

Exploration of Learning Resources in Social Studies

Putri Hana Pebriana

putripebriana99@gmail.com

Elementary School Teacher Department, FKIP Pahlawan Tuanku Tambusai University

Ekka Norliana

norlianakaen@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

Bambang Subiyakto

bambangsb@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Muhammad Rezky Noor Handy

rezky.handy@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Article History

Received: 25/06/21 Review: 22/07/21 Revision: 02/08/21 Available Online: 09/09/21

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan eksplorasi sumber belajar dalam pembelajaran IPS. Perihal ini dimaksudkan agar memberikan uraian terkait peran guru dalam mengembangkan sumber belajar IPS berdasarkan contoh yang kontekstual. Desain penelitian studi literatur digunakan pada penelitian ini. Strategi pencarian literatur jurnal ataupun buku melalui pencarian di internet maupun di perpustakaan. Penelitian studi literatur pada mensintesis data yang sudah dikumpulkan dituliskan dalam bentuk narasi. Hasil penelitian mendeskripsikan pembelajaran IPS di SMP/MTs disajikan sebagai mata pelajaran yang terpadu. Pemanfaatan sumber belajar IPS pada pembelajaran IPS di SMP/MTs berupa: a) Lingkungan, sumber belajar berupa lingkungan baik alam atau sosial; b) Sumber belajar berupa benda yang bisa dimanfaatkan dalam pembelajaran IPS yaitu globe, peta, miniatur candi, arca dan mesjid; c) Sumber belajar berupa orang atau narasumber yang dijadikan sebagai bagian dari sumber belajar pada pelajaran IPS seperti guru, presiden; d) Pemanfaatan sumber belajar berupa buku atau sumber cetak yang sudah dimanfaatkan yaitu buku guru dan siswa mata pelajaran IPS Terpadu SMP/MTs; e) Pembelajaran yang memanfaatkan sumber belajar peristiwa dan fakta aktual dalam pembelajaran IPS, misalnya guru mengaitkan peristiwa alam dengan pembelajaran IPS di kelas seperti peristiwa bencana alam; f) Selain menggunakan peristiwa dalam pembelajaran, guru juga menugasi peserta didik untuk menonton televisi dan membaca koran baik cetak maupun *online* dalam mencari informasi yang aktual di pembelajaran IPS.

Kata Kunci: Sumber Belajar, Pembelajaran, dan Ilmu Pengetahuan Sosial (IPS).

Abstract

This study aims to describe the exploration of learning resources in social studies learning. This matter is intended to describe the teacher's role in developing social studies learning resources based on contextual examples—the literature study research design used in this study. The strategy of searching for journal or book literature is through searching on the internet or in the library. Research literature studies on synthesizing the data that has been collected are written in narrative form. The study results describe that social studies learning in SMP/MTs are presented as an integrated subject. Utilization of social studies learning resources in social studies learning in SMP/MTs in the form of: a) Environment, learning resources in the form of natural or social environments; b) Learning resources in the form of objects that can be used in social studies learning, namely globes, maps, miniature temples, statues and mosques; c) Learning resources in the form of people or resource persons who are used as part of learning resources in social studies lessons such as teachers, presidents; d) Utilization of learning resources in the form of books or printed sources that have been used, namely books for teachers and students for Integrated Social Studies subjects at SMP/MTs; e) Learning that utilizes learning resources of actual events and facts in social studies learning, for example teachers linking natural events with social studies learning in class such as natural disaster events; f) In addition to using events in learning,

the teacher also assigns students to watch television and read newspapers both print and online in search of actual information in social studies learning.

Keywords: Learning Resources, Learning, and Social Studies.

