

Planning and Implementation of Social Studies Learning at SDN Anjir Serapat Muara 1.2

Risna Putra Pradana¹, Syaharuddin², Mutiani³, Muhammad Rezky Noor Handy⁴, M. Ridha Ilhami⁵

1 SMP Negeri 3 Banjarmasin, putradkc12@gmail.com

2 Social Studies Department, FKIP Lambung Mangkurat University, syahar@ulm.ac.id

3 Social Studies Department, FKIP Lambung Mangkurat University, mutiani@ulm.ac.id

4 Social Studies Department, FKIP Lambung Mangkurat University, rezky.handy@ulm.ac.id

5 Social Studies Department, FKIP Lambung Mangkurat University, ridha.ilhami@ulm.ac.id

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ABSTRACT

This article discusses how teachers at SDN Anjir Serapat Muara 1.2 carry out the planning and implementation of social studies learning. This research was carried out to describe activities related to planning and also implementing social studies learning in SDN Anjir Serapat 1.2. SDN Anjir Serapat Muara 1.2 became the place for this research. The method used in this study is a descriptive method of observing, interviewing, and documenting to obtain data. The data analysis used is data reduction, data presentation, and verification as a conclusion. Testing the validity of the data in this study was carried out by triangulating sources and techniques, extending observations, and using reference materials. The results of the study showed that social studies learning plans were made by teachers, namely lesson plans, which in the manufacturing process were guided by the 2013 syllabus and curriculum with one wide lesson plan format. Then the components contained in the lesson plans that the teacher contains such as themes/materials, school identity, time allocation, KI and KD, models, and assessments which are then further developed in the preliminary, core, and closing activities. Furthermore, related to the implementation of social studies learning, the implementation of social studies learning at SDN Anjir Serapat Muara 1.2 is carried out with three stages of activity, namely starting with the preliminary activity stage, then continuing with the core activities, and ending with closing activities. The teacher performs his role as a teacher, guide, facilitator, and evaluator.

Corresponding Author:

Risna Putra Pradana

Social Studies Education Department FKIP Lambung Mangkurat University; putradkc12@gmail.com

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1. INTRODUCTION

According to (Pendidikan Nasional, 2010), which discusses the National Education System, it is discussed that learning is an educational activity that aims to help students become human beings who are virtuous, have a noble character, are knowledgeable, and are innovative to become a democratic and responsible society. In accordance with this goal, social studies learning at the elementary and junior high school levels is an integrated study of various social and humanities disciplines which also helps to direct students to become an orderly society (Mardiana et al., 2020).

Education has goals to be achieved and one of them is "to build better citizens", even this goal is to be achieved from Social Studies education which is referred to as *Social Studies* in the American tradition. Social Studies education also has a goal, namely "Good Citizenship" by the National Council for the Social Studies (NCSS) (Al Muchtar, 2015), the National Council for The Social Studies (NCSS) in a book (Curriculum Standards For Social Studies 1994) mentions the social studies learning objectives namely supporting students to grow skills in making decisions based on the interests of a culturally heterogeneous and democratic society in an interdependent environment. This is in line with the 2013 Curriculum which intends to make students have life skills as individuals and communities who are confident, good, imaginative, innovative, and able to participate in community activities.

Social Studies learning is an educational program in schools that examines the social problems of human life. It will be very beneficial for students studying social studies to be able to have a sensibility for social issues in their environment so that in the end students can deal with these problems neatly and become responsible society. Social Studies learning is faced with problems and challenges. The problems and challenges referred to are demands for improving the quality of education and also education staff (Jarolimek, 1977).

Increasing the quality of education requires that all learning components must play a maximum role so social studies learning requires innovation. Innovation in social studies education refers to efforts to meet the growing demands of society for education through quality improvement. The innovation in question can be carried out in the process of planning, implementing, and evaluating learning so that the learning itself runs optimally and is of good quality (Mardiana et al., 2020).

One of the factors that can bring success in learning is learning planning (Dolong, 2016). In compiling learning tools, RPP components such as materials, methods, strategies, and steps for learning activities need to be well prepared. The many things that need to be developed and considered in making an RPP require skills and expertise to match the applicable references. After planning is made, the next activity is the implementation of learning (Gaskell, 1967).

Implementation of learning is certainly not a simple thing. It is undeniable that in learning there will be various obstacles, both internal, such as the lack of maximum learning experience, and external, such as weak learning support facilities and infrastructure and class hours during the day. The teacher is expected to need to make learning fun so that students can follow well. Obstacles and obstacles to learning are commonplace because obstacles and obstacles are inherent in all processes. However, these obstacles and obstacles can be overcome with innovation. According to (Blândul, 2015), innovation in education is one of the most important ways that can help schools face the challenges of the contemporary world. Innovation in education must be carried out simultaneously in all components because any imbalance can have an impact on student learning and academic achievement. Therefore it is necessary to understand innovation in educational significance, focusing on indicators of planning/teaching materials, methods, information content, and evaluation (Mutiani et al., 2023).

