

Identification of Social and Cultural Changes Materials in Social Studies

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Abstrak

Perubahan sosial dan budaya tidak bisa dihindari dalam kehidupan masyarakat. Pada ranah pembelajaran IPS, konteks perubahan sosial dan budaya merupakan materi yang diajarkan pada kelas IX, dengan tujuan agar peserta didik dapat memahami perubahan sosial disekitarnya, dapat menyesuaikan diri maupun memecahkan masalah sosial sebagai dampak terjadinya berbagai perubahan sosial maupun budaya. Atas dasar hal itu, artikel ini bertujuan untuk mengidentifikasi materi perubahan sosial dan budaya pada mata pelajaran IPS di SMP kelas IX. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur. Penulis mengumpulkan data dan informasi dengan bersumber pada jurnal, buku, dan surat kabar. Penelusuran pustaka tidak hanya untuk langkah awal menyiapkan kerangka penelitian, tetapi sekaligus memanfaatkan sumber-sumber tersebut untuk pengumpulan data sampai dengan melakukan analisis dan penarikan simpulan. Dari berbagai studi literatur tersebut, maka pada bagian hasil penelitian diidentifikasi bahwa materi perubahan sosial budaya pada mata pelajaran IPS di SMP kelas IX memuat beberapa aspek, yaitu definisi, bentuk, pola perubahan, faktor pendorong, faktor penghambat dan sikap masyarakat terhadap perubahan sosial dan budaya.

Kata kunci: Perubahan Sosial dan Budaya, Materi, Ilmu Pengetahuan Sosial.

Abstract

Social and cultural changes are inevitable in people's lives. In the realm of social studies learning, the context of social and cultural change is the material taught in class IX, with the aim that students can understand the social changes around them, adapt, and solve social problems as a result of various social and cultural changes. On this basis, this article aims to identify materials for social and cultural change in social studies subjects in grade IX SMP. This study uses a qualitative approach with a literature study method. The author collects data and information sourced from journals, books, and newspapers. A literature search is the first step in preparing a research framework and utilizing these sources for data collection to analyze and draw conclusions. From the various literature studies, it is identified in the research results section that the material for socio-cultural change in social studies subjects in class IX SMP contains several aspects, namely definitions, forms, patterns of change, driving factors, inhibiting factors, and people's attitudes towards social and cultural change.

Keywords: Social and Cultural Change, Materials, Social Sciences.

PRELIMINARY

Social Studies (IPS) is a subject due to the integration of social science disciplines for educational purposes that are packaged scientifically and pedagogically for the benefit of learning (Abbas, 2021; Aslamiah, 2021). Social Studies is given to students in schools to develop social skills and knowledge, develop students' intellectual and reasoning abilities and have the potential to transform people's lives (Jumriani, 2021). Competency standards for

social studies subjects in junior high schools include study materials for sociology, history, geography, and economics. In sociology, social studies material teaches all aspects of social relations, including developments, problems, factors, and others. History studies the past with all aspects of change and its balance with the present, and Geography studies the space of human life. Economics teaches about development processes and problems related to meeting economic needs (Abbas, 2020).

Social studies subjects, one of which is taught at the junior high school level, in grades VII, VIII, and IX. At each of these levels, there are several sub-materials related to the context of social science. The material for social and cultural change is one of the sub-materials contained in the SMP/MTs education level. It contains several sub-materials, namely socio-cultural changes, forms of socio-cultural change, and factors of socio-cultural change. This is stated in the Social Studies Textbook issued by the Ministry of Education and Culture of Indonesia and the 2013 revised 2018 curriculum. Social studies material at the SMP/MTS education level (Marhayani, 2018).

Textbooks are part of learning tools that are important and meaningful in spurring, advancing, and educating students. Various studies show that textbooks play a role in student achievement. Moreover, students easily understand textbooks so that the level of student ownership of books and other facilities is correlated with their learning achievement (Mahdayeni, 2019).

The sub-theme of social and cultural change is contained in 2 concepts, namely according to the perspective of sociology and anthropology, which requires teachers to seek references from several relevant sources such as textbooks, reference books, newspapers, and other necessary references. (Rahayu, 2021; Mutiani, 2021; Putra, 2019). The books used by the teacher are a collection of teaching materials containing specific subject matter. They have met the indicators according to the predetermined curriculum as a guide for educators and a tool for students to understand learning materials in learning.

