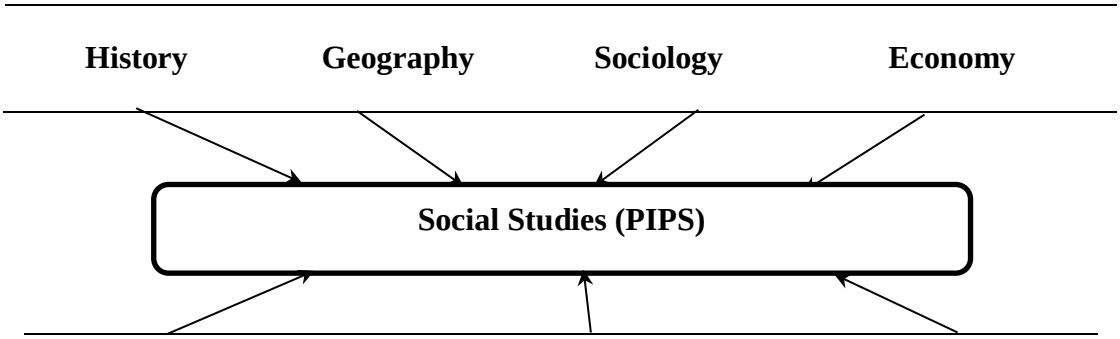

Anthropology	Political	Psychology
Culture	Decision-making	Behavior
Tradition	Authority	Work in group
Confidence	Power	Relations between
Acculturation	Country	groups
Kinship	Conflict	Perception
Adaptation	Justice	Individual function
Ritual	Human rights	Diversity
Change	Responsible	Development
Culture	Democracy	
Ethnocentric		

Source: (Sapriya, 2017).

Social science provides the main content for developing social studies education through various concepts from social science disciplines, a broader perspective that is natural and social life (Mutiani, 2015). Social studies see human problems in terms of behavior and Social science (IPS) as integrated learning between the concepts that have been selected, which is found in social science and humanities. This aims for students to have an understanding in understanding the concept holistically and take place optimally (Syaharuddin & Mutiani, 2020). The goals have influenced Social Studies (PIPS) to study social science at the tertiary level. This goal is the development of skills in the mastery of concepts from various social science disciplines. This influence is based on its development and directly from social science as a source of knowledge in Social Studies (IPS) (Muchtar, 2015). The linkage of social science to the study of Social Studies (IPS) is as follows:

1. History

   History is a field of study that deals with human activities in the past. Historians are interested in all aspects of human activity in the past. Historians focus on one or more of the various aspects of activities carried out by humans: (social, military, artistic), with the history of the Indonesian state and the geographic location of a country (Sapriya, 2017). The

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concept of history in social studies education provides insights into events from various periods (Sulfemi, 2019).

History is the study of human dynamics bound by time and space. The concept of time in this context is a lesson for events in the past, which will be an endeavor for provision in the future (Abbas, 2020b; Abbas et al., 2016). History has concepts that can be used in social studies in time, sustainability, and change. Timing, sustainability, and change were among the standard themes put forward by the NCSS. History is a branch of social science that is studied systematically from all developments, processes of change, and the dynamics of life in society with various aspects of life in the past or the past (Madjid & Wahyudhi, 2014).

This theme usually appears in social studies lessons to 1) include perspectives from various historical aspects; 2) make use of historical knowledge during the examination of social problems; 3) develop the habits of thought used by historians and scholars in the humanities and social science to study the past and its relationship with the present in various other countries and societies.

2. Geography

Geography is a science that is studied at the school level, both in the classroom and outside of the classroom. Geography as science can reveal how natural events affect human life and vice versa; however, human life is already affecting the geosphere. The geosphere is studied through natural resources and human resources in the geosphere. The relationship has reciprocity to base oneself on geographic identity, both theoretically and its application with various approaches such as spatial, environmental, and problematic areas. The concept of geography in social studies education provides unanimity of knowledge related to areas (space) (Sulfemi, 2019).

Contribution of insight from geography in social studies learning, namely: spatial insight, perception of inter-linkage relationships, a sense of beauty, love for the country, and international understanding. All insights can be cultivated to students through classroom learning and can be implemented outside the classroom, such as natural beauty, the influence of nature with humans and vice versa, and human activities in nature conservation (Abbas et al., 2016).

Geography has a concept that can be used in social studies in people, places, and the environment. Humans, places, and the environment are some of the standard themes put forward by the NCSS. This theme is usually included in social studies learning at the school level but implicitly. Geography is a science that imagines, explains the nature of the earth, analyzes various natural phenomena and inhabitants, and studies the unique features of life,

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and seeks to find the function of the earth's elements in space and time (Bintarto, 1989). Learning about human places and human interactions with the environment helps learners as they create their spatial (spatial) views and their geographic perspectives on the world. In the concept of man, place, and students' environment can understand various conditions that have mutual relationships and relationships between one concept and another.

3. Economy

Economics in its development has entered and is taught at various levels of education. The integration of economics in the world of education is directed at developing economic literacy among students. Economic literacy plays an essential role in life, especially for the participants' lives. According to Wulandari (2011), economic literacy is a life skill that every human being can have. To make the right and effective economic decisions. Economic literacy is a person's skill to recognize and use various economic concepts and economical ways of thinking to improve and obtain economic prosperity (Sina, 2012).