Social Studies learning will be easier to understand, feel fun, and be meaningful if the planning, implementation, and evaluation of learning goes according to predetermined guidelines. Learning planning must be adjusted to the abilities of students, interests, encouragement to learn, feelings, ways of learning, conditions, and the environment of the students themselves (Fadlillah, 2014). The aspects that have been mentioned are important for designing the learning process so that it can run well. Creating pleasant conditions in the implementation of learning means having to make students feel interested in participating in a series of learning. Prepare interesting learning methods and strategies,

utilize the learning environment, and increase the diversity of learning resources. This research was carried out to describe activities related to planning and also implementing social studies learning in SDN Anjir Serapat 1.2 (Rahayu et al., 2021).

2. METHODS

This study uses a qualitative research approach by providing an overview of all findings related to the planning and implementation of social studies education at SDN Anjir Serapat Muara 1.2. According to (Komariah, 2014), qualitative research is a research method that uses natural data analysis according to reality and data collection methods to reveal the truth about certain social conditions. Through descriptive descriptions, the researcher explained based on observations made by coming to SDN Anjir Serapat Muara 1.2 to see how the teacher planned and implemented social studies learning.

According to Guba and Lincoln (Moleong, 2019), research instruments are humans who have general characteristics, are the desired qualities, and have increased the possibility of researchers as research instruments themselves. In this study, researchers were assisted by several data collection tools that function as supporting materials to answer all the formulation of the problems studied. Researchers were assisted with data collection tools such as interview guides, cameras, stationery, and voice recorders. According to (Sugiyono, 2013), data collection techniques are quite crucial research stages because they allow researchers to achieve the goal of obtaining primary data (Sidiq, 2014). The collection of research data is by observation, interviews, and documentation. Then, in conclusion, research data analysis techniques namely data reduction, data presentation, as well as verification. Utilizing reference materials, extending observations, and triangulating sources and techniques all contribute to data validity.

3. FINDINGS AND DISCUSSION

Learning plans must be made based on conformity with the 2013 syllabus and curriculum. This requires teachers to develop them based on the needs that will be used in social studies learning in class (Mulyasa, 2014). The teacher determines, defines, and adjusts the subject matter with Core Competencies, Basic Competencies, and Indicators when making lesson plans. According to (Syaharuddin & Mutiani, 2020), the teacher also selects the learning materials to be used and plans the lessons to be presented in the preliminary, core, and closing activities. According to (Rusman, 2017), reviewing the syllabus, determining learning resources, setting goals, creating learning activities, and describing types of assessment, are the steps in making lesson plans.

Based on observations made on January 10, 11, and 12, 2023, the lesson plan that was made was then carried out in class V with social studies subjects. teacher Muhammad Ilmy, S.Pd. The main material presented during the observation was theme 6 of heat and its transfer, sub-theme 2 of heat transfer around us: social science lesson content (community activities in a social environment). By bringing the Learning Implementation Plan (RPP) which had previously been made by the teacher, the researcher sat at the very back to observe the implementation of social studies learning. At the learning planning stage, the teacher makes a Learning Implementation Plan (RPP) based on the 2013 curriculum and syllabus. Furthermore, in preparing the RPP the teacher pays attention to the RPP content components from KI and KD, school identity, learning materials, and themes (Ilhami et al., 2019)(Syaharuddin et al., 2022).

This is in line with what was conveyed (Syaharuddin & Mutiani, 2020), that in the preparation of a complete and systematic, and well-designed lesson plan, it is hoped that it can help support students to be actively involved during the learning process. The teacher's RPP uses the one-sheet RPP format, the teacher is of the view that using one-sheet RPP is considered more effective and efficient because it can give the teacher more time to prepare and evaluate the learning process itself rather than making too many RPPs. This shows that teachers follow the Circular of the Minister of

Education and Culture of the Republic of Indonesia No. 14 of 2019 concerning the simplification of lesson plans, with learning objectives, learning steps (activities),

In preparing the lesson plans themselves, the teacher makes adjustments to the level of understanding of students. This is done so that the material presented by the teacher is easy for students to understand. The teacher uses the lecture method while the choice of the lecture method is based because students sometimes do not understand enough if it is not explained. Learning Resources, while the learning resources used by teachers are thematic books and the internet. As for media, the teacher plans to use electronic audiovisual media in the form of a Strombook.

Then enter the implementation of learning activities where the implementation stage is divided into three activities, namely preliminary activities, followed by core activities, and then ends with closing activities. Preliminary activities based on observations made by researchers in the field are known that the teacher starts the class by greeting and then answered simultaneously the students. The teacher then checks the students' attendance and asks them to pray before starting the lesson. After that the teacher continues to communicate and explain the learning objectives and do apperception, namely asking questions related to the subject matter to be discussed.