Teachers have full authority to develop renewal of learning processes that are oriented towards educational goals. The teacher adds local content and sources that are clearly related to teaching materials. One of the teacher's roles is as an agent of renewal that can be a source of learning for students to develop their thinking power further. The authority to develop social studies education materials in the classroom is entirely given to the teacher. The knowledge, understanding, and creativity of teachers in managing teaching materials impact the success of the learning delivered (Magdalena, 2020). The Ministry of Education and Culture issues the book used as a guide in delivering teaching materials in schools that should conform with the

achievement of Basic Competence (KD). KD used is KD.3.4 and KD. 4.4 in K-13 revision 2018. KD is the knowledge, attitudes, and skills that students must achieve to show that these students have mastered the standards set in each academic unit. KD is used as a benchmark for the extent to which students master the material, as is the case according to (Jumriani, 2021; Kemendikbud, 2013; Kemendikbud. 2016). KD is used to measure cognitive abilities, then used to develop into indicators.

The competencies used to develop these indicators are used as a minimum standard of abilities possessed by students after learning. The development of essential competencies can be seen from the characteristics of student needs, fundamental abilities, and characteristics of each lesson (Lestari, 2021). This article aims to describe the material for social and cultural change in social studies subjects in grade IX. This article is expected to be a reference source that can be used to develop these materials to benefit social studies learning in schools.

METHOD

Articles are written using the literature review method, namely to collect data. The author collects data and information related to supporting research data sourced from journals, supporting books, and newspapers (Triandini, 2019). The data needed for research can be from official sources obtained from library sources or documents, reports or seminar conclusions, government publishers' writings, recordings of scientific discussions, and several sources related to the research being researched. Thus, a library search is the first step in preparing a research framework and utilizing library resources.

The search strategy is arranged systematically to achieve the targets according to the keywords Social studies learning, basic competence, socio-cultural change. The source of the data obtained comes from the research results that have been carried out and published in online journals published on the internet. The activity of collecting data is carried out following the formulation of the problem that has been stated. The data obtained and have been described and then concluded in general. These conclusions include Social Studies learning, essential competencies, socio-cultural changes (Sugiyono, 2018).

RESULTS AND DISCUSSION

Socio-cultural changes come from two different concepts, firstly, socio-cultural changes seen from the perspective of sociology and socio-cultural changes seen from the perspective of anthropology. (Saleh, 2021; Mariati et al., 2021). According to the sociological perspective, social change occurs because of changes in elements that maintain the balance of society, such as changes in geographical, biological, economic, or cultural elements. However, according to the perspective of Anthropology, the changes that occur involve aspects of life

such as art, science, technology, organizational life rules, and philosophy. These changes occur in society and are interrelated with each other. In essence, this process tends to be accepting new changes made by the community to improve their standard of living and quality of life (Rusmaniah, 2021)

The socio-cultural changes that occur are caused by incompatibility with different social elements in people's lives, resulting in a new pattern of life. Socio-cultural changes occur continuously in society. This indicates that every level of society that feels the impact of socio-cultural changes will experience changes. But the changes in society are not always the same from one community to another (Lumintang 2015; Nababan et al., 2021). Cultural changes can cause social changes in society, and in society, there are social changes that cause cultural changes. However, not all cultural changes lead to social change or vice versa. Socio-cultural change uses terms that can be used to cover two types of change (Klasikal, 2017).

The forms and types of social change in society are many and varied. Social change has filled human life and has become progress or setback in people's lives. Socio-cultural changes cause problems because social changes that occur have different speeds or times from one community to another. Slow changes usually occur in traditional societies, while rapid changes occur in modern societies (Klasikal, 2017; Abbas, & Jumriani, 2020). Changes that occur based on community efforts that adapt to new conditions, needs, and conditions that arise in line with the existing growth in society. The period of changes is not one time with the range of historical events in the society concerned (Ilmiyannor, 2021; Handy et al., 2021).

Slow social change or evolution is a social change that takes a long time and is followed by a series of small changes that occur slowly and happens by itself without any plan (Klasikal, 2017).

The patterns of socio-cultural changes that occur in society are generally carried out through evolution, diffusion, and acculturation.