PRELIMINARY

Learning is a teaching and learning activity centered on students as learning subjects to achieve learning objectives (Prastowo, 2012). Learning is all the teacher's efforts made so that the teaching and learning process occurs in students. The teacher's role in learning emphasizes the methods used to achieve goals related to delivering and organizing the subject matter (Sutikno, 2013). In addition to teaching, teachers are also required to be able to take advantage of various kinds of learning resources available in the environment around students and continue to learn to expand their knowledge of information that is currently overgrowing (Slameto, 2010). Learning resources that can be used in learning are not just printed books. Learning resources have a comprehensive meaning, not only in teacher and student books (Sasmita, 2020; Putra et al., 2020).

The education curriculum in Indonesia has various subjects, Social Studies (IPS) is one of them. Social studies education is the subject of the study of social science disciplines and studies the dimensions of space, time, values, and norms that study by interpreting social phenomena (Ministry of National Education, 2001). According to Somantri (2001), social studies education at the primary and secondary levels simplifies social science disciplines, state ideology with other scientific fields, and related social problems presented scientifically and psychologically (Somantri, 2001). Social Studies also question human interaction and the environment, in which students develop and grow into community members, are faced with various problems that exist and take place in the environment the child lives in (Syaharuddin, 2020).

In general, social studies learning aims to develop the ability of students to be responsive to social problems that occur in society, have a positive mental attitude towards repairing all gaps that occur, and train skills to solve every problem that occurs every day, whether it befalls themselves or society (Endayani, 2018). Social studies learning examines the relationship between humans and the environment, such as the community environment, where students develop in society and face various problems in the surrounding environment because society is the primary source of social studies learning (Abbas, 2014). Social studies learning resources are a component that needs to get the teacher's attention during learning. Unfortunately, social studies learning is still fixated on teacher and student books. Social studies learning is only limited to entering and leaving class. The problem is that used learning resources are sometimes neglected for various reasons, including lack of time to design

learning preparations, difficulty finding suitable learning resources, lack of funds, and so on (Satrianawati, 2018; Syaharuddin et al., 2021).

The results of Subiyakto & Mutiani's (2019) research entitled "Internalization of Educational Values Through Community Activities as Learning Resources for Social Sciences" it is known that current social studies learning problems include: Teachers are still focused on textbooks and materials have not been integrated even though the title of the book is "Integrated Social Studies." Social studies learning like this has an impact on learning that is less meaningful and monotonous. Whereas social studies learning resources used in meaningful social studies learning can be done by utilizing the values of the surrounding environment through community activities where students are located (Subiyakto & Mutiani, 2019; Handy et al., 2021; Rusli et al., 2021). Based on the results of this study, the difference between this study is to focus on the study of community activities in Sungai Rangas Ulu Village, Banjar Regency. Thus, emphasizing on literature review related to the use of creative social studies learning resources in social studies learning in the content of social studies subjects for SMP/MTs.

Social studies subjects are an amalgamation of various fields of social sciences such as geography, sociology, history, and economics which should explore more social studies learning resources. While the objectives of social studies subjects in junior high schools (SMP/MTs) are to have fundamental problem-solving skills with critical and logical thinking, curiosity, inquiry, and skills in social activities. Therefore, the teacher's task as a teacher must make social studies learning interesting so that students can think critically and logically in dealing with social problems in the surrounding environment. This study aims to describe the exploration of learning resources in social studies learning (Suprayogi & Handoyo, 2011).

METHOD

The design of this research is to use the literature review method or literature review. A literature study is a method used to collect data or sources related to a particular theme obtained from various sources such as journals, books, the internet, and other libraries. Search strategy through searching research journals published on the internet and books in libraries. The data retrieval mechanism is an important stage in the research; journals, books/ebooks were collected, which were analyzed as literature material in the research. This literature study is then synthesized using a narrative form of an attempt to collect similar data according to the results to answer the objectives.