Based on what the teacher has done above, the teacher has carried out preliminary activities by getting used to starting learning activities by praying together followed by checking the presence of students, then continuing to convey and explain the learning objectives and do apperception. By what was said (Mulyasa, 2007) said the teacher can carry out opening/introduction activities by explaining the learning objectives to be achieved and providing an outline of the lesson (material) that needs to be learned. After that, the teacher can ask a lot of questions either to find out how much students know about the previous lesson or how well students related to the lesson know it.

Furthermore, in the core activity, observation activities are carried out by listening to the teacher's explanation regarding the material of community activities in a social environment. Students are instructed by the teacher to listen and pay attention to learning videos related to community activities in the social environment that have been sought before in groups. The teacher groups students into five groups where each group consisting of 3-4 people, this is due to the limited number of Strombooks owned by the school. Based on the results of observations in the field, in this lesson, the learning resource used by the teacher is the internet, where the teacher instructs students to look for learning videos via the internet.

Then, after the students finished listening to the learning video, the teacher then invited students to ask if there was a lack of understanding about the learning video they had watched. Because no students asked questions, the teacher then re-explained what was in the learning video that they had watched before. While the teacher is explaining the teacher also occasionally asks students about what important points they have understood from listening to learning videos about community activities in a social environment. This is done by the teacher so that students take an active role in learning by expressing their opinions. In line with (Wahidmurni, 2017), who says that in implementing classroom learning,

In this core activity, the teacher carries out contextual learning, which can be seen from the way the teacher explains learning while relating it to examples related to the student's daily lives, for example when observing the teacher explains about farmer groups, which the teacher relates to examples of rice farmer groups in the area. the village. The things that teachers believe (Milka, 2014) are that theoretical learning materials can be effective and interesting for students if they are contextualized and related to their daily life experiences. Society and environmental culture can be used as a learning model with the aim that students are equipped to carry out their public activities as individuals from local (adjacent) (Abbas, 2013).

Furthermore, after the students listened to the teacher's explanation, the teacher then gave assignments in groups to students to make simple observation reports related to social activities that students often do in the school environment such as shopping at stalls, cooperation, and doing group assignments. Then, when the group discussion took place the students looked serious about working

with their respective group members. Even though some of them were seen joking around and did not participate in group discussions, the teacher during the discussion activities also monitored the activities of the students as a whole and guided students if they had questions or who still did not understand the assignments given. This means that the teacher has carried out his duties as contained in Government Regulation Number 74 of 2008 which explains that teaching, educating, guiding, and training students at a certain level of education is the main responsibility of a teacher. This can be seen when the findings from the field show that the teacher directly monitors the group work activities that students participate in and directs students who ask questions or do not understand.

Entering the closing activity, the teacher asks students to convey the most significant important points that emerge from the material just learned in the learning activity. After that, apart from giving conclusions to students and additional reinforcement of the material that has been taught, the instructor also reminded students to keep studying at home. Furthermore, before ending the activity the teacher then allows students to ask questions if there is unclear/understanding regarding the lesson that has been delivered and the teacher closes the meeting with a greeting.

The description regarding social studies learning above is similar to what Nabila class V students felt when the social studies learning process took place. According to students, the teacher in conveying learning material is considered good enough, then the teacher in giving examples to students is by the level of understanding so that it is easily accepted and understood by students. Then from the student's statement above it can also be understood that the interaction between the teacher and the students runs smoothly because the students want to ask the teacher if there are things they don't understand. The learning felt by students also said that the teacher was seen frequently using theme books, strombooks, and wide screens (LCD) (Jumriani et al., 2022).

Another opinion was also expressed by a student named Nor Annisa Fitria according to students, that teachers in the learning process more often use the lecture method in delivering learning material, besides that teacher also sometimes use LCD and Strombook. These students also revealed that learning using Strombook is done by watching learning videos which are then explained again by the teacher.

4. CONCLUSION

Social Studies Learning Planning at SDN Anjir Serapat Muara 1.2. Based on the observations that have been made, it can be concluded that the instructor has prepared lesson plans that are guided by the syllabus and curriculum that has been set, namely the 2013 curriculum. Teacher lesson plans are prepared according to the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2019 concerning the Simplification of lesson plans because teacher lesson plans only contain objectives learning, learning steps (activities), and learning assessment, while other components such as school/subject identity, themes, and time allocation materials serve as complements.

Based on the identification of observations, it can be concluded that the teacher has carried out his duties as a teacher, facilitator, and evaluator and the teacher has also carried out his main task of educating, teaching, guiding, and training students. The teacher can then encourage students to actively participate in learning by using a lecture and question-and-answer format. By adjusting to the personality of the students he teaches, the teacher does a good job of delivering material in class. Then in the implementation of learning the teacher has been able to provide contextual learning to students. As for the use of learning media, teachers are able to make good use of available learning media, this can be seen when implementing learning in the classroom the teacher can use Strombook, globe, pictures, maps and LCD.

Conflicts of Interest: The Author does not have conflicts of interest.

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