- a. Evolution is progress characterized by the simultaneous movement of both directions. Evolution is the process of changing species within a certain period to adapt to their environment and pass these changes on to the next generation.
- b. Diffusion spreads or permeates a cultural element from one person to another or from one community group to another. The first principle of diffusion is that the elements of culture will first be taken over by the most closely related people or located closest to their source. Only then, the new culture is taken by distantly related people or located far from the source of the new cultural elements. The second principle concerns marginal survival: the farther the spread of the cultural element from its center, the more blurred its character will be.
- c. Cultural acculturation is a combination of different cultural elements that arise in a community group. The entry of foreign cultures into society causes the waning of the cultural characteristics of that society. Factors that affect the fading of the cultural

characteristics of the community are caused by the combination of local culture with other cultures, as well as an increasingly advanced education system.

The rate of socio-cultural change in each region is different. For example, urban communities experience changes faster than rural communities. The rate of socio-cultural change in society is influenced by two fundamental factors, namely the driving factor and the inhibiting factor, namely: contact with other cultures, an attitude of respect for the work of others, an advanced education system, the desire to progress, heterogeneous population, community dissatisfaction with the field of life. Specific, open layering system, orientation to the future, receptiveness to new things, tolerance for change.

Socio-cultural changes occur because community members at a specific time feel dissatisfied with the old life. The norms of social institutions, or old means of life, are considered inadequate to meet the new needs of life. The population is one of the most critical indicators in a country. Population growth which tends to increase every year, will have an impact on the faster development process. This impact causes changes in land development patterns, reduced agricultural land area due to land conversion. Although this is not a new problem, increasing population impacts land infrastructure development in buildings, roads, industry, and settlements (Lumintang, 2015; Mariati, 2021; Handy & Maulana, 2021).

Every society has a different response to socio-cultural changes. In general, society's two behaviors in responding to socio-cultural changes, namely adjustment and disintegration that lead to division. Adjustment is a reaction of society in responding to change. Adjustments are made to maintain order and public order. Adjustment to changes is usually made in three ways as follows. First, acceptance of new elements is carried out if these elements are deemed to be following the community's needs. Second, the acceptance process is carried out without any rejection. This attitude is usually owned by young people who are easy to follow the changes. For example, changes in hair trends, clothing fashions, the spread of online games, the use of advanced technology, such as the internet, 5G mobile phones, flash drives, MP4, and MP5.

The elements from outside are accepted and adapted to the local culture to form a new, different culture. Thus, one culture is permeated by another culture and vice versa. The ideals, goals, attitudes, and values gradually fuse and develop together to give birth to something new due to mixing the two cultures—for example, the Mahabharata and Ramayana stories. The story is the result of the assimilation of Indian culture mixed with the local culture so that the story is often performed in wayang art, which is Indonesian culture.

Accommodation is carried out as an effort to reduce or avoid conflict due to change. All new elements are accommodated to maintain the social balance that has long been formed. Accommodation is the process of accepting new elements or foreign cultures without affecting local cultural elements to avoid conflict.

Disintegration occurs when the existing changes are treated differently by some communities. Some people think that change will bring goodness and progress. However, some think that these changes will shake the integration of the society that has been formed. People's behavior towards changes that can cause disintegration are as follows. Changes that exist without being addressed wisely can indeed harm society. Western culture that came was able to shake the existing values and norms. As a result, the authority of values and norms as guidelines for action is blurred. Children begin to disobey the prevailing values and norms. Without being accompanied by an increase in abilities and morals, the development of an increasingly advanced society will backfire for the community itself.

CONCLUSION

Social and cultural change can be seen from the perspective of sociology and anthropology. Change occurs because of the incompatibility of different social elements in society. This discrepancy is in the form of a mindset towards renewing the old life into a new life. The layers of society that experience changes will feel the positive and negative impacts of socio-cultural changes. Changes that occur in society will experience a continuous process. Changes that occur from one community to another are not always the same. These various things are presented in the material for socio-cultural change presented in the social studies textbook. Socio-cultural change material needs to be conveyed and taught to students because, in this material, students can learn the changes that occur in a society that can change the institutional structure in society. In addition, students can examine the interrelationships of changes experienced by society from time to time.

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