Economics has concepts that can be used in social studies in production, distribution, and consumption. Production, distribution, and consumption are among the standard themes put forward by the NCSS. This theme is usually included in social studies learning at the secondary school level using themes in social studies subjects. Economics is part of a social science discipline that studies how economic actors behave towards economic decisions that have been made (Hasoloan, 2010). Social studies programs can have a range of experiences in providing learning about how individuals are organized to produce, distribute, and consume goods and services. At the primary and secondary school level, this theme is usually raised in subject units related to concepts, principles, and the issues taken in economics.

4. Sociology

Sociology examines the behavior of people in various social groups. The most important focus is on human social relations, human behavior that manifests itself in the group's development and function. Groups have group coverage that may occur naturally, for example, family, workers in organizations, riot movements, and groups formed to carry out scientific research (group taking and solving problems). Institutions that have public interests such as schools, mass media, social classes, and corporate organizations.

Sociologists focus their attention on how a group interacts with each other. Sociologists can specialize in various vital aspects such as interaction, institution, family, communication, gender, social stratification, race, and ethnicity (Sapriya, 2017). Sociology in education at the Elementary school level is included in the social studies subject group,

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which is integrated with history, geography, and economics. At the Junior High School level, sociology is included in the social studies unit group. In senior secondary education at the High School level, sociology is given as a separate subject.

Sociology has a concept that can be used in social studies in individuals, communities, and institutions. Individuals, communities, and institutions are among the standard themes raised by the NCSS. This theme is usually included in social studies learning. Sociology is a science that focuses on social aspects with a general nature and strives to obtain patterns from it (Soekanto, 2014). Institutions such as schools, churches, government agencies, and courts all play an integral role in people's lives. These and other institutions exert a significant influence on society. Still, institutions are not merely the manifestation of an organization where there are the core social values of those who compose them.

5. Anthropology

Anthropology is divided into two parts, namely physical anthropology, and cultural anthropology. The object of anthropological study is understanding the interrelationship of humans as living things in adapting to the life they live in. This adjustment is what gives rise to a culture from the results of community cultivation. The results of this culture are in the form of tools for finding food, shelter, and for sustaining life. Humans express their opinions through art forms and religious values (Karim, 2014, 2015).

The contribution of basic anthropology concepts to social studies learning includes culture, values, beliefs, customs, roles, and civilization. Examples of various concepts in development in the form of anthropological generalizations: culture is a social heritage that has differences in various circles of society, adjusted to the location where they live. Families have shared needs but have differences in how their needs are met. The main difference between one human and another lies in a cultural factor, not from their physical biology (Karim, 2014).

Anthropology has a concept that can be used in social studies in the form of culture and cultural diversity. Culture and cultural diversity are among the standard themes put forward by the NCSS. This theme is usually included in social studies learning at the school level. Culture and cultural diversity are material parts of the social science discipline, namely anthropology. Anthropology is a science that studies humans in general, both regarding skin color, physical form, and the culture that has been produced. In general, anthropological studies are divided into two, namely: physical anthropology and cultural anthropology. Cultural anthropology focuses on culture produced by society (Koentjaraningrat, 2009).

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6. Political

Political experts focus their attention on a social problem in the formal institutions of government, including the legal and constitutional framework. The contribution of basic concepts from politics to social studies learning includes the state, power, authority, political system, government, people, law, the Constitution, social justice, and the judicial process. Development in the form of political generalizations is: First, laws and regulations are made to maintain the security and order of a society. Second, community groups elect some members to make decisions related to the welfare of all their members. Third, the need for legal processes for everyone for justice. Fourth, the occurrence of differences of opinion and interests will lead to conflicts between group members. Fifth, an essential element for the implementation of Human Rights is freedom of opinion for all societal levels.

Political science has concepts that can be used in social studies in power, authority, and government. Power, authority, and government are among the standard themes put forward by the NCSS. This theme is usually included in social studies learning at the primary and secondary school levels. Power, authority, and government are the concepts of the discipline of political science. Social studies programs must have the experience available for learning related to how one creates and changes authority and government's power structure (NCSS, 2000).

7. Psychology

Psychology comes from the word psycho, which is soul, and logos is science. Psychology is defined as the study of human behavior. The object of psychological study is human behavior that has a relationship with the environment. Psychology highlights from an individual aspect. Psychologists study the behavior of individuals and small groups of individuals. In its development, psychology studies human life in various developments in human life in psychological aspects. This aims to examine the various forms of individual behavior that can appear in everyday life. Psychology can learn the essential things in life: motivation, awareness, emotions, personality, and development (Sapriya, 2017).

Psychology has a concept that can be used in social studies in individual development and identity. Individual development and identity are among the standard themes put forward by NCSS. This theme is usually included in social studies learning at the school level. Given the nature of individual development and cultural context, students need to be aware of learning, growth, and development at the level of experience in school.

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Development, individuals, and identity are concepts from the social science discipline, namely psychology (NCSS, 2000).

CONCLUSION

Social science has an essential role in the study of Social Studies (IPS). Due to the nature of the emphasis on Social Studies material's objectives in Indonesia's country, they knew the Indonesian nation, the spirit of nationalism, patriotism, and activities in the economic field with the Indonesian state's space and territory. Social Studies Materials (IPS) are based on the support of concepts from social science disciplines. Social science's role as a contribution that aims to develop social studies education programs (IPS). This development is through various concepts from various social science disciplines in the learning process, in the form of themes relevant to social studies learning objectives, among these themes such as time of sustainability and change, human place, and environment. Various discussions of these social science disciplines include history, geography, sociology, economics, anthropology, politics, and psychology.

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