RESULTS AND DISCUSSION

Social Studies (IPS) is a subject that plays a significant contribution in forming good citizens (Al Muchtar, 2015). There are three goals for teaching social studies to students: to become good citizens so that students can inherit and continue the culture of their nation and train students to think broadly to face and solve social problems (Directorate of First Advanced Education 2004). Sapriya (2009) suggests that social studies are a basic human activity associated with social science and humanities disciplines; it can be interpreted that social studies in junior high schools are integrated learning. Social Studies is an amalgamation of various branches of the social sciences. There are three major studies, namely geography, history, and economics, to achieve the goals of social studies education taught in junior high schools (Sapriya, 2009; Syaharuddin & Mutiani, 2020).

At the junior high school/MTs education level, social studies subject matter adheres to a correlated and integrated approach, meaning that social studies material is developed following the actual aspects of social life in society. In addition, Social Studies also studies social problems based on concepts and facts related to space or places in society. The object of social studies for SMP/MTs is based on the environment around students and studies in the context of abstract facts, ideas, and generalizations. The events in social studies learning are essential because in social studies learning they do not only discuss and understand the events that occur but also have the right to know from the cause, the process of occurrence, and the impact, meaning that students are stimulated to think critically (Abbas, 2013; Supardan, 2015).

The objectives of social studies learning at the SMP/MTs level are as follows:

- a. Understand concepts related to people's lives and their environment.
- b. Have basic skills to think critically and logically, inquiry, curiosity, problem-solving, and ability in social activities.
- c. Having awareness and responsibility for social values as well as humanity.
- d. Have the skills to communicate, compete, and cooperate in diverse communities at local, national, and global levels (Mulianingsih, 2017).

In simple terms, social studies learning resources are something that can be used to make it easier for people to learn social studies. The convenience in question is the convenience of understanding something more quickly, both when that person learns individually and in groups. In addition, technological sophistication can be used as a learning resource for students and make it easier for teachers to convey information to students (Ummysalam, 2017). Several social studies learning resources are available, for example, books, people/humans, objects, magazines, tools, maps, events, the internet, and the environment. However, the use of social studies learning resources must pay attention to whether the material to be studied follows the

objectives of social studies learning at school. There are two ways to utilize social studies learning resources in learning at school, namely: load social studies learning resources into the classroom or take the class outside where the social studies learning resources are located (Suyanto, 2013; Mutiani et al., 2021).

Utilization of social studies learning resources in social studies learning is one of the teacher's efforts to create innovative learning conditions and focus only on the lecture method. The existence of varied learning sources and making students not bored quickly and obtaining new things cause students to be more interested and play an active role (Kurnia, 2016). Utilization of social studies learning resources in SMP/MTs in learning, including social studies subjects, is part of the teacher's performance in creating innovative learning conditions that include technology, community life, as well as the physical or social environment so that students have a concern and love for the surrounding environment (Nachrawie, 2017; Mariati et al., 2021).

According to Prastowo (2012), the use of learning resources in social studies learning in SMP/MTs includes:

a. Environment

Environment means that wherever a person can carry out the learning process or change behavior, that environment can be categorized as a place of learning. Therefore, utilization of the environment as a learning resource in social studies teaching has a vital and fundamental role in developing and achieving social studies education goals at the school level. Furthermore, inheritance of cultural values in social studies learning can be implemented using the local cultural values of the community around students at the SMP/MTs level as an effort to transform the cultural values in which students live, increase intellectually, as well as prepare them to become citizens who are ready to participate positively in their environment. This environmental potential can be in the form of a social, cultural, economic, and geographical environment (Widiastuti, 2017; Rusli et al., 2021; Handy et al., 2021; Ilmiyannor et al., 2021; Nababan et al., 2021).

Example of its application: Social Studies SMP/MTs Class IX Theme I Potential and Indonesia's Efforts to Become a Developed Country The sub-theme "The Potential of Indonesian Culture and Its Utilization" discusses language, traditional houses, dances, traditional clothes, and weapons. Social studies teachers do not need to discuss cultural diversity in general (Indonesia). Still, social studies teachers can relate learning to local culture or where students live, such as in South Kalimantan Province.

Language: Banjar language (Banjar Kuala and Banjar Hulu), Traditional house: High ridge house, Traditional clothes: Baamar Galung Pancar Matahari, Dance: Baksa Kambang dance, Traditional weapons: kris, saber, and machete.

b. Object

Objects are all objects such as maps, temples, mosques, and so on that allow students to change behavior for students, then these objects can be classified as learning resources.

Examples of its application: Social Studies SMP/MTs Class VII CHAPTER IV The Life of Indonesian People in the Pre-literate, Hindu-Buddhist, and Islamic Periods The sub-theme "Relics of the Hindu-Buddhist Period" such as the Great Temple which is located in Hulu Sungai Utara Regency, South Kalimantan. The means of preserving the nation's culture using temples that can be used as a source of social studies learning at the school level is a form of historical heritage with cultural value. The use of temples as social studies learning resources at the school level will significantly assist students in understanding the material. Students can see objects firsthand and obtain information about human activities in the past. The knowledge gained by students using temples as a learning resource is not only abstract knowledge but concrete (actual) knowledge (Syaharuddin et al., 2020; Handy, 2021).

c. Human/People

Human/People means anyone who has intelligence and specific skills where students can learn something so that human/person can be classified as a learning resource. Example of its application: Social Studies SMP/MTs Class VIII CHAPTER II The Effect of Social Interaction on Social and National Life. Materials on "Social Mobility" include the figures of the Governor of South Kalimantan (H. Sahbirin Noor), the Mayor of Banjarmasin (Ibnu Sina), and others (Handy, 2015; Jumriani et al., 2021).

d. Textbook

Books as one of the tools used by teachers and students as a source of learning. Learning resources with textbooks are tools used to develop learning materials. Textbooks or textbooks are the primary learning resources used during the learning process. The function of textbooks for teachers and students during the learning process should be used according to their use and optimized for use appropriately. Textbooks are a variety of books that students can read to be classified as learning resources, for example, Social Science textbooks in SMP/MTS Class VII, VIII, and IX (Syaharuddin & Mutiani, 2020; Hasanah et al., 2021).

e. Events and Facts

Teachers can use events or facts that are currently/already happening as social studies learning resources, for example, disasters, riots, drugs, and other events. Education of Social Studies as "synthetic disciplines" seeks to integrate various concepts of education and social sciences, educational goals, and social problems. Social Studies are to develop a concept of thought based on the reality of social conditions that exist in the environment of students, such as various facts in society (Abbas, 2013; Anis et al., 2020; Abbas, 2021).

Example of its application: Social Studies SMP/MTs Class VII CHAPTER I People, Places and Environment. Sub-theme on Natural Conditions of Indonesia Material on "Physical Conditions of the Region." The physical condition of the area consists of climatic conditions and the shape of the earth's surface, which will then determine the type of soil. The Student Book explains that Indonesia is a country that often experiences earthquakes. As a result, volcanoes erupt, especially on islands along the confluence of the plates of Sumatra, Nusa Tenggara, Maluku, Java, and Sulawesi, causing various damages.

f. Internet-Based Technology

The internet can be used as one of the social studies learning resources that can support students in getting complete information that is interactive and non-interactive in learning and increasing learning motivation because the internet provides comprehensive information with ease when accessing it. Online learning requires the internet and technology. The internet is connected with technology such as computers, cellphones, laptops, and others (Susanto & Akmal, 2019; Mutiani et al., 2021).

Examples of implementation: Teachers can use social media (youtube) to support the learning process, namely in delivering abstract subject matter, making it easier to understand and more attractive. The Social Studies in SMP/MTs Class VIII Chapter IV Changes in Indonesian Society During the Colonial Period and the Growth of the National Spirit The sub-theme of the condition of the Indonesian people during the colonial period was about resistance to colonialism and imperialism Pangeran Antasari *Haram Manyarah Waja Until Kaputing'* as social studies learning resource. This 2018 film tells the history of the struggle and struggles against Dutch colonialism (Banjar War in the 17th century). The Banjar War took place in Orange Nassau Fort in Pengaron, Banjar Regency, which Prince Antasari commanded. The Banjar War was triggered by the will of Sultan Adam, which appointed Prince Hidayatullah as heir to the throne of the Sultanate of

Banjar, which was not executed. This is because Prince Tamjidillah was appointed as the King of Banjar, and there was also Dutch interference in the succession of the Banjar Kingdom. The film is advantageous to increase one's love for the region and country of Indonesia (Handy, 2016; Rulianto, 2018; Samiah et al, 2021; Susanto et al., 2021).

Up-to-date information is also a benefit of internet facilities, which, if connected to the internet, various conveniences can be obtained. Following Social Studies Education which discusses current issues to make it more contextual. With the use of the internet in providing education, communication, and delivering information online so that students are expected to respond to the challenges of global development and the availability of information widely (Anisah & Azizah, 2016; Sari & Hasanah, 2019; Mutiani et al., 2021).

The integration of local cultural values in social studies education, according to the author, is essential. Basically, the focus of social studies learning in the community. So it is very natural that in the social studies learning process, the teachers in schools raise the local culture owned by the community as part of the subject matter being taught (Mutiani, 2016; Syaharuddin et al., 2021). Students are expected to have social capital in living life as citizens through these efforts, both local, national, and global environments. By getting to know the area better, it is hoped that a sense of pride can grow as part of a citizen and be able to take advantage of the area's cultural richness (Putra, 2019).

So, using social studies learning resources in SMP/MTs in social studies subjects is essential because it is a learning tool and enriches knowledge for learners (Purnomo & Muntholib, 2016). Social studies learning is dynamic learning which means that it is constantly changing by following the development of society and changes. Teachers can take themes that exist in the surrounding environment, in school environments, rural-urban communities, both on a local, national, and global scale and events. Thus, students are expected to become regional and Indonesian cultured, competitive, challenging, responsible, creative, and innovative heirs of the nation (Nisa, 2017; Putra, 2019)

CONCLUSION

Social studies learning in SMP/MTs has taken the form of an integrated social studies subject. Utilization of social studies learning resources in social studies learning in SMP/MTs in the form of: a) Environment, learning resources in the form of natural or social environments that can be used in social studies learning in junior high schools such as school environments, namely fields, libraries, cooperatives, social studies laboratories, museums, and markets ; b) Learning resources in the form of objects that can be used in social studies learning, namely

globes, maps, miniature temples, statues and mosques; c) Learning resources in the form of people or resource persons who are used as part of learning resources in social studies lessons such as teachers, presidents; d) Utilization of learning resources in the form of books or printed sources that have been used, namely books for teachers and students for Integrated Social Studies subjects at SMP/MTs; e) Learning that utilizes learning resources of actual events and facts in social studies learning, for example teachers linking natural events with social studies learning in class such as natural disaster events; f) In addition to using events in learning, the teacher also assigns students to watch television and read newspapers both print and online in search of actual information in social studies learning. Social studies learning resources in junior high school are different from those in elementary school; in junior high school, social studies education is more focused on concepts and abstracts to stimulate students to think critically and solve problems and understand learning systematically. The teacher also assigns students to watch television and read newspapers both print and online in search of essential information in social studies learning. Social studies learning resources in junior high school are different from those in elementary school; in junior high school, social studies education is more focused on concepts and abstracts to stimulate students to think critically and solve problems and understand learning systematically. The teacher also assigns students to watch television and read newspapers both print and online in search of essential information in social studies learning. Social studies learning resources in junior high school are different from those in elementary school; in junior high school, social studies education is more focused on concepts and abstracts to stimulate students to think critically and solve problems and understand learning systematically